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THE FIGHTING CHINESE

Lecture: Agnes Smedley I-6
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This lecture ~~might~~ ^{be} more correctly called "The Thinking Chinese" instead of "The Fighting Chinese." It deals with ~~what might be described as~~ the thinking side of the Chinese armies. What an Army thinks ~~about~~ is today of the utmost importance, for we have learned, or will learn, that men cannot win this war by military ~~might~~ ^{might} alone.

Our military experts were wrong ~~XXXXXXXXXXXXXXXXXXXX~~ in their estimates ~~of a number of countries~~ before this war began. They were wrong about China and Japan, for instance. When the Japanese struck at Marco Polo bridge near Peiping on the night of July 7, 1937, most foreigners ^{in China} believed the boast of the Japanese that Japan could conquer China with five divisions within a period of three months. They thought the Japanese could crush the main Chinese armies, occupy ^{its} ~~the main~~ routes of communication, and strategic cities, and from these vantage points suck out the country. I even heard one American military observer ~~remark~~ remark that other foreign invaders had done ^{this} ~~it~~ in the past, and had ruled China for hundreds of years. ~~They~~ Such men thought in pure military terms. The Japanese thought ^{exclusively} ~~in~~ ^{else} in military terms, even in the terms of Genghiz Khan. What they have learned since ¹⁹³⁷ ~~that time~~ they have learned ~~in last part~~ from their enemy, China. ~~This~~ This new knowledge they ^{applied} ~~just~~ ^{on} defeated the British in Malaya and Burma, and if you want to see ~~just~~ ^{the results} ~~how they did this~~, you might read Jack Belden's new book Retreat with Stilwell.

When the Japanese occupied Nanking in December, 1937, almost all foreign military men, diplomats, business men and missionaries, thought the Japanese would at last succeed. The German Military Advisers attached to the Chinese Government declared that, had the Japanese followed up the decimated, retreating Chinese armies at that time and completed their annihilation, China could have been conquered. ~~That is false also.~~ However, the Germans declared, the Japanese stopped to slaughter the population of Nanking, ^{The Japanese engaged in slaughter,} looting and raping in a manner that put Genghiz Khan to shame. They ^{did the same} ~~followed the same conduct~~ wherever they conquered along the coast and the Yangtze River Valley. Incidentally, they aroused ~~the~~ ^{consciousness} ~~consciousness~~ the national and racial ~~consciousness~~ of even the most backward Chinese who up to then knew nothing of the Japanese. But even before such tragedies, China had for decades been permeated by national consciousness, ^{while} ~~and~~ vast areas ~~never went backward~~ were socially conscious. So widespread was this consciousness, that we may say that the Japanese could not have conquered China even if ~~xxxxxx~~ they had totally decimated its main armies.

While the Chinese armies and Government were given time to reassemble, reorganize, and take up new positions in the country ^{after Hankow} a number of developments played a great role in continued resistance. After the fall of the lower Yangtze River Valley, for instance, the conservative elements within the Chinese Government were ~~shaken~~ ^{weakened}. The base of their power lay in their landed estates, industries, and banking institutions in ~~the lower Yangtze River valley~~ ^{that region}. When these were lost, ~~to them~~, much of their power was gone, while the progressive democratic forces grew ^{proportionately} ~~in power~~. These ~~liberal~~ ^{democratic} forces reached their greatest power while the base of Chinese resistance was in Hankow in 1938.

Меніх і кохати і приношати і каритати і милувати і ошанувати і охотити

[illegible]

During 1938, the Chinese authorities, under the influence of the democratic forces I believe,--made three decisions ~~XXXXXXXXXX~~ affecting ^{the} political future of the whole country. They were political decisions, yet they concerned the armies. First, the National Military Council organized and developed a Political Department. The duty of this ~~Political~~ Department was to introduce the political training of soldiers, and to train educated men to be in charge of such training. ~~XXXXXX~~ In other words, the Chinese Government realized that the war was going to be long and bitter, and that only politically-educated, convinced armies, could ~~XXXXXXXXXX~~ hold out.

Secondly: after the Japanese occupied Hankow in October, 1938, Generalissimo Chiang Kai-shek issued a call to the Chinese people in the rear of the Japanese armies of occupation to rise to the last man, woman and child and fight with any weapons they could command. He also called on Chinese living in Japanese-occupied cities to remain loyal to their country, never to betray it by aiding the enemy; but to do all they could ~~be~~ against the Japanese.

Generalissimo Chiang proclamation was of historic importance. At that date, the Japanese army of occupation was stretched out, long and thin along all China's ^{main} rivers and most of its railways, ~~XXXXXXXXXXXXXX~~ The Japanese had ^{also} occupied ^{most} ~~XXXXXX~~ of the main cities, and had either totally destroyed or captured Chinese industrial establishments.

However, the main base of Chinese economy lies in its small towns and villages. In the rear of the Japanese armies, and around and about them, was a vast territory with thousands of villages which the enemy did not have the manpower to occupy and garrison. This vast territory was to ~~XXXXXXXXXX~~ become a base of resistance. The Japanese rear was to be turned into a Chinese front.

^{Third!} Simultaneously with this decision, Generalissimo Chiang established a special military training camp to train regular army officers in methods of mobile and guerrilla warfare. Some commanders of the Chinese Communist armies, the best guerrilla fighters in the world, ~~were appointed instructors in this training camp.~~

were appointed instructors in this training camp.

Such decisions of the Generalissimo were courageous indeed. Mr. Wang Ching-wei had up to then been Premier of the Chinese Government. Together with his followers and with many ~~xxxx~~ other conservatives, he ~~opposed such a step.~~ He called guerrilla warfare banditry. He feared the power of the ^{armed} common people, ~~if they were armed and trained to fight.~~ ~~So~~ This was one of the reasons that Wang ~~Ching-wei~~ turned traitor to his country and became head of the Japanese puppet government at Nanking. But from that time on the Chinese armies adopted three methods of fighting: they combined regular frontal, or positional warfare with mobile and guerrilla warfare. And all armed forces were expected to introduce ~~the~~ political training of their soldiers.

There are two different systems of political training in the Chinese armies. ^{One} ~~There~~ is ^{that} ~~the~~ system of the regular national armies, all following ^{one} ~~the~~ pattern. The underlying theory of their teaching is nationalism, ^{based on the teachings} ~~at that time expected to teach the soldiers the Three People's Principles~~ of the late Dr. Sun Yat-sen; that is, national independence, democracy, and improvement in the living conditions of the people. ^{the regular armies} They emphasized ~~the same~~, national independence, and some ~~of them~~ did not take up the idea of democracy and improvement in the people's livelihood at all. Today, some ^{regular} ~~armies~~ have a fairly thorough system of political training ^{of this nature} ~~of this nature~~. Some have little more than a skeleton of teaching, and some have ^{practically} ~~almost~~ none. ~~Some~~ Some political directors, trained in the Political Department of the National Military Council, do their duty in so far as they can. Others are mere bureaucrats, sitting in ~~the~~ Army headquarters, ^{and} ~~sending little or nothing, but~~ sending nice reports to Chungking. In the more progressive regular armies the training however is quite good.

The second system of political training is that followed by the Communist Armies which are known as the 18th Group Army and the New

Fourth Army. They are today combined under the command of the former. While they ~~accept~~ ^{accept} the Three People's Principles of Sun Yat-sen, they interpret it differently than the national armies. ~~Those~~ Those writings of Dr. Sun and something like the Bible; you can interpret them as you wish. The Communist armies also have tried to realize not only national independence but also to develop democracy and improvement in the livelihood of the people simultaneously. At this point ~~has arisen~~ great internal political conflict inside the country *have arisen*.

For purposes of simplification, we may take two specific armies to see the work done. One shall be the 173rd Division of the 11th Group Army, a regular nationalist army which originated in Kwangsi Province in the south. This Army has fought on most of the main battlefields of the country since the war began. The 173rd division was a kind of sacrifice division which often covered the retreat of other Chinese armies during battles. ~~This Division fought entirely by positional warfare.~~ It had been ~~xxx~~ all but ~~xxx~~ decimated a number of times, but had been repeatedly replenished. Because of the democratic outlook of its commanders, its political training was quite good.

The pattern of political work ^{of this Division} followed the general lines of other national armies of the country. There was a Divisional Political Staff Director with a staff, and each regiment had one political director and one assistant. The Divisional staff was quite large--twenty-five or ^{educated} so, men and women, ~~who work it was to educate the soldiers.~~ ^{its direction} Under ~~the Divisional political staff~~ came the Front Service Corps of ^{students who wrote and presented patriotic plays} ~~educated men and women students who wrote and presented patriotic plays~~ to ~~the~~ the troops and the civilian population. ^{This Corps} ~~They~~ learned and taught new patriotic songs, delivered lectures, and gave news reports to the soldiers. In times of battle ^{it} ~~they~~ mobilized and led the civilian population to evacuate threatened villages or towns, ~~helping them carrying~~ out all food supplies, ~~so the Japanese would not get it and they could~~

~~continue to exist.~~ This Corps mobilized civilian men to help build defences and help transport the wounded from the front to the rear. It induced the civilian women to make cloth shoes or sandals ~~xxxxxxx~~ which the soldiers could buy.

The Divisional Political staff had the duty of keeping the regiments supplied with political educational material, such as booklets, books, or newspapers sent to it from the ~~Capital~~ ^{Capital}. Such material ~~took~~ ^{took} weeks ~~to~~ ^{to} reaching the front, ~~and almost all news was out of date by that time~~. Only one Chinese newspaper, the Ta Kung Pao, published articles of permanent political, economic and social value. This paper ~~was~~ ^{became} almost a ~~kind of~~ text-book at the front.

The Divisional political staff also published the divisional paper Sincere, and published and distributed to the regiments copies of important speeches made by Generalissimo Chiang Kai-shek and other government leaders. Such speeches generally formed the subject of reports and speeches in the regular Monday morning ceremonies which all of the regular armies ~~conduct~~ ^{conduct}. Each Monday morning the ~~regiments or lower units~~ ^{troops} gather in a meeting at dawn, ~~where~~ ^{where} the military commander or the political director, or both, make a report on the national situation, ~~or any important news of the week~~. The troops always bow three times ~~in~~ ⁱⁿ the memory of Sun Yat-sen, and Dr. Sun's last will and testament is always read ~~by the political director~~. This ~~is~~ ^{is} last will of Dr. Sun declares that the Chinese revolution is not yet completed and men must fight on until it is; China is urged to ally itself with foreign nations which are friendly to it and treat it as an equal.

The national hymn is always sung at these Monday morning ceremonies, but it is too funereal to be popular. The most popular song, sung by every army of the country, is the inspiring "Volunteer Marching Song", which Paul Robeson has put on a record in this country. In addition to these songs, the 173rd ~~had~~ ^{had} many others. It had its

own divisional song, ~~therefore~~ The melody was the French Marseillaise. The words are much the same also, but, altered to suit China. The soldiers ^{did} not know where the song ^{came} from, but they know the meaning of such lines as

Your wives and sons and grandsires hoary,
Behold their tears and hear their cries!

~~It is very moving to hear them sing this military revolutionary~~

~~song during a march.~~

The singing of songs, like slogans and theatrical productions, play a tremendous role in all the ~~regular~~ armies, ~~and in the 173rd Division~~. They are not merely entertainment, but are carriers of ideas. In a country where so many men are ^{il}literate or semi-literate, such activities assume colossal importance. ~~It was interesting to see that~~ The higher developed an Army was, the more articulate its soldiers and the more they sang. ~~I have been in backward armies where I never heard a man sing.~~

The 173rd Division was a slogan-shouting division also, which was ~~xxxxxxxxxxxx~~ another form of expression. The Front Service Corps, or soldiers themselves, often painted slogans on the walls of buildings or villages. Some of these ran: ~~These slogans were this in its territory.~~

"The Army and people cooperate. The Army fights for the people; the people help the Army."
"China Fights for world democracy."
"Only sincere unity can secure victory."
"Weld the Army into an iron force."
"Our last drop of blood for the final victory."

On the walls of some buildings, the Front Service Corps had painted something like murals which depicted the unity of the Army and the people, or forms of Japanese atrocities. ~~xxxxxx~~ No soldier or civilian passed such paintings ~~xxx~~ without halting to look at them again and again.

One regiment of the 173rd Division was remarkable. A college graduate about thirty years of age, ~~xxxxxx~~ was political director, ~~and had been one for some time.~~ But the whole staff of officers

helped ^{him and his assistant.} ~~him~~ The vice-chief-of-staff, for instance, was a former newspaper reporter and poet. When not fighting, he still wrote for a press agency, ~~of his own~~. He had once been ~~a~~ a squad commander, ^{and} had been ^{cited by the Government for merit.} ~~promoted for merit.~~ So many commanders had been killed since the war began that men of low rank had been promoted. Their military education had been ~~given~~ on the battlefield. This regiment was all that was left of a former division. The rest ~~of the division~~ had been killed in battle, and even the majority of the men in its ranks while I was there were new recruits. All its officers had been former soldiers or non-commissioned officers. They were therefore very democratic and without ~~any feeling of~~ class prejudice.

This regiment, seething with energy, had started its own regimental magazine, called the White Bayonet. Literate soldiers, ^{together} with the staff officers, worked together to produce this publication. The magazine was first started while the ^{regiment} ~~division~~ was in the trenches directly at the front. It bore the imprints of war at white heat. Soldier's diaries, essays, songs and poems of every kind were published in it.

The 173rd Division had developed a peculiar institution, called the "political soldiers". No other army in the country had such an institution. As a rule all political workers in all the armies are educated men, ~~and only a few of them are soldiers.~~ They do not fight in battle. The 173rd Division did not have enough educated men and women to help it, so conceived the idea of producing ^{its} ~~own~~ own political workers. So it drew from the ranks those soldiers who could read and write tolerably well, and put them through intensive ~~xxxxxx of six~~ political courses for a period of six weeks. Upon graduation, these ~~men~~ returned to their ranks ~~just as before~~, as fighters, but with the added duty of educating their comrades. They ~~even~~ taught the soldiers to read and write. I often saw ~~xxxx~~ them sitting on the ground with a squad of soldiers.

Each man had a stick in his hand, with which he traced Chinese words or figures in the dust. For paper and pencils ^{were} rare indeed and ^{could not be} ~~cannot be~~ wasted for mere practice. ~~and the soldiers were laughing at them who simply could not read the figures~~

~~and the soldiers were laughing at them who simply could not read the figures~~

After men could ~~write~~ write something, the "political soldiers" introduced competitions in reading and writing. ~~the soldiers, being~~ ~~for a unit of men who~~ ~~learned the most within~~ a period of, say, two months. The units who were ~~boobies~~ ~~and learned the~~ ~~least~~ ~~had to give the victors a banquet--a simple~~ ~~but a banquet.~~ They pooled their money and ^{paid up} ~~for their business in learning.~~

Sometimes I saw soldiers squatting around and ~~whittling~~ ~~the words~~ whittling Chinese words out of bamboo. When the words were complete, they were put together and strung along a wall into a slogan. It was fascinating to see the way the men ~~put~~ put a few splashed of red paint on some of the letters, giving them ~~an appearance of~~ beauty.

The six-weeks course of training for ^{The} "political soldiers" was very interesting. ~~While~~ While I was there, around a hundred men were studying in each regimental school. Their curriculum was this:

- The Three Peoples Principles of Sun Yat-sen (3 hrs. a week).
- The History of the Chinese Revolution.
- General political knowledge about China and the world.
- History of Chinese-Japanese relations.
- War Geography.
- Morale Lectures.
- Singing and acting.
- Composition.
- Public speaking--how to make short ~~xx~~ and long speeches to the troops or to civilians.
- Preparation of wall newspapers.
- Traitor defence--i.e., a study of Japanese espionage and propaganda methods and means of combatting them.
- First-aid and anti-gas knowledge.
- Air-raid defence.

As a visiting foreign friend, I was asked to deliver lectures to the Divisional military and political staffs, but particularly ^{before} the training schools for "political soldiers". Since the ~~Divisional~~ staff officers

suggested the ~~xxxxxx~~ lecture subjects, these will give you an idea of what interested the Army. They were:

Use | The international situation, particularly the second world war and how it would affect China.
 Reports on conditions in the rear of the enemy; ~~the~~ guerrilla activity; the people's movement; methods used by provincial authorities to blockade Japanese goods.
 Foreign attitudes and aid to China, (including India.)
 Japanese espionage and propaganda activities in England and America.

The staff officers held long discussions with me, and what they asked will ~~be~~ ^{reveal} ~~the~~ of the thoughts that troubled them. They asked if America~~s~~, Britain and France really wanted China to be victorious, or if they did not merely hope that both China and Japan would be bled white so they could be easily exploited afterwards. They asked if England and France were not mortally afraid that a Chinese victory would inspire their subject peoples to emulate China. ~~If these speculations were untrue, how then would I explain the reason that America and Britain, America in particular, supplied Japan with war materials to conquer China? They asked.~~

While speaking to soldiers, I was often asked a simple question:

"If ~~you~~ it's true as you say that the American people are our friends, why does your country sell war materials to our enemy? We have done you no harm."

When I lectured to the "political soldiers", two or three ~~xxxxxxxxxxxxxxxxxxxx~~ intellectuals always wrote down every word^s uttered. From their ~~xx~~ notes^s they compiled a unified report. We corrected this, after which it was multigraphed and used as study ~~xxxxxxxxxxxxxxxx~~ material. This was the regular system of this Army, with ~~all~~ ~~sentences~~ ~~which they considered important enough to be used as text-books.~~

This Division had club rooms for officers and for men. They were simple structures of bamboo and thatch thrown up in a few hours

by the soldiers. At the end of each room were the national and Kuomintang flags, with a big colored print of Generalissimo Chiang and of Dr. Sun Yat-sen. There were rough tables and benches in the room and tables piled with ~~books~~ booklets, ~~and~~ newspapers, and magazines. The walls were hung with colored banners, posters, prints of weapons of war, and black and white prints of the leading personalities of the world. I saw prints of Edison, Marconi, Madame Curie, James Watt, Benjamin ~~Kwaklin~~ Franklin, Washington, etc., There were no radios at all except for the telegraphic radio of the divisional staff, which was used for military communication only. China does not manufacture its own radios. There is no ~~electric~~ electric/^{light system} ~~in the war zone~~ in the war zone, and all radios run on ~~batteries~~ batteries which also have to be imported and are as precious as gold. ~~So when it comes to such forms of entertainment, the front was monotonous. The women of the Front Service Corps are not chosen for their beauty or sex appeal, but for hard work and serious work. They wear soldier's uniforms, which are generally shabby, faded, worn things. Their work is education and enlightenment. I did not see one bit of fluff at the Chinese front.~~

The 173rd Division was expected to carry on what is called "Enemy work", but ~~this~~ ^{weak and} this activity was ~~sporadic~~. It concerned itself with propaganda among the enemy, but on this front such work was generally entrusted to a group of Koreans of the Korean Volunteer Army who knew the Japanese language. They were stationed a few hundred miles to the rear in the Third War Zone headquarters, where they conducted a school in the Japanese language, and ~~received and organized~~ took charge of Japanese prisoners of war or documents captured ~~from the Japanese~~ in battle. The Koreans translated important Japanese documents into China and distributed copies to the Army ⁱⁿ in the field. When Generalissimo Chiang or other ^{Chinese} leaders made important statements, the Koreans did these into Japanese for

distribution ~~xxx~~ among the Japanese soldiers.

Small groups of Korean Volunteers used to come up to the front to carry on propaganda among the Japanese. If the Chinese and Japanese trenches were not too far apart, they would speak through a megaphone to the Japanese in the trenches beyond. Or they would sing anti-war songs in Japanese. They developed many methods to get their material to the ~~enemy~~ ^{enemy}. The most common, ~~method~~, used by all armies of the country, ^{was} to have peasants carry vegetables into Japanese garrison points, leaving propaganda leaflets about where ~~the~~ soldiers can find them.

The Koreans ~~would~~ tie bundles of leaflets around stones and hurl these into Japanese positions; one of them ^{even used} a bow and arrow with which he ~~could~~ sent leaflets further. With Chinese soldiers, they would creep out at night and hang leaflets across Japanese barbed wire entanglements.

Such is a general idea of the political work in one ~~division~~ national division. The work ~~was~~ was inadequate. But the Division suffered from the constant loss of soldiers in battle and ~~xxx~~ new recruits, most of them illiterate, were always pouring into its ranks. ~~Many~~ Many "political soldiers" were ^{also} killed in battle, ~~for they~~ ^{for they} were conscious and ~~in the front line~~ ^{in the front line} and the greater the danger to his life in positional warfare. ~~They~~ ^{They} were expected to be models, ~~the others~~. So the political directors of the Division were always educating and training new men. There seemed no end to the continuous process.

Now, turn to the political work in a Communist Army. We will take the New Fourth Army, whose political work follows the same pattern as that of its "big brother", the 18th Group Army in the north and northwest of the country. These two armies together command, perhaps, half a million men armed with some kind of weapon. At the time I was with

~~XXXX~~ the New Fourth Army, it fought in the lower Yangtze River Valley, south and to the east and west of Nanking; and across the Yangtze to the north. Since January, 1941, it has not been in that region, but is north of the ~~XXXX~~ Yangtze River only.

The Chinese Communist armies have a phrase: ~~XXXX~~ "Political work is our life-line." The Political Department in their armies is therefore very large and all permeating. In fact, it is as important as the military arm. Political directors are attached to every fighting unit and have power equal with that of the military commander. down to the company. As the regiment is the basic fighting unit in a regular army, the company is the basic fighting unit in a guerrilla army. The company is also the educational unit, ~~so to speak~~, in the Communist armies. No department of those armies is more ^{jealously} ~~XXXX~~ guarded than the political department, and from the time the national united front was formed in 1937 to the present day, they have refused all attempts of the ^{nationalist} ~~XXXX~~ party, the Kuomintang, to gain control of their ~~XXXX~~ political department and influence ~~the minds of~~ their troops. They have compromised and surrendered many ^{things for the sake of the national unity,} ~~things for their program~~, but they have never yet ~~compromised or surrendered anything respecting their~~ political ~~control~~ ^{control of their troops.}

The general Training Camp of the New Fourth Army ~~which was~~ was a combined military-political training ~~x~~ institution with a course ~~of training~~ that lasted from six months to a year. When conditions ~~permitted~~ at the front permitted, military commanders ~~from the front~~ were ^{called back} ~~XXXX~~ for training and, if possible at a later date, for ^{further} ~~XXXX~~ training. There was a constant stream of men and women pouring through this ~~XXXX~~ Camp, and even after men left to take up their duties in the field, their ^{studies} ~~XXXX~~ continued. ⁹¹¹ Thousands of students and other intellectuals got out of Japanese-occupied cities to join this Army and were organized into special units ⁱⁿ ~~XXXX~~ the Training Camp, ^{after} ~~XXXX~~ graduation, duty in one or another Army department. Military commanders from the

front devoted ~~devoted~~ 70% of their time to military studies and 30% to political studies, and the intellectuals vice versa. ~~while I was there,~~

~~while I was there,~~ 80 women were studying in the ~~Training~~ Camp. They dressed and lived like the soldiers, but were housed in a village ^{near by} ~~near the Training Camp~~ where there were no men. Their course of training was the same as that of intellectual men, but they were generally ^{specializing} ~~trained~~ for work in the Mass Mobilization Department, for the Front Service Corps, or for general secretarial work in Army headquarters. ~~xxxx~~ These women were of every kind. A few were of worker or peasant origin, some had an elementary school education, some were high school and university graduates, and a number had been teachers before the war.

There was also a Youth Corps of about a hundred boys under 15 years of age, ~~in the Training Camp~~. Some were war orphans, some sons of men in the Army, some from poor peasant families. Their course of training was never less than a year. ~~Emphasis~~ ^{Emphasis} was on common education though everything was connected with the war. After graduation, these boys were attached to various Army departments, but had to spend a number of hours a day in study. ~~These boys~~ ^{They} like every other person in the Training Camp, had to have at least a rudimentary knowledge of the Japanese language, and their teachers were either Japanese prisoners of war or Chinese who had lived for years in Japan.

Every man and woman in the Training Camp had to pass through the course of political training, the subjects of which included the following:

- Principles of the National United Front.
- The Three People's Principles of Sun Yat-sen.
- History of the Chinese Revolution.
- History of Sino-Japanese Relations.
- Chinese-~~foreign~~ foreign relations.
- The History of Human Progress.

The course in the "History of Human Progress" is peculiar to the Communist Armies, as are some other courses. This course covered the development of human society through stages of savagery, barbarism, feudalism, capitalism, to socialism. By this you will see the underlying theory of

Marxism. ~~The teachers of this course~~. While ^{certainly} Sun Yat-sen's principles were taught, these teachings are something like the Bible: they can be interpreted as ~~you may~~ the individual may wish.

~~There was no political training at all. It was only "political science", not "political science".~~

The Training Camp of this Army had 1,500 men and women passing constantly through its portals, ~~while from there, in the winter, sent back to the training camp, to the training camp~~. Groups of poor students, with their bedding on their backs, were constantly arriving from some place or other. The Camp divided its teaching into three main branches: military, political, and cultural. ~~Since~~ Since the bulk of this Army consisted of ~~poor~~ poor peasants and workers who had never had a chance to study even in primary school, "cultural studies" included reading and writing, geography, elements of mathematics, ~~and Chinese history~~, and Chinese history, but each subject was taught in connection with the war. "Live education" instead of "dead education" they called it. All men and women in the Camp also had to pass through courses in hygiene, physiology and anatomy. ~~Two~~ ^{Two} University graduates ~~and taught~~ ^{and taught} introduced the first courses in natural science.

After graduation, some of the educated women and educated men students were asked to join the Army Medical Training School which gave an intensive six-month's course in basic medical ~~practic~~ and sanitary knowledge. The men who passed through such a course were then attached to the fighting units in the field, while the ~~men~~ ^{women} worked in the hospitals or were trained as laboratory technicians. They had to continue their medical training while working.

^{at first} It was not easy to induce intellectuals to take up the medical courses. They still had the old attitude that medical work was ^{monotonous, menial} ~~labor~~ labor. ~~After~~ After the first class was graduated, ^{however} ~~this~~ ^{weakened} this prejudice was ~~weakened~~. The New Fourth Army was especially fortunate in having

eleven qualified physicians, three of them surgeons trained in missionary medical universities, in its ranks. It also had twenty qualified women nurses. This may sound most inadequate to you, but in China it was a marvel. Most armies had no qualified medical workers ^{at} ~~xxxx~~ all. The New Fourth Army had the best medical service in the country. There was simply ~~xxxxxxxxxxxx~~ and kinds of no end to the hours/ of labor the doctors and nurses were called upon to do. They possessed no teaching material except what they produced themselves. They therefore wrote their own text-books which were published by the Army and copies supplied to medical workers in the field.

The doctors in the Medical Training School, ~~xxxxxx~~, badly needed a skeleton for the teaching of anatomy. Because most of the soldiers sprang from the peasants, and a scientific attitude had not been developed, ~~xxxx~~, the Army refused their request ^{of the doctors} to either perform autopsies on the dead, or to use the body of any dead soldier to get a skeleton. One night I ^{watched} ~~xxxx~~ two doctors, a man and woman, take an action that ~~was~~ ^{was} reminiscent of the famous Scotch "body-snatchers", Burke and ~~xxxxxx~~ ^{At that time} Hare, in the early 19th century. ~~We~~ ^{we} had just received the first radio apparatus which enabled us to receive ~~xxxxxx~~ ^{broadcasts} ~~reports from the world,~~ and I had been put in charge of this instrument ~~by the Army~~ ^{Army} to take down international news for a daily ^{Army} radio news bulletin. ~~xxxxxx~~ On the first night, around midnight, I turned the dial ^{for the first time} and heard a bell tolling. Then a voice spoke in English, saying:

"This is London ~~xxx~~ calling!"

The voice then announced Beethoven's Fifth Symphony. While this symphony flooded the room in the hospital where I lived, ^{the} woman ^{physician} ~~xxxxxx~~ came in, ~~xxxxxx~~, followed by a man surgeon. The ~~xxxxxxxxxxxx~~ ^{spoke} surgeon ~~xxxxxxxxxxxx~~ ^{all} in a conspiratorial voice and said he had decided to dig up ^{all} graves until he found a skeleton that could be used in the Medical Training School. ^{Then} ~~it~~ would have to be done only in secret and at night, lest the peasants set upon him. He was going out this night

on his first expedition and he had a spade and a crowbar ready.

He asked the woman doctor if she were afraid to go with him.

The ^e woman ~~doctor~~ lifted her chin defiantly and asked the surgeon if he thought she was afraid of digging up graves merely because she was a woman. No, she said, she would not go with him; but she would take a shovel and a sack and go out and ^{dig up} ~~dig~~ her own graves! She challenged ^{the surgeon} ~~him~~ to a competition in body-snatching, and the ~~XXXXXXXXXX~~ ~~XXXX~~ one who brought back the first good ~~XXXXXXXXXX~~ skeleton was to be declared the victor. The loser should give the victor a dinner!

These two doctors dug up graves for weeks before they found a desirable skeleton. That is an epic drama ~~limited~~ which I have no time to tell, ~~but here~~. But one night well past midnight as I sat before the radio, the woman doctor came in, ~~XXXXXXXXXX~~ dirty and covered with mud. She mysteriously ^{beckoned to me} ~~motioned~~ and I went out ^{to} in the courtyard and saw a sackful of bones. ~~She pointed to them with~~ ~~her hand~~. When the surgeon came in, ~~she~~ ^{bones} she led him to the ~~bones~~. He looked them over critically, then graciously admitted his defeat. He promised to give her a dinner.

These bones were strung together with wires and hung on a bamboo frame and the first human skeleton made its appearance in the ~~XXXXXXXXXX~~ Medical Training School.

The Medical Training School was a ~~small~~ scientific ~~XXXXXX~~ center, and many dramatic incidents developed around it. One of the simplest of these, for instance, was the annual celebration of the anniversary of Florence Nightingale's birth. On this day, the whole political machinery of the Army, including all its publications and wall newspapers ^{and} its Front Service ^{Corps} ~~XXXXXXXXXX~~ were devoted to an educational campaign on the life and achievements of Nightingale. There were big mass meetings at which doctors and nurses spoke and special plays and songs were written for the occasion.

Such developments as this were called "movements" in the Army. Each year there was a "Nightingale movement", and once, for a whole month, there was a "movement" for democracy. If the soldiers got only a smattering of knowledge about such ideas, nevertheless these were of ~~great~~ importance, ~~and~~ the soldiers were coming into contact with world currents of thought. After Nightingale day, for instance, I once heard two soldiers arguing. One said Nightingale had discovered the mosquito that caused malaria. No, replied the other, Nightingale was the founder of the International Red Cross Society. Nonsense, retorted the other, the founder of the International Red Cross was that American woman friend standing over there--~~that~~^{which} was myself!

The Political Department of this Army had control of all political ~~xxxxx~~ education and ~~address~~^{work} it directed the various branches of the Front Service Corps (drama, singing, art); the Mass Movement among the civilian population; and the "Enemy Worker Department." Under its direction was a big "Cultural Committee" of intellectuals who

wrote and published various pamphlets, booklets, ^{songs, books, posters,} the weekly ~~magazine~~ Army newspaper, a large monthly magazine, Kangdi (Resistance), ~~poster~~, etc. ~~The medical department of the Chinese Army was very well equipped with a printing press. It published~~ It published a big book, "One Day in the Army", which included writings of soldiers, commanders, and intellectuals. It translated and published the autobiography of Jawaharlal Nehru of India. ~~It also translated~~ ~~and published~~ important articles from the foreign press of the world. One such article, 39 pages long, ~~was~~ ^{was} taken from Foreign Affairs of America and was ^a complete document ~~tion~~ of the Munich Pact which betrayed Czechoslovakia to the Nazis. This article was studied and discussed throughout the Army.

The Medical Department, for instance, subscribed to the leading medical journals from America and England. The doctors translated important articles on the latest ~~medical~~ medical discoveries and methods of surgery, which ran in the weekly Army paper, after which the "Cultural Committee" collected and published them in a book which was supplied to ~~all~~ medical workers at the front. ~~Army was the only Army that knew anything about vitamins, or the value of drugs, or about the experiences of foreign doctors in the Spanish Republic.~~

The Army bought its own printing press and brought it out of Shanghai, together with trained printers. ~~It also published a~~ It also published a daily radio news bulletin which circulated up and down the Yangtze River Valley. ~~I was in charge of this bulletin, receiving and recording news from the world which was sent into Chinese and published, each day.~~

All this sounds as if knowledge in this Army was broad and deep. In some instances this was true. But the difficulties were countless and the knowledge most uneven. When the Japanese sit on your tail year in and year out, you can't do all you wish to do. But the Chinese

are an intelligent and creative people, even if many of them do not have our standards of literacy. On the whole their youth is better informed than American youth. Bitter necessity has been their teacher. Their training was often disrupted by big Japanese offensives, during which military commanders studying in the Army Training Camp had to leave immediately for the front. ~~These were nearly all peasants who had never before had an opportunity to study.~~ These commanders were nearly all peasants who had never before had an opportunity to study. They had been recalled to the Training Camp for study because they were exhausted and under-nourished from years in the field. Many had tuberculosis. They were grim, thin men, as dour as the winter skies. They approached learning as they approached the Japanese—with the determination to conquer. They lacked everything and they needed everything.

A high military commander, Chen, once wrote a very critical article about the state of learning in the New Fourth Army. Chen was a graduate of a Chinese university and of a University in France. He was not only the best military commander in the Army, but its most erudite man and a writer of ~~great~~ capacity. His article, ~~xxx~~ entitled ~~xxxxxx~~ "About Learning" appeared in the Army monthly magazine. Workers and peasants in the Army, he ~~wrote~~ had learned far more than the college students who came to it. College students often had accumulated a mass of uncoordinated facts without direction, and the more they had learned the further away from reality had they wandered. They did not know how to coordinate their knowledge with the needs of the country and the needs of the world. Not one of them had yet produced a work which could be used ~~for study~~ for study. ~~concerning material.~~ In their leisure hours they ~~turned through~~ turned through the pictorial magazines, and some of them at the front lolled around and gossiped idly.

When the city of Nanchang fell to the Japanese, Commander Chen wrote, he heard one man at the front ask: "Where is Nanchang? Is it in Spain?"

The Army, wrote Chen, often lacked the barest essentials of existence, but it would sacrifice everything to buy books and good magazines.

of every kind and held annual exhibitions of guns, flags, ~~XXXXXXXXXX~~ charms and other material captured in battle. The Army also held an annual exhibition of the work of every ~~other~~ ~~of the~~ departments. These exhibitions lasted for weeks and were very impressive, filling many buildings.

Do not use
use it as a title
 Now let us go to a training school for civilians which ^{a regiment of} this same Army conducted. ~~That~~ About twenty-five men and women, mostly men, were studying in this six-week's course. ~~XXXXXXXXXXXX~~ During the day Army commander and political directors lectured on various subjects and at night the students gathered in a discussion class where they reviewed ~~XXXXXXXXXXXX~~ *the day's work.* ~~and discussed the lectures.~~ The ^{chairman} ~~chairman~~ of the night discussion ~~was~~ *groups* was ~~that~~ a woman, a former teacher, who had been in the Army since the war began. The lecture ~~that~~ ^{that} day had been on guerrilla tactics and aims. *evening* This discussion took place: ~~XXXXXXXXXXXX~~

A young peasant in the early twenties spoke first: "In the first stage of our war, when fighting was frontal, guerrilla warfare was of little use. Now we are in the second stage, with the enemy rear very active and guerrilla warfare very important. In the third stage of the war, when our regular armies stage a counter-offensive, the fighting will assume more of a ~~frontal nature~~ ^{frontal nature} again and guerrilla warfare will again become of less value."

A young man, a former foundry worker in Shanghai, said: "The first use of guerrilla warfare is to turn the enemy rear into a front. Politically, the use of guerrilla warfare is for us in the rear to inform the people about continued resistance throughout the country, so ~~that~~ *people* will not become discouraged and fear that we will not be defeated. Guerrilla troops in particular must maintain good discipline in order to gain the support of the people and be able to organize and lead them in resistance. We must ~~XXXX~~ teach them how to help ~~the people~~ destroy enemy communication lines, act as guides, ~~and~~ spy on the enemy and ~~prevent~~

prevent any form of enemy activity among the people."

A young ~~XXXX~~ peasant said: "The Japanese attack not only the ~~XXXXXX~~ armed troops, but also the civilian population. The people cannot protect themselves unless they are organized, trained, and taught how to coordinate their activities with the armed forces. As the Japanese advance, they find it impossible to garrison all points in their rear. They try to use puppet troops for this. Civilians can win over the Chinese puppets so Chinese will not fight Chinese. We in the rear must use guerrilla warfare to handicap the advance of the enemy, force them to keep more troops in the ~~the~~ rear and so have fewer men to move up to the front against our regular armies. . . . We can confuse the enemy. For instance, we can fire two or three shots near an enemy garrison and keep them using up their ammunition for a number of nights, and looking for us. Soon they grow tired of such ~~XXXXXX~~ childishness and think we were only fooling. They almost go to sleep and they carouse around. At such a moment we can fall upon their garrison and wipe them out --if they are not too strong. "

A young peasant woman joined in the discussion, saying: "Many soldiers of the regular armies often lose their guns during retreats. We civilians must gather them up and use them to fight the enemy. The enemy always loots and kills pigs, poultry, and cows. We people must lead the villagers to places of safety, taking all food and live stock and poultry, ~~with them~~, so the enemy will not get any food and we will preserve ours. We people can go on fighting for years if necessary. Our industries are not just in the big cities like in foreign countries. They are in the villages. Though we have lost many big cities, we can still continue to live and fight."

~~This lecture will conclude with a small episode.~~ Trying to learn just what one individual ^{guerrilla} soldier had learned in the Army since the war began, I picked up a conversation with a young ^{guerrilla soldier} ~~man~~ about 20 years of age, who was with a guerrilla detachment south of Nanking.