

XI - 79 - 4. 23 pages of unidentified manuscript.

Kweichow sent us small re-enforcements, which were welcome. with my brigade./ My original Yunnan regiment ~~xxxxxx~~ fought every day and often at night, and I had to reorganize it three different times. ~~Yang~~ Young peasants from the Ko Lao Hui were ~~xxxxxx~~ being rapidly trained, then taken into the regular forces. We contested every inch of ground, and the high reputation which the Yunnan Army enjoys to the present day comes from that time, ~~xxxxxx~~ and to a lesser extend from the 1911 revolution.

In late March we re-took Nachi and on March 23rd, 1916, while I was in my headquarters in that town, Tsao O sent me a report stating that Yuan was trying to stop the revolt by renouncing the monarchy, and by issuing a call for the Republican

FIGHTING AND LEARNING*Left out.**See 1st 2nd & 3rd
bandits, puppet
↓**Reverts to
1 ppg. to
retain ppg
on progress*

Commander Chang Yun-ee and some of his staff officers sat in the courtyard of the peasant home where I lived, and as we talked the old peasant and his two sons stood about listening. A daughter-in-law hovered shyly in the background, her humble young body

outlined against a high stack of rice straw. Her hair was cut short— an indication that she had come under the influence of women of the Army.

The two sons were young and strong, but the old father was gaunt and bony, and rags patched together as clothing hung from his frame. His eyes were swollen and filled with the pus of trachoma, his few teeth were black snags and he had a rotten, hollow cough. A lifetime of unremitting labor had left the family in grisly poverty.

We were discussing traitors, and Commander Chang remarked:

"The social basis for treason in this Province is landlordism and bureaucracy. Anhwei is an old bureaucratic, landlord center and ~~the old capital of Hefei~~ ^{at Hefei} was a nest of traitors until attacks of our Army altered the situation to some extent. Ni Tao-liang, the puppet appointed by the Japanese as provincial Governor, has had to move from Hefei to Pengpu, the railway center, where he can be better guarded by a powerful enemy garrison. Ni is a big landlord, his uncle was once Governor, and his family has always had its own armed militia. He uses feudal relations with his relatives and tenants and with other landlords who are his friends to build up puppet armies. The social composition of traitors consists of retired politicians, militarists, big landlords, gangsters, some compradores, returned-students from Japan, and some former Kuomintang officials."

"What is the social composition of puppet armies?" I asked Commander Chang. ↓

Su. Li | "Puppet soldiers--there are between 4,000-5,000 in the Province--are conscripted poor peasants, unemployed coolies, policemen, gangsters and militiamen of the landlords. Some are bandits. The puppet governments pay them from special taxes on the people in occupied regions. The pay is the same as the Chinese armies, but less than the Japanese. The puppet commanders are often relatives of puppet administrators. The Japanese seldom trust the puppet soldiers enough to send them out to fight us, but use them, instead, as garrison troops.

Col. Wa | "Banditry is also a ^{serious} social problem," he continued, answering another question by me. "Bandits are bankrupt peasants, the unemployed, or gangsters. Under the Soviet system we could give land to such men, but under the united front agreement we cannot divide the land. Some bandits are won over, but few are ever taken into our Army. We disarm and re-educate them, give them some money and send them home."

The old peasant, his sons and daughter-in-law listened carefully, but still spoke nothing. Some of the commanders urged the woman to come and sit down, but she shrank back shyly; such talk as ours was considered the business of men. But her presence and her short hair indicated a new awakening. ↑

section Recast to preserve this passage | "When the Japanese first invaded parts of this Province," the Commander continued, "they burned villages and slaughtered the people, and no Chinese could live within seven miles of the Tientsin-Nanking railway. As our guerrilla activities grew in strength, some smart Japanese intellectuals thought up the idea of appeasing the peasants. Around the lunar New Year this year, they began to confiscate the land of those landlords who had fled from

the railway zone rather than become traitors. The Japanese ~~confiscated and~~ divided their land among the peasants, called mass meetings, and gave each person ten cents and distributed candy and cakes to the children."

"So the Japanese are parading around in the old trousers of the Red Army!" I remarked.

"Yes," said Commander Chang. "During New Years the Japanese put up slogans which cleverly utilized the weaknesses of our country. These read:

"'Peace and prosperity for China!'. . . 'Lay down your guns and take up the plough!'. . . 'Oppose the Communist-bandits!' and 'Oppose corrupt Government; support the new reformed Government!' At the same time they distributed twenty cents to each house, with a New Year's greeting."

"Did it work?"

"No appeasement works because the Japanese must of necessity continue to kill, loot and rape. Theirs is a war of aggression while ours is a war of liberation." ////

"Around Nanking and Soochow, on the south of the Yangtze," I related, "the Japanese also tried appeasement. They sent out mobile medical units, modelled on the Chinese Red Cross Medical Corps, to conduct free medical work in the villages. With each tablet of quinine they did propoganda. But in the wake of the medical units came Japanese soldiers, looting, slaughtering, raping." ↓

The old peasant, his sons, and the woman, had drawn closer. Commander Chang regarded them thoughtfully, then said:

"Some landlords in this province own as much as 10,000 mao of land and most can get many tens of thousands of piculs of grain. (1 picul, or tan, is 1 cwt.). Here the rich are very rich

*1000
start
910,000
peasant
mao
picul*

and the poor very poor. The rich are 'little kings'. Some landlords fled to the rear or to the port cities to escape danger, but left agents behind to collect the rent. Our Army suggested to the Government that the crops of absentee landlords be confiscated, or even borrowed, and divided among the armed forces, the peasants, and the Government, according to need. The Government refused. So the grain remains in the warehouses of the landlords where much of it rots. After each harvest, the Japanese launch offensives, carry away all the grain they can, and burn the rest."

The old peasant interrupted harshly:

"Its all wrong! My landlord owns nearly 10,000 mao of land. He is not here but still we must pay half the crop as rent and I cannot remember when we were not in debt. The landlord's agent comes and sits in our house, and we must entertain him with the best food for days. If we do not, he will beat us, upset our tables and break our dishes."

The faces of the sons were contorted with hatred.

Until after the fall of Hankow, Commander Chang Yun-ee said, there were no armed forces in this region in the enemy rear except the New Fourth Army Detachments. The old Peace Preservation Corps and the landlord militia remained but were useless. Now the 21st Group Army, one of the strongest armies from Kwangsi Province, operated in the western part of the Province and in Hupeh. Relations between this Army and the New Fourth were cordial so far.

"The Kwangsi Army is very well-disciplined and its men are brave fighters," he said. "But its political education is insufficient."

At my request, some of the commanders began relating incidents in guerrilla warfare in which they had taken part. The common people had no fear of the Japanese during battles, one man

said.

"Even the women listen without fear ~~to~~ to gun-fire, and evacuate only if the enemy breaks through. Some civilians have become members of our Staff Departments because they know the roads, rivers, lakes, paths, distances, and how to surround the enemy."

Another officer told of an engagement on ~~the~~ Chinese New ~~Year~~ Year's Day in which he had taken part. The fighting continued throughout one day, after which the people carried their precious New Year's dinners to the Army and, in addition, took up a collection as "consolation". Many civilians had taken part in the engagement. They had gone with ropes to the ~~end~~ end of which they tied a stone, then hurled ~~them~~ ^{the rope} up over the telegraph wires and around the ~~telegraph~~ poles and dragged them down.

I asked Commander Chang how the Detachments north of the Yangtze compared with those to the south.

"In some respects about equal," he answered. "The ^{national} class consciousness of our men is very strong; they are not corrupt, and their spirit remains the old Red Army spirit. I ~~mean~~ mean by this that they can endure great hardship, live on little food, walk rapidly for even a hundred li without ~~food~~ ^{shoes} if necessary, and they can endure cold. Under the most difficult conditions they maintain good discipline. In their ability to endure hardship I think them superior to our troops in the south. The Governor grants us a subsidy of \$20,000 a month, ~~and~~ and our General Headquarters in the south supplies the rest. But it does not meet our needs. Last winter we got padded winter uniforms in the middle of December only, and this year we do not know when or from whence we

Gen.
Wang

"- 2/1/11

will get them. We allow ten cents a day for food, but sometimes we can allow only five. The troops understand such things, the Fifth Detachment in particular, whose men are ~~usually~~ ^{physically} strong and highly trained politically." ↓

Commander Chang Yun-ee allowed me to see the Army records of battles, as well as his personal note-book. I made a summary of one hundred engagements and recorded the following in my diary:

From May 1st to August 8th the three North Shore Guerrilla Detachments fought in just one hundred engagements, most of them small. The results were:

Captives: Nine Japanese soldiers including one platoon commander; one Japanese foreman from the mines at Chulungkang; 7 puppet officers and 48 puppet soldiers; one head of a puppet Government, and his brother, the commander of a puppet army.

Trophies captured: 159 rifles, 5 pistols, 6 mausers, 1 machine-gun, 15,266 rounds of ammunition, 23 cases of hand-grenades, 9 horses, 4 mules, 11 enemy banners. Enemy blankets, coats, helmets and other similar trophies not counted but in use at the front. Destroyed: 520 telegraph poles, 1,570 cattles (1 catty is 1 1/3 lbs.) of telegraph wire torn down; 13 enemy launches, 9 trucks, a bridge, 20 miles of highway and two miles of railway torn up; three enemy rice mills destroyed.

Japanese killed and wounded: 1,314. Puppet soldiers and officers killed in battle, 161.

New Fourth Army losses: 76 commanders killed and wounded--about half and half; 629 soldiers killed and wounded, of whom 240 were killed outright; most of the wounded soon died due to lack of medical care.

In Commander Chang's note-book I found these notes:

September 2. Sixth Detachment fought 200 Japanese, killed 22 soldiers and one Colonel--captured the Colonel's fine sword. Captured 15 rifles, 10,000 rounds of ammunition, five horses and many other military things. Among our dead were Ma Ching-hwa, a Tingsien man and a C.P. member who commanded the unit. Wang Jia-fu, C. P. member, Director of the Mass Movement section of the Sixth Detachment, also killed in battle.

Beneath this note I found these words: "Need for winter uniforms urgent; 15,000 needed but even 10,000 would be very fine."

On another page I found this: "Recent anti-Wang Ching-wei Conference in Lihwang. Discussions very advanced and many youth now conducting a widespread campaign against traitor Wang. Governor Liao Jui collects many educated youth about him

Caution

for work in the Provincial Mass Mobilization Committee. Governor Li's program: 1. Unity between the Army and the people; 2. Training ~~pac-chie~~ cadres; 3. Training of military officers; 4. Training Student Army; 5. Established many new Training Schools; 6. Reorganizing local armed forces; 7. Mobilization of the people to some degree. Support the program fully."

.....

At reveille each morning the doctors and nurses ~~arose and~~ moved out into the hills to conduct ^{physical} examinations of the troops. This was a new phase in the Chinese revolution. The soldiers had never before had a physical examination, and the New Fourth Army was the first in China to introduce ^{The system} ~~physical~~ examinations of soldiers. The practice was ~~not~~ ^{not} universal ^{even here} ~~in this area~~, and it was not yet possible to examine all new volunteers.

The examinations aroused tremendous excitement among the soldiers and the civilian population, and they spoke almost with reverence of it.

(Radio news of the arrival of the first medical unit had been sent to all the fighting units, and the first seven stretchers had already arrived ^{carrying} ~~with~~ wounded men. A new hospital was being prepared in a village.

no of when Dr. Gung told
~~to~~ one wounded man, Dr. Gung ~~said~~, ~~that~~ ^{would not} ~~our~~ medical supplies ^{will arrive} ~~only tomorrow~~, ^{until the following day} ~~they~~ ~~some~~

~~The~~ The man answered: ~~him, saying~~ "It does not matter. Just to see a doctor makes me feel better."

On the fourth day, when the mass meetings of welcome ~~was~~ ^{were} over, ~~a~~ ^{the} women's conference ~~was~~ a thing of the past, and ~~many~~ ^{the} interviews ~~were~~ ^{had been} finished, I had time to accompany the medical unit on its work. The bugle awoke ~~me~~ ^{us} at dawn and with the doctor and nurses I walked for an hour through murmuring bamboo forests to the temple

Central Anhwei

which housed the Training Camp of the three ^{Central} guerrilla Detachments. One hundred and eighty ^{lesser guerrilla} ~~lower~~ officers, and soldiers selected to become ^{lesser commanders,} ~~lower officers,~~ were studying in this Camp. There was a teaching staff of fifteen, but henceforth a new course--hygiene-- would be given by one of the women nurses.

By noon ~~of this day~~ the physical examinations were finished and the results cursorily summarized. 100% of the students had trachoma, 20% ~~suffered from~~ hernia, 30% had malaria, 20% caries, 50% scabies. There were ^{many} ~~many~~ cases of intestinal disorders and eight men had active tuberculosis. There was no venereal disease. This record was about the average for all the troops, ~~so far examined,~~ and was perhaps the average for the civilian population from which the soldiers ^{came} ~~sprang~~.

I spent the afternoon talking with the Training Camp ~~and~~ students about their lives, ideas, studies and fighting records. Most of them were former Red Army men and of these the majority were poor peasants. The rest were artisans. Most ~~of them~~ had already fought ^{from} ~~for~~ eight to ten years. Some ^{of those} ~~men~~ who had joined the Army after the Japanese invasion, ^{but} ~~had~~ been selected to study because of their ^{fighting records,} ~~bravery and ability in fighting~~. There was one intellectual, a student, destined to be a Political Director.

The men took me through their ^{billets} ~~living quarters~~ and ^{class} ~~study~~ rooms. Many slogans reflecting the ~~leit motif~~ of the Camp hung on the walls, and a large wall newspaper was pasted up in the main lecture hall. ^{The halls were hung with slogans like,} Some of the slogans read:

"Fight and study!" "Unity, alertness, ~~activity and~~ enthusiasm!" "Train thousands of cadres to create an iron New Fourth Army!" "To defend our country, we must conquer all difficulties! ^{and} Consolidate the united front!"

^{nr 9} The ^{billets} ~~living quarters~~ were clean and orderly, but more

barren than anything I had so far seen. Down the length of each room were rows of bare boards ^{and} across saw-horses, and at the head ^{against the wall} lay each man's "blanket", neatly folded. This "blanket" consisted of a double layer of dark blue cotton cloth two yards long--this and nothing else for summer or winter. On wooden pegs above the ^{bed} hung each man's rifle and ammunition belt, and beneath it his shubao, or cloth ^{knit bag} ~~satchel~~ ^{which soldiers sling over their shoulders and in which they carry all their possessions.} The "blanket", the shubao, the rifle and the uniforms on their backs were the sole possessions of these guerrillas.

I asked to examine the contents of some of the shubao's and half a dozen were immediately placed on a table in the courtyard ^{before me. A typical one was that of Hu Chia-chen, a twenty-seven year old platoon commander. He had been} I listed their contents, ^{in my diary,} together with the life history of their owners. ^{Here is one record from my diary:}

^{came from a} Hu Chia-chen, a platoon commander, 27 years of age, member of the old Red Army for seven years before the Japanese invasion ^{began, after which he fought continuously at the front until selected to study.} ^{He} a poor peasant ^{whose family owned} ^{1 1/2 mao} of land and ^{was in debt to the extent of \$300 (on which they paid an annual interest of 36%).} Hu had learned to read and write in the Red Army, ^{he} had been wounded five times and now had malaria. ^{His shubao contained the following:}

^{one} short piece of candle; half a tube of toothpaste; ^{an} old tooth brush; ^a scrap of soap carefully wrapped in a piece of rag; one letter from his family, written by a letter-writer; a seal, 3 pencils; 13 books and pamphlets; 6 lecture note-books; copies of the Army newspaper, ^{with passages marked.}

^{not of} Books and pamphlets, ^{he had} ^{tests} Protracted Warfare, and The New Stage in the War, ^{both} by Mao Tze-tung, general secretary of the Communist Party; ^{one} book on Strategy and Tactics; ^{one} each on Military Science, Elements of Social Science, and Natural Science. Pamphlets written and published in the Army ^{were:} Political Work in the Puppet Armies; Work Among the Enemy ^{(three pamphlets on this subject bound together with a string);} a ^{one} Japanese Primer; Army Rules; Army Song Book; How to Write for the Wall Newspapers; War-time Child Education.

^{I asked Hu} turning to the owner ^{of the shubao} ^{he had}

"Have you learned the Japanese language?" ^{He knew}

"Considerable." ^{I know} many words and phrases and ^{could}

double space
and then
wrote numbers
no ital
pamphlets

and
an

shout slogans in Japanese, ^{he said,} but ~~could not yet~~ talk freely with ~~the~~ captives."

The note-books in which he kept ^{his lecture notes} ~~lectures~~ were divided into ^{under three headings} three main lines of study--military, political, cultural. Under "cultural" ^{were such} ~~came all~~ general knowledge ^{subjects} ~~such~~ as reading and writing, arithmetic, geography and natural science. The political and military lectures were exhaustively outlined, ^{the} ~~the~~ cultural note-books ~~less, but~~ I wrote in my diary the sub-heads of lectures on guerrilla warfare, ~~and~~ ^{included, for example,}

double-space

General principles of guerrilla warfare; ~~how to fight;~~ ~~guerrilla warfare;~~ where to carry on guerrilla warfare; tasks of guerrilla warfare; reserves; ~~technique of organization;~~ ~~of guerrilla warfare;~~ guerrilla warfare and the people; how to destroy enemy communications; capture of enemy transports; espionage; ~~against the enemy;~~ supplies; ~~for guerrilla units;~~ and education, ~~of a guerrilla unit.~~

A ~~some of the~~ sub-heads ^{for} under political lectures ^{included} were:

Political work in the Army before, during and after fighting; political work among the people in the war-zone; political work in the company; different political parties and their principles; ~~program of~~ political work in the enemy Army; principles and policies of the national united front.

In this same note-book I ^{also contained} found these headings, with detailed notes ~~below each;~~ ^{on the}

~~Economic aggression of imperialist powers against China.~~
~~Political aggression of imperialist powers against China.~~
~~and Cultural aggression of imperialist powers against China.~~

Under ^{the title} ~~a course of lectures on~~ "Tasks of the Chinese Revolution" ^{the following topics were treated;} were these sub-heads:

The present situation, its peculiarities and ^{problems} ~~tasks;~~ causes of tendencies to surrender and compromise with the enemy; Japanese inducements to wavering elements; ~~why~~ compromise and surrender ~~is the~~ road to death; why wavering elements are ready to surrender, but ~~determined~~ determined to fight the Communists; preparation for surrender; present situation and the future of the war of resistance; our present tasks. (All from the Marxist viewpoint.)

I turned to the note-books on "cultural subjects", and opened to a lecture on natural science. ^{Here were notes on} Here are ~~the~~ sub-heads:

The Sun; the earth; the moon; ~~Nature of the sun;~~ ^{sun} light

and
~~the~~ heat of the sun, ~~form of the earth,~~ causes of different
~~kind of~~ weather; day and night on the earth and the causes of
 the four seasons; ~~form of the moon;~~ cause of changes in
 moonlight; eclipses; causes of tides; the nine planets, their
 shape and nature; ~~rate of movement of earth around the sun;~~
 stars; the Polar Star and how to find it; comets; ~~constant~~
~~stars;~~ star constellations; ~~and~~ clouds and their cause.

These ~~mischievous~~ satchels with their contents were perhaps
 typical of the system of education ^{imparted by all the} ~~of all the~~
~~shown in the~~ Training Camps of the New Fourth Army. ~~It~~ was the
 only education many of the men had ^{ever} received, ~~up to the time they had~~
~~learned to read,~~ (and what they learned they were expected to ~~teach~~
^{teach} their troops, with the help of the Political Directors,

9 The study of natural science had ~~not~~ ^{only} recently been introduced; ~~but~~
~~it existed in~~ no other Army I ~~had~~ ever visited. ~~This interested~~
~~me very much and~~ ^{when} I asked to talk with the science teacher, a
 soldier went away and brought him ~~back~~ ^{to me}

I glanced up, ~~intending to stand up,~~ ~~to meet the teacher,~~
^{and then} but, instead, sat staring at the face above me. It was deformed and ^{twisted,}

as if someone had tried to chop the head in two but had failed. A
 broad, deep, black scar started ~~from~~ ^{from} the nose, ran across the cheek
 and jaw, down along the neck under the ear, and stopped just short
 of the spinal column in the back. The scar sprayed out on both
 sides as if the flesh had been torn by some jagged instrument, and
 the fractured jaw had thrown the mouth to one side.

The teacher stood in silence, ~~and~~ waiting, ~~for me to~~
~~ask him a question.~~ Then I looked above the scar into his eyes, and
~~as I looked~~ ~~up~~ ~~at~~ ~~his~~ ~~eyes~~ ~~and~~ ~~they~~ ~~rose~~ ~~to~~ ~~my~~ ~~feet~~. They were as level as the eyes of
 death and in them an expression beyond all earthly things, beyond
 all pain ^{and} suffering, ~~or pleasure.~~

From his twisted mouth came the slow but clear words:
 "I also was a member of the Chinese Red Cross. That is

why my face is deformed.

~~"How?"~~

"The Japanese tried to chop off my head."

~~"How?"~~

~~His level eyes looked into mine and he remained silent.~~

~~"Try to tell me," I pleaded, hesitatingly, "I fear that~~

~~I may tell others."~~

I gasped, finally recovered and began asking questions, with many questions I drew the story from him, and this is trying as gently as I could to draw his story from him. In what he told:

~~It was November 8, 1937, during ^{the general} retreat from Shanghai, ~~I was~~ ^{his teacher, Chang Yen, had been} a member of a Red Cross first-aid unit of twelve men. Four of our armies covered our retreat and were sacrificed. With two ambulances ^{filled with supplies,} my Red Cross unit ^{had} established temporary dressing stations ^{along the roads of} retreat. ~~For the whole day of~~ ^{On} November 8th we established ~~our~~ a station ^{near} on the highway between Chinpu and Sunkiang south of Shanghai.~~

below a hill ~~A French Catholic mission and observatory, was located on a hill~~ ^{near us.} ~~It was~~ ^{that} near ~~that~~ place ^{had} that a company of Japanese suddenly ~~surrounded and attacked us.~~ ^{The unit}

~~"Did you have the Red Cross sign on your uniforms and cars?"~~

~~"Yes,"~~ ^{said Chang Yen} "Our ambulances had a ~~big~~ red cross on each side and ^{we all} each of us wore ~~Red Cross badges and broad arm-bands, with a red cross on them.~~ ^{had no guns,} We ~~were unarmed of course,~~ and ~~we~~ could only ~~run~~ ^{run,} ~~and try to escape.~~ The Japanese killed nine of ~~our~~ unit. Three of us ran across the fields and two were killed. Some Japanese ~~rose up~~ ^{in front of} right ~~before~~ me and I saw a big sword with jagged teeth down one edge--~~a sword~~ ^{such as} the enemy uses ~~to saw through~~ barbed-wire entanglements."

~~Chang Yen turned his head slowly and stared before him.~~

paused,

into space.

~~a deadly silence.~~

~~"And then?" I asked almost in a whisper.~~

^{little} "When I returned to consciousness, ^{he continued after a moment} I was lying in ~~the bed~~
~~in~~ a stream, and the water was flowing ~~over~~ ^{the} back of my head. I
 dipped up water and threw it over my face and ^{it was bloody.} ~~the water ran red.~~ I
 crawled up the bank, but could see ^{no one.} ~~no sign of life.~~ On the highway
~~I could see one of~~ ^{were} our ambulances, partly burned, and dressings and
 medicine ~~scattered~~ ^{scattered here} ~~about.~~ ^{about} Then I saw a man's
 head appear above a grave-mound. When I raised my hand, he came
 running, and ~~at my request~~ brought dressings and medicine from the
~~road and~~ helped me dress my wound.

^{villager with and} "This ~~man was a~~ peasant and during fighting he and some
~~others~~ ^{had} hid in holes they had dug along the banks of the
 stream, ~~they~~ covered the entrances with branches and weeds. He
 carried me to ^{a dugout} ~~one of these~~ and kept me there ^{until} ~~for nearly a week and~~
~~each day he helped me change my dressings.~~ One day he told me ^{that} ~~there~~
~~was~~ ^{the} Catholic priest in the observatory on the hill ^{would} ~~agree~~
 to cure me if I would permit. That night the priest came and he and
 the ^{villager} ~~peasant~~ helped me up the hill and I lay in ^{the priest's} ~~his~~ home for three
 weeks. There were thirty other wounded men there, some soldiers,
 some civilians. ^{soldiers sometime} ~~Sometimes~~ Japanese came and asked to ~~come in to~~
 search for soldiers, but the old priest ^{said it was his} ~~refused.~~

~~"This is my~~ private home and if ~~they~~ ^{they} enter ^{and} there ^{would} ~~will~~ be
 complications between ^{France and Japan.} ~~your government and mine.~~

"So the Japanese went away. After three weeks the ~~old~~
 priest gave me ^{some} clothing and money, and peasants led me ^{over} ~~through~~ the
 battlefield into the interior. ~~most~~ The villages were in ruins
 and only a few old people ^{tried to hide in} ~~hid~~ ^{among} them. ^{The} Decaying corpses of our
 soldiers and people lay everywhere. The air was ^{circulating} ~~stagnant~~. After a
 number of weeks I reached south Anhwei and heard that the New Fourth

Army was being formed to fight in the enemy rear. I volunteered to fight as a soldier, but the Army said the soldiers needed knowledge. So I began to teach natural science because I had ~~formerly~~ been a science teacher at Woosung, ^{before the war.}

When he ~~had~~ ^{had} finished, I asked ^{leave} to take his picture.

~~but he would not like a tourist in making the request.~~
~~I explained that it would~~ explaining that it would be proof of his story.

"Proof?" ^{he repeated in} his voice was amazed. I explained that there were many people in foreign countries who did not believe such stories, ~~but~~ ^{but} they thought them fabricated. ~~and~~ ^{and} I explained, I felt ~~that~~ ^{that} "why shouldn't they believe?" ^{he asked,} his voice was still ^{utterly baffled} ~~amazed~~ ^{amazed}.

"I don't know," I feebly answered, "Perhaps people like ~~only~~ ^{to see and hear} pleasant things"

He lowered his eyes and kept silent and ~~again~~ ^a feeling of shame ~~was~~ flooded over me. With something like ~~my~~ sarcasm ~~in~~ he ~~was~~ said I could take ~~the~~ picture, ~~and~~ ^{but} ~~to~~ ^{to} keep him talking, ~~and~~ ^{I hurriedly asked him} I talked irrelevantly, asking him if he liked ~~the~~ Army life.

"Like it?" ^{he answered.} "I never thought of liking or disliking it-- it has to be done. The only think I don't like is the lack of teaching material. We have nothing, ~~but~~ though I've written a small text-book and made a globe and a few things like that. If you could collect ^{material} ~~for~~ us, it would help." ~~and~~ I promised, but it was over a year ~~later~~ later, when I reached the far west, ^{before} ~~that~~ I could fulfill the promise.

guarded by a cavalry unit of ~~perhaps~~ ^{about} fifty men. The guerrillas knew that horses could not be driven down the ~~road~~ ^{road} embankments.

So They waited until the convoy was directly ~~before~~ ^{abreast} and then attacked the horsemen with hand-grenades. The soldier said:

"I saw the chauffeurs leap out and run like wild down the road, right ~~with~~ ^{among} the horses which were plunging, ~~falling and screaming~~ ^{Some horses} dashed ~~right~~ down the embankment and killed themselves and the riders.

How many men we killed I do not know, but I ~~counted~~ ^{fell} counted twelve ~~in~~ our first attack and I saw ~~some~~ ^{others} ~~were~~ ^{were} bleeding and ~~holding onto~~ ^{holding onto} their horses

~~slumped in their saddles.~~ ^{slumped in their saddles.} ~~Some~~ ^{some} helped the others, ~~but~~ ^{but} ~~we~~ ^{we} ~~tried to kill them.~~ ^{tried to kill them.}

We captured six ~~Japanese~~ ^{men} in the fight, but all were wounded. ~~We~~ ^{three of them} had to kill because they would not stop shooting at us even after they were wounded."

~~While the guerrillas were chasing the Japanese down the road,~~ ^{Afterward delay} the villagers ~~had~~ ^{had} begun emptying the trucks. Even women and

children ~~soon~~ ^{afterwards} came with carrying poles. It was a tremendous haul, and ~~the trucks were emptied.~~ ^{the} people brought grass and wood and set the trucks on fire. They stripped the Japanese ~~of~~ ^{dead} everything except their bare uniforms and heavy leather ~~shoes~~ ^{shoes}, which no ~~guerrilla~~ ^{guerrilla} would ~~wear~~ ^{wear} because they were too heavy and made too much noise. When the fighting was ended,

the guerrillas had twenty-two new ~~rifles~~ ^{rifles}, a number of blankets and five horses. Three of their own men had been killed and two wounded, ~~who~~ ^{who} ~~had~~ ^{had} ~~told~~ ^{told} ~~me~~ ^{me} ~~the~~ ^{the} ~~story~~ ^{story} ~~had~~ ^{had} ~~been~~ ^{been} ~~wounded.~~ ^{wounded.}

~~Commander~~ Commander Chang listened to the stories and once or twice ~~he~~ ^{he} wrote something on a note-pad, then asked me ~~what~~ ^{what} I thought of the Training Camp. I ~~thought~~ ^{thought} the teaching of political subjects and ~~of~~ ^{of} geography too abstract. The men were learning ~~the~~ ^{the} names of various foreign countries, but ~~did not~~ ^{did not} had no conception of their location on the globe. ~~They~~ ^{In particular} ~~wanted~~ ^{asked} ~~about~~ ^{about}

~~had no~~ ^{They lacked a map} ~~map, on the times or ways of reaching them. There was~~

Some of the political teaching also seemed too theoretical. ~~was~~
~~the~~ ^{The} Chinese intellectuals, who were ~~the~~ ^{taught} teachers of such subjects
often possessed nothing but book knowledge, and most of their ~~theoretical~~
concepts were based on the writings of Lenin and Stalin. But ~~China~~
China also had a history and ~~it had~~ ^{itself} great leaders. / ~~It was necessary~~
it seemed utterly ~~artificial~~ ^{artificial} to hear slogans which well applied to

^{appropriate to the} industrial development ~~of~~ the Soviet Union, ~~which~~ ^{artificially} applied to
^{undeveloped} China ~~which~~ was not only another country but in an entirely different
stage of development.

Commander Chang interrupted me ^{and gave orders to} to send ~~an order~~ ^{only} for his
Chief-of-Staff, ~~to whom he gave orders~~ to send ^{Headquarters possessed} the map of the world
which hung in Headquarters' ^{that night} to the Training Camp. ~~Headquarters possessed~~
^{immediately available - that} ~~only one map, back~~ ^{that night} as we left, I noticed that the place ~~was~~

~~where~~ where it had hung, was bare. It was a little thing,
but behind it lay a ^{great deal} whole world--the will to ^{teach and to learn} progress, to knowledge.
^{in spite of everything.}

AN OFFICER SEEKS KNOWLEDGE

Two big armies used the city of Tsaoyang, the last military base on the border of the battlefield in north Hupeh, as a supply and training center. The city had been bombed many times and ~~the~~ reserve troops, waiting for orders to move down to the front, thirty or forty miles away, ~~occupied~~ ^{were encamped in} the villages on the wheat plains far and near. When I arrived in this city in late December, I ~~was first taken in charge~~ ^{was first taken in charge} by a Division of the Kwangsi 11th Group Army and later transferred to the 22nd Group Army whose divisions ~~were just opening the Chinese~~ ^{were just opening the Chinese} winter offensive in the mountains to the south.

I was ~~put~~ put up in a room in a former school building inside the walled city of Tsaoyang, which was now ~~transformed~~ transformed into a Training Camp for Corporals of the Kwangsi ~~Division~~ Division. Each morning from five to ten the Corporals drilled and practiced manoeuvres, and after the ten o'clock breakfast, the class rooms were filled with them, ~~listening to lectures~~. In the evenings they often sat in the courtyards in discussion conferences, ~~and on some evenings always standing them with the national~~ ^{occasional bursts} and ~~bursts~~ of laughter ~~came~~ ^{came} from them. Their day always began with the national song, and ended with another.

The Commander of the Division was a fat, friendly officer, ~~who~~ who gave the usual guest banquet ~~of welcome~~ ^{of welcome}, and in the informal hour preceding it talked to me of the old Confucian virtues. His formality set the tone for the banquet. We would take ^{up} small bits of food or sometimes a lone bean, ~~our chopsticks~~, then place ~~our chopsticks~~ ^{our chopsticks} on the table and converse politely, complimenting each other formally. ^{Only} ~~one~~ other person

besides myself seemed to find it all a bore; ~~he~~ was the Chief-of-Staff, a young man who reminded me of Major-General Chung Yi. He said not a word except once to ask me about America's Neutrality Pact, ^{but} ~~the~~ Divisional Commander politely turned the subject as if not wishing to offend an American.

Upon leaving Headquarters, the Commander invited ~~me~~ me to another banquet the following evening, when the Government Military inspectors would reach the region to make a review of the troops. I wondered if I was going to be skidded around on banquets instead of spending my time in the villages with the troops. But that evening the Training Camp for Corporals asked me to lecture, and when I entered I found they had borrowed an American flag from a mission in the city and crossed it with ^{their} ~~the~~ national flag, ~~using~~ ^{and} ~~it~~. During the lecture I turned once ^{and} ~~and~~ saw the ~~same~~ ^{same} Chief-of-Staff listening intently to every word, ~~and~~ ^{he followed} ~~which followed~~. During the question period ^{and} ~~and~~ every question ^{and} ~~and~~ answer. ~~And~~ And the next evening at the official banquet, I found him ~~sitting~~ ^{preceding} sitting by my side much as Chung Yi had done in ~~the~~ ^{weeks}. It was almost like a leit motif in a symphony repeating ^{itself} ~~itself~~.

I tried to interest one of the inspectors in the condition of the ~~military~~ ^{perhaps because} military hospitals; ~~and~~ ^{because} I was a woman, he ~~brushed~~ ^{brushed} the subject lightly, ^{aside}. I saw the jaw of the Chief-of-Staff set like a trap, ^{then} ~~turning~~ turning to me and speaking in English, he remarked that I was right: that most soldiers preferred to be killed on the battlefield rather than be wounded and sent to ~~some~~ ^a military hospital. After that we two forgot the ~~banquet~~ ^{banquet} and spent the rest of the evening in a world ~~of our own making~~, and launched into a discussion of this problem, ~~one of~~ of our own making. The servants asked us to leave long after ~~the hall had become empty~~, and the hall had become empty.

The Chief-of-Staff arranged for me to visit all the encampments of the Army, ~~in the region~~ ^{but} each evening I rode back into the city to wait for him to come. We would ^{then} go to some dark little restaurant to dine and talk, or sit over the charcoal ~~stove~~ brazier in my room, ~~which was the only one of~~

He was ~~an~~ exceptionally handsome and intelligent, ~~and was~~

Everything about him belonged to the unadorned front. He must have been no more than thirty and in the faint candle light his lithe, strong body was but dimly discernible. The sharp lines of his khaki cap cut across his forehead and his military cap outlined his clean-cut face. His voice had the same ~~melancholy~~ melancholy ~~ring which I had heard~~ echo that I had heard in Chung Yi.

Because I was a foreigner and a journalist, he used my visit to ^{squeeze out} every shred of information that I possessed. The front was ~~intellectually~~ intellectually poor, he said, for it took months to get magazines ^{or books} from the rear. Only the great Chinese daily, the Ta Kung Pao published articles of permanent value which could be used somewhat like text-books when it arrived. He minced no words about America's ~~policy~~ policy toward ~~Japan~~ Japan and ~~minced~~ minced none about the "peace elements" ~~inside the~~ ~~Government~~ and war profiteers inside ^{his own} Government. ~~The~~ The armies at the front, he said, had to ^{take} the full brunt of war profiteering. The hoarding of rice alone had sent the price of food up to astronomical heights and was affecting the health of the troops. But the armies had no political power and had to ~~grin and bear it~~ grin and bear it-- though he himself did no grinning.

Car. 3

His voice was soft but his words blunt when he ~~was~~ declared it his conviction that the great powers of the west would not hesitate a minute to trade off weaker peoples and nations as men trade horses, if they considered it to their interest. ~~and so~~
~~Each evening he would leave word in Headquarters where he~~
~~could be reached, and our ~~conversations~~ conversations were~~
~~perpetually interrupted by telephone calls.~~

*Chin's
1 France*

What about the Spanish Republic? he asked. What about ~~the~~ Soviet-Turkish relations, the Soviet-Finnish war, the occupation of Poland, the pro-Fascist cliques in the democracies, and what was the strength of the Indian National Congress? He asked all about Jawaharlal Nehru. Then came endless questions about my experiences everywhere in China, followed by lengthy discussions about the land problem and about Kuomintang-Communist relations. The Government, he said, held that democracy could not be introduced into China until after the war because it "could not change horses in the middle of the stream." He thought China had changed many horses in the middle of many streams since the war began, and had been strengthened by each change. But the armies were ~~powerless~~ without political power.

The Kuomintang had just ordered all soldiers in the country to join the Kuomintang. It was a senseless order, he declared, and he ~~could~~ ^{could} not see the purpose of it. He himself was a Kuomintang member, but he knew what he was doing. I told him that I thought this ~~order~~ Government order was ~~no more~~ ^{no more} honorable ~~than~~ ^{than} if President Roosevelt of America ordered every soldier and sailor to join the Democratic Party and vote for him. ~~What~~
~~the difference between the two big American parties, he asked,~~
~~was not a great one.~~

We ~~also~~ discussed the sex problems of the armies of China, and he talked of them as he might have talked to a man, ~~about~~

