

PEKING REVIEW

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報

Reversing Correct Verdicts Goes Against The Will of the People

— "Renmin Ribao" editorial

Transform Schools Into Instruments Of Proletarian Dictatorship

Resolute Support for Cambodia's Just Stand

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CONTENTS

THE WEEK	3
International Working Women's Day Celebrated	
National Acrobatic Festival	
Educated Young People in Sinkiang	
ARTICLES AND DOCUMENTS	
Reversing Correct Verdicts Goes Against the Will of the People — <i>Renmin Ribao</i> editorial	4
Transform Schools Into Instruments of Proletarian Dictatorship — Worker-peasant-soldier students in the radio department of Peking University	6
The Talian Institute of Chemical Physics: Achievements of Open-Door Scientific Research — Wen Chiao	10
Resolute Support for Cambodia's Just Stand — <i>Renmin Ribao</i> Commentator	13
Third World: Oil Producing Countries Develop National Economies	14
Intensified Superpower Contention for Hegemony in Western Europe	15
What Does "Materialization of Detente" Mean? — A commentary by Hsinhua Correspondent	16
Reactionary and Decadent Education in the Soviet Union	17
ROUND THE WORLD	20
Korea: Reinforcement of U.S. Forces in South Korea Denounced	
Japan: Refuting Brezhnev's Slanders	
Mozambique: Full-Scale Sanctions Against Rhodesia	
South Africa: Vorster Regime's Expansionist Ambition	
United States: Kissinger's Latin American Tour	
Iceland: Severs Diplomatic Relations With Britain	
ON THE HOME FRONT	22
Women Mechanics of Chuang Nationality	
Open-Door Education in Peking Iron and Steel Institute	
Coal Production in Shansi Increased	
Newly Developed Cine-Film Industry	
Tibet Sets National Wheat Yield Record	

International Working Women's Day Celebrated

The Peking Municipal Women's Federation held a get-together on March 8 to celebrate the International Working Women's Day.

Present were Wu Kuei-hsien, Alternate Member of the Political Bureau of the Central Committee of the Communist Party of China and Vice-Premier of the State Council; Li Su-wen, Member of the C.P.C. Central Committee and Vice-Chairman of the Standing Committee of the National People's Congress; women Members and Alternate Members of the C.P.C. Central Committee, women Members of the N.P.C. Standing Committee, women ministers and vice-ministers of the State Council, foreign women guests in Peking, and more than 1,200 people, including women representatives of workers, peasants and soldiers and of various circles in the Chinese capital.

Among the foreign women guests present were wives of diplomatic envoys of various countries to China, women diplomats, women experts and wives of experts who are helping China with her socialist construction, women guests visiting Peking, women correspondents as well as women students and trainees in Peking.

An atmosphere of unity and friendship prevailed at the happy gathering.

Women representatives of various nationalities in China from all fronts had cordial conversations with the guests from various parts of the world. They expressed the common hope that the friendship and unity between the women of China and other countries would be constantly consolidated and developed.

Peking children and artists entertained the gathering with a programme of dances, songs and other

musical items. They won round after round of warm applause.

National Acrobatic Festival

The national acrobatic festival opened in Peking on March 2. This is the second of five literary and art festivals to be held in 1976 in the capital.

Chinese acrobatics which go back a long way in history have taken on new lustre since the Great Proletarian Cultural Revolution and in the wake of the rapid development of the revolution in literature and art exemplified by the model revolutionary theatrical works. Acrobatics which vividly reflect the revolutionary spirit of the Chinese people are very popular with the workers, peasants and soldiers. The current festival reviews the gains of the revolution in the acrobatic art. It is of great significance in carrying out Chairman Mao's revolutionary line in literature and art and in implementing the principles "Let a hundred flowers blossom; weed through the old to bring forth the new" and "Make the past serve the present and foreign things serve China," in expanding the fruits of the proletarian revolution in literature and art and promoting the efflorescence of socialist acrobatic art.

Taking part in the festival are 32 acrobatic troupes from Peking, Shanghai and Tientsin and most of the provinces and autonomous regions, as well as troupes from some military areas and services of the Chinese People's Liberation Army.

Educated Young People In Sinkiang

In response to Chairman Mao's call "It is highly necessary for young people with education to go to the countryside," educated youths from Shanghai, Tientsin, Wuhan and other big cities as well as from the cities and towns in the Sinkiang Uighur Autonomous Region itself have, over the years, made this region's rural and pastoral areas their new homes. To date, a total of 450,000 educated

young people of various nationalities have settled in or returned to the countryside throughout Sinkiang.

Urban young people with education settling in the countryside is a socialist new thing. It pounds hard at the old traditional idea that "he who excels in learning can be an official," criticizes and restricts bourgeois right, and is of great far-reaching significance in further consolidating the dictatorship of the proletariat and gradually narrowing the three major differences between town and country, between worker and peasant and between mental and manual labour.

With the attention and help of the Party organizations and the poor and lower-middle peasants and herdsmen, these young people are fast maturing and are becoming new-type peasants and herdsmen with both socialist consciousness and culture.

In the struggle to defend and build up the frontier region, they have made positive contributions. Large numbers of advanced collectives and advanced individuals have come to the fore. Among them more than 5,600 have been admitted into the Chinese Communist Party, 47,000 have become Communist Youth League members and 23,000 have been selected to leading bodies at various levels, while a still greater number of them now serve as tutors in theoretical study, barefoot doctors, teachers, agrotechnicians, farm mechanics and book-keepers in villages and pastoral areas.

Not long ago, the autonomous region held its first conference of representatives of educated young people which was attended by 830 representatives of a dozen nationalities. In a letter to our great leader Chairman Mao, they pledged to take class struggle as the key link, criticize the revisionist line and persist in advancing along the road pointed out by Chairman Mao, so as to build the frontier region into an indestructible wall of steel for combating and preventing revisionism.

Reversing Correct Verdicts Goes Against the Will of the People

UNDER the leadership of the Party Central Committee headed by Chairman Mao, a great struggle to beat back the Right deviationist wind to reverse correct verdicts is triumphantly developing throughout the country.

Our great leader Chairman Mao recently pointed out: "Reversing correct verdicts goes against the will of the people." Chairman Mao's words have fully expressed the strong desire of the revolutionary people to combat restoration and retrogression and to persevere in continuing the revolution and exposed the reactionary nature of the unrepentant capitalist-roader in the Party who goes against the trend of history. They are an inspiration to the whole Party, the whole army and the people of the whole country to take a still more active part in the struggle against the Right deviationist wind to reverse correct verdicts.

This struggle was provoked by the bourgeoisie. The Right deviationist wind to reverse correct verdicts was stirred up around last summer. Those doing this opposed taking class struggle as the key link, tampered with the Party's basic line, negated the proletarian revolution in education and in literature and art and the socialist revolution in the field of science and technology; they negated the three-in-one combination of the old, the middle-aged and the young, the new socialist things on various fronts and the Great Proletarian Cultural Revolution, and they tried to reverse the correct appraisal of the Cultural Revolution and settle accounts with it. They had theory and a programme to guide their organized activities in reversing correct verdicts. They directed their spearhead at our great leader Chairman Mao, at his revolutionary line and at the masses of revolutionary people. If this Right deviationist wind is not rebuffed and beaten back, would it not be tantamount to tolerating the spread of revisionism unchecked and the restoration of capitalism?

The mass revolutionary debate that started in Tsinghua University has dealt this Right deviationist

wind a head-on blow; this has won the hearts of the people as well as enthusiastic support and acclaim from the people of all nationalities in the country. The revolutionary masses and revolutionary cadres have earnestly studied the experience of Tsinghua University and, under the leadership of the Party, criticized "taking the three directives as the key link," thereby completely isolating the capitalist-roaders in the Party who stirred up the Right deviationist wind. Facts prove that the workers, peasants and soldiers, revolutionary cadres and revolutionary intellectuals, that is, the people who account for over 95 per cent of the total population, want revolution and support socialism. They do not want to be oppressed by bigwigs who practise revisionism. Their basic desire is to take the socialist road, and the Great Proletarian Cultural Revolution represents their fundamental interests. They want to consolidate and expand the fruits of victory of the Great Proletarian Cultural Revolution, restrict bourgeois right and advance the socialist revolution. To practise revisionism and reverse the correct appraisal of the Great Cultural Revolution will never be approved by the masses of the people.

Chairman Mao recently pointed out: "With the socialist revolution they themselves come under fire. At the time of the co-operative transformation of agriculture there were people in the Party who opposed it, and when it comes to criticizing bourgeois right, they resent it. You are making the socialist revolution, and yet don't know where the bourgeoisie is. It is right in the Communist Party — those in power taking the capitalist road. The capitalist-roaders are still on the capitalist road." This incisive Marxist-Leninist analysis by Chairman Mao has summed up the historical experience of China's socialist revolution over the past 20 years and more, and it has defended and developed Marxism-Leninism. It is a powerful ideological weapon for us in combating and preventing revisionism, a powerful ideological weapon for us in continuing the

revolution under the dictatorship of the proletariat. Chairman Mao clearly indicates here that the capitalist-roaders are precisely the bourgeoisie in the Party during the period of socialist revolution. From the co-operative movement to the criticism of bourgeois right, every step forward in the socialist revolution has met with resistance from the bourgeoisie in the Party. Since in socialist society, there are still classes, class contradictions and class struggle and there still are the soil and the conditions engendering capitalism and the bourgeoisie, capitalist-roaders or new representatives of the bourgeoisie will inevitably appear in the Party, and the phenomenon that "the capitalist-roaders are still on the capitalist road" will continue to exist for a long time. The person who stirred up the Right deviationist wind to reverse correct verdicts is precisely the capitalist-roader who followed Liu Shao-chi in practising revisionism and opposed all the socialist revolutionary movements before the Cultural Revolution and who was criticized in the Cultural Revolution but has refused to mend his ways. In words, he stated "I'll never reverse the verdict," but once he took up work again, he relapsed into error and continued to take the capitalist road. Persons like him have never been Marxists but are bourgeois democrats with their ideology, as Chairman Mao pointed out, remaining at the stage of the democratic revolution. Like Sung Chiang in the novel *Water Margin* who, though having joined the ranks of the peasant insurgents, still represents the landlord class, the capitalist-roaders are "Communists" in name but actually representatives of the old and new bourgeoisie within and outside the Party. We must bear in mind that throughout the historical period of socialism, the principal contradiction is the contradiction between the proletariat and the bourgeoisie, the main danger is revisionism, and the target of the revolution is the bourgeoisie, mainly those in power in the Party taking the capitalist road.

The struggle initiated and led by Chairman Mao to beat back the Right deviationist wind to reverse correct verdicts concerns the future and destiny of our Party and state. After every great historical social change, there inevitably are persons like Confucius who came out and tried to turn things back and restore the old order. Such persons are bound to appear in great revolutions such as the Great Proletarian Cultural Revolution. The current struggle between reversing correct verdicts and opposing the reversal, between restoring the old order and combating restoration, is a continuation and deepening of the struggle between Chairman Mao's proletarian revolutionary line and the

counter-revolutionary revisionist line of Liu Shao-chi and Lin Piao, and a continuation and deepening of the Great Proletarian Cultural Revolution. Such struggles will go on in the future, and we must be sober-minded about this.

The struggle against the Right deviationist wind to reverse correct verdicts is being carried out under the leadership of the Party committees at various levels. Do not establish ties and do not organize fighting groups. It is essential to conscientiously study the theory of the dictatorship of the proletariat, study Chairman Mao's theses on classes, class contradictions and class struggle since the Second Plenary Session of the Seventh Central Committee of the Communist Party of China and his important instructions on the Great Proletarian Cultural Revolution and on the counter-attack on the Right deviationist wind to reverse correct verdicts, and get a clear understanding of the character, target, tasks and prospects of the socialist revolution. Leading cadres should stand in the van of the movement and take the lead in study, exposure and criticism and in the counter-attack against the Right deviationist wind. It is necessary to have faith in the masses, rely on the masses and boldly arouse the masses, and firmly grasp the main orientation of struggle; unite, and focus the criticism on the revisionist line of that capitalist-roader who refuses to mend his ways. The revolutionary masses and revolutionary cadres must bear in mind Chairman Mao's teachings "help more people by educating them and narrow the target of attack" and "learn from past mistakes to avoid future ones and cure the sickness to save the patient." With regard to the small number of leading cadres who have carried out the erroneous line, it is essential to help them change their class stand and encourage them to correct their mistakes. We should adhere to the principle "grasp revolution, promote production and other work and preparedness against war," do a better job in all work including industrial and agricultural production, be vigilant against class enemies trying to make trouble and against those trying to sabotage production to undermine revolution. It is necessary to continue, through the struggle to beat back the Right deviationist wind to reverse correct verdicts, to promote stability and unity and consolidate and develop the great achievements of the Great Cultural Revolution and the movement to criticize Lin Piao and Confucius.

Under the leadership of the Party Central Committee headed by Chairman Mao, let us take class struggle as the key link and carry the struggle against the Right deviationist wind to reverse correct verdicts through to the end!

("Renmin Ribao" editorial, March 10)

Transform Schools Into Instruments of Proletarian Dictatorship

by worker-peasant-soldier students in the radio department of Peking University

THE great leader of the Chinese people Chairman Mao has pointed out: "Why did Lenin speak of exercising dictatorship over the bourgeoisie? It is essential to get this question clear. Lack of clarity on this question will lead to revisionism." In the current movement to study the theory of the dictatorship of the proletariat, we should study the Marxist theories on the dictatorship of the proletariat and the revolution in education in connection with the struggle between the two classes and the two lines on the educational front. This is of great practical significance to us in keeping to the orientation of the revolution in education and further transforming schools into instruments of the dictatorship of the proletariat.

Clear-Cut Class Character of Education

Marxism holds that education is an important component part of the superstructure. A given education reflects the politics and economy of a given society and at the same time exerts a great reaction on them. In class society, education has a clear-cut class character and it always serves the political line of a specific class. All classes, revolutionary or counter-revolutionary, invariably use education as their tool for overthrowing or safeguarding the dictatorship of a certain class. There is no such thing as education that stands above classes.

In capitalist society, education is an instrument of the dictatorship of the bourgeoisie. While doing everything possible to train its children into its successors and defenders, the bourgeoisie gives the children of the labouring people an enslaving education and trains them to become useful slaves creating profits for the bourgeoisie and not disturbing its life of tranquillity and leisure. Lenin stressed: "Since they were thoroughly imbued with the class spirit, the old schools naturally gave knowledge only to the children of the bourgeoisie. Every word was falsified in the interests of the bourgeoisie. In these schools the younger generation of workers and peasants were not so much educated as drilled in the interests of that bourgeoisie." (*The Tasks of the Youth Leagues*).

Education of the proletariat is diametrically opposed to that of all the exploiting classes. To thoroughly overthrow the bourgeoisie and all other exploiting classes, replace the dictatorship of the bourgeoisie with the dictatorship of the proletariat, use socialism to triumph over capitalism and ultimately realize communism—this is the great historical mission of the

proletariat and the fundamental task of proletarian education, as well. After the October Revolution, Lenin explicitly pointed out that the proletariat must fundamentally transform education according to its own image so as to turn education into an instrument of the dictatorship of the proletariat. He said: It is necessary "to complete the work that began with the October Revolution in 1917 to convert the school from an instrument of the class rule of the bourgeoisie into an instrument for the overthrow of that rule and for the complete abolition of the division of society into classes. The schools must become an instrument of the dictatorship of the proletariat, i.e., a vehicle not merely of the general principles of communism but also of the ideological, organizational and educational influence of the proletariat on the semi-proletarian and non-proletarian sections of the working people with the object of completely suppressing the resistance of the exploiters and of building the communist system." (*Draft Programme of the R.C.P.[B.]*)

Two-Line Struggle on Educational Front

To transform schools into instruments of the dictatorship of the proletariat for training successors to the proletarian revolutionary cause or to turn them into instruments of the dictatorship of the bourgeoisie for training intellectual aristocrats to restore capitalism is a fundamental issue in the two-line struggle on the educational front. The founding of the People's Republic of China in 1949 marked the great victory of the new-democratic revolution and the beginning of the socialist revolution in China. At this turning point in the Chinese revolution, Chairman Mao took a series of important measures to consolidate the newly established political power of the proletariat. An important link in these measures was to reform, systematically and prudently, the old schools and educational undertakings and the old social-cultural undertakings, so as to meet the needs of the newly established superstructure and economic base. We uphold the dictatorship of the proletariat and strive to build socialism; whereas Liu Shao-chi and his like wanted to "consolidate the new-democratic order" which actually amounted to restoring capitalism. On the educational front, they clamoured: "We are not familiar with the ways of running education. . . . So what shall we do? Basically we should follow the old way and keep it basically intact." Whether to thoroughly reform the old education or to "keep it

basically intact" is a sharp struggle between the two lines on the educational front.

During the long years of revolutionary wars, Chairman Mao always attached great importance to the work of school education. Applying the principle of integrating the universal truth of Marxism-Leninism with the concrete practice of the Chinese revolution, he laid down the line, policies and methods for the proletarian revolution in education. In his inscription written in December 1937 on the occasion of the establishment and opening of the Shenpei (Northern Shensi) Public School, Chairman Mao put forward in clear-cut terms the task of the proletarian schools. He said: "It is necessary to train a great many people as vanguards of the revolution. People who are politically far-sighted. People imbued with the spirit of struggle and self-sacrifice. People with largeness of mind who are loyal, active and upright. People who never pursue selfish interests, but are wholeheartedly for the liberation of the nation and society. People who fear no difficulties, but remain steadfast and advance courageously in the face of difficulties. People who are neither high and mighty nor seekers after the limelight, but are conscientious and full of practical sense. If China has a host of such vanguard elements, the tasks of the Chinese revolution will be successfully fulfilled." Later, in Yanan, he personally founded the Anti-Japanese Military and Political College. This college for training cadres gave top priority to transforming the students' ideology and keeping to the correct political orientation and placed it above all other work. And this college followed the Marxist-Leninist principles of combining theory with practice, combining education with productive labour and enabling intellectuals to integrate themselves with the workers and peasants. Under the guidance of Chairman Mao's revolutionary line, schools in the base areas trained millions of revolutionary fighters, thereby making a great contribution to the victory of the Chinese revolution.

Liu Shao-chi, however, openly opposed Chairman Mao's revolutionary line and negated the experience of the old base areas in education. By "keeping it basically intact" he meant letting the landlord and capitalist classes continue to dominate our schools and turn them into instruments for restoring capitalism. In his brilliant works *On the Correct Handling of Contradictions Among the People* and *Speech at the Chinese Communist Party's National Conference on Propaganda Work*, both published in 1957, Chairman Mao systematically set forth the theory of continuing the revolution under the dictatorship of the proletariat and laid it down that "our educational policy must enable everyone who receives an education to develop morally, intellectually and physically and become a worker with both socialist consciousness and culture." Thanks to the efforts and struggle by Communist Party members, Communist Youth League members, revolutionary cadres and revolutionary intellectuals, some progress has been made on the educational front. The educational revolution that swept the country in 1958 dealt

a powerful blow at the old educational system. But until the start of the Great Proletarian Cultural Revolution, owing to Liu Shao-chi's frenzied pursuance of the revisionist line in education, there was the serious situation on the educational front in which the bourgeoisie exercised dictatorship over the proletariat. In view of this situation, Chairman Mao on May 7, 1966 issued the great call in the "May 7 Directive": "The length of schooling should be shortened, education should be revolutionized, and the domination of our schools and colleges by bourgeois intellectuals should not be tolerated any longer." During the Great Proletarian Cultural Revolution personally initiated and led by Chairman Mao, the two bourgeois headquarters of Liu Shao-chi and Lin Biao were smashed and their revisionist line was repudiated. Beginning on July 27, 1968, Mao Tsetung Thought propaganda teams formed by workers and poor and lower-middle peasants along with the People's Liberation Army men entered the schools one after another in response to Chairman Mao's call. They seized back the leadership in the field of education, shattered the domination of schools by bourgeois intellectuals and created a new situation in educational revolution. The Great Proletarian Cultural Revolution has brought about fundamental changes in the political orientation of schools and in the way of running them, thus turning them into instruments of the dictatorship of the proletariat for implementing the Party's basic line and training successors to the proletarian revolutionary cause. After occupying the positions in education, the working class use Marxism-Leninism-Mao Tsetung Thought to transform the universities and colleges, and conscientiously implement the policy that "education must serve proletarian politics and be combined with productive labour." In accordance with Chairman Mao's directive of July 21, 1968, reforms have been made in the university enrolment system so as to select students from among workers and peasants. Schools are run in an open-door way, and teachers and students are encouraged to integrate themselves with the workers and peasants. A new generation of proletarian intellectuals are growing up and maturing. This profound change now taking place in the field of education demonstrates the tremendous vitality and broad prospects of the proletarian revolution in education.

It must be pointed out that the victory we have won is only the first step in a 10,000-li long march. Since schools have long been the "hereditary domain" of the exploiting classes, where intellectuals are found in large numbers, bourgeois pedagogical ideas and the old force of habit still have an extensive market there and the world outlook of most intellectuals is basically bourgeois. Such a state of affairs cannot be changed until after a considerably long period of time, and class struggle and the two-line struggle remain very acute in the field of education. There have been absurd talks recently in educational circles to the effect that the question of the orientation of educational revolution "has never been solved well." This is, in fact, a question of whether to keep to the orientation of educational revolution and carry the proletarian revolution in edu-

education through to the end or to reverse the previous verdicts on the revisionist line in education and restore the old educational system under which bourgeois intellectuals dominated our schools. Therefore, much arduous work remains to be done and much efforts have to be made if we are to stick to the orientation of educational revolution, occupy all the positions in education with Marxism-Leninism-Mao Tsetung Thought, and transform schools into instruments of the dictatorship of the proletariat.

Take Class Struggle as the Key Link

To transform schools into instruments of the dictatorship of the proletariat, it is imperative to take class struggle as the key link, uphold the Party's basic line, persist in criticizing revisionism, the bourgeoisie and the ideology of all exploiting classes. The Party's basic line tells us: Socialist society covers a considerably long historical period. In the historical period of socialism, there are still classes, class contradictions and class struggle, there is the struggle between the socialist road and the capitalist road, and there is the danger of capitalist restoration. The positions in education constitute an important front in class struggle. "Bourgeois prejudices have struck very deep root among the teachers." (Lenin: *Speech Delivered at an All-Russia Conference of Political Education Workers of Gubernia and Uyezd Education Departments*.) In China, the pernicious influence of the education of the feudal landlord class and the capitalist class and that of the revisionist line in education are both deep and widespread and intertwined. The landlord and capitalist classes have tried by hook or by crook to use this hereditary domain of education to oppose the dictatorship of the proletariat. Though criticized, the exploiting classes' ideas of looking down upon labour and practice such as "those who work with their minds govern, those who work with their hands are governed," "going to school in order to become an official," "knowledge is private property" and "giving first place to intellectual development" still have a market. And the landlord and capitalist classes and their agents have vainly tried to use these fallacies to corrupt the masses and poison the minds of young people, so as to achieve their counter-revolutionary aim of subverting the dictatorship of the proletariat and restoring capitalism. The Lin Piao anti-Party clique maliciously slandered school graduates integrating with the workers and peasants and settling in the countryside as "reform through forced labour in a disguised form" and the broad masses of cadres taking the May 7 road as "unemployment in a disguised form," and so forth. This was nothing but using bourgeois right to attack the Party and the dictatorship of the proletariat.

At present, the struggle between the two classes and the two lines on the educational front is still very fierce and acute. It is utterly wrong to say that the chief danger on the educational front at the moment is "not learning culture." Facts of class struggle on

this front have proved that revisionism remains the main danger today. "One of our current important tasks on the ideological front is to unfold criticism of revisionism." (Mao Tsetung: *Speech at the Chinese Communist Party's National Conference on Propaganda Work*.) The Party's basic line is the lifeline of the Party and state. Only by firmly grasping class struggle as the key link and implementing at all times the Party's basic line can we guide the struggle along its course of development to victory and do a good job in our educational work.

Strengthen Working-Class Leadership Over Schools

To transform schools into instruments of the dictatorship of the proletariat, it is necessary to consolidate and strengthen working-class leadership over the schools. In the 17 years from the founding of the People's Republic of China in 1949 to 1965, the year before the Great Proletarian Cultural Revolution started, the revisionist line held sway and the bourgeoisie exercised dictatorship over the proletariat in the realm of education. To restore capitalism, Liu Shao-chi and his like did everything they could to oppose proletarian leadership over the schools. They preached that "non-professionals cannot lead the professionals" and pushed the principle of "professors governing schools." This resulted in the monopolization of our schools by the bourgeois intellectuals.

During the Great Proletarian Cultural Revolution, Chairman Mao pointed out: "To accomplish the proletarian revolution in education, it is essential to have working class leadership; the masses of workers must take part in this revolution and, in co-operation with Liberation Army fighters, form a revolutionary three-in-one combination with the activists among the students, teachers and workers in schools and colleges, who are determined to carry the proletarian revolution in education through to the end. The workers' propaganda teams should stay permanently in the schools and colleges, take part in all the tasks of struggle-criticism-transformation there and will always lead these institutions. In the countryside, schools and colleges should be managed by the poor and lower-middle peasants — the most reliable ally of the working class." This instruction of Chairman Mao's is our sharp weapon for thoroughly smashing the bourgeois educational system and our basic guarantee for creating a proletarian educational system.

The question of leadership is the fundamental question of the revolution in education. The struggle between the proletariat and the bourgeoisie centring around this question is protracted and acute. Recently there is a fallacious saying that "it is necessary to have non-professionals keen on science to exercise leadership." The essence of this fallacy is to oppose working-class leadership over the schools. The working class is the most revolutionary class. Only by exercising working-class leadership over the schools can the old educational

system be thoroughly reformed and the proletarian revolution in education be carried through to the end. In response to Chairman Mao's call, mighty contingents of the working class marched to the schools and put an end to the situation in which the schools were long dominated by bourgeois intellectuals. The working class has led the revolutionary teachers and students in constantly criticizing the old educational system and the revisionist line in education, and splendid achievements have been obtained. Practice in the past few years has testified to the fact that it is necessary to wholeheartedly rely on the working class and strengthen working-class leadership over school education if the schools are to be transformed in conformity with Chairman Mao's revolutionary line.

"The leading role of the proletariat is realized through the leadership of the Communist Party." The Chinese Communist Party is the political party of the proletariat, the vanguard of the proletariat. Therefore, to consolidate working-class leadership in the educational field, it is imperative to strengthen Party leadership. All work in the schools must be placed under the centralized leadership of the Party; only in this way can Chairman Mao's revolutionary line and policies be put into effect and the task of consolidating the dictatorship of the proletariat be fulfilled in every school.

Take the Path of Integrating With Workers And Peasants

To transform schools into instruments of the dictatorship of the proletariat, it is necessary to adhere to the policy of open-door education and take the path of integrating with workers and peasants. The basic channel for the intellectuals to remould their world outlook is to integrate themselves with the workers and peasants and to be re-educated by them. Chairman Mao has on several occasions stressed the importance of intellectuals integrating themselves with workers and peasants and shown the concrete path to do so. Chairman Mao has said: **"In order to have a real grasp of Marxism, one must learn it not only from books, but mainly through class struggle, through practical work and close contact with the masses of workers and peasants."** He has also said that our professors and teachers are all educating the people and the students and that **"being educators and teachers, they themselves must first be educated. And all the more so in the present period of great change in the social system."** **"One must learn from those engaged in production, from the workers, from the poor and lower middle peasants and, in schools, from the students, from those one teaches."** After criticizing the revisionist line of Liu Shao-chi and Lin Biao during the Great Proletarian Cultural Revolution, our educational system is undergoing a fundamental change. Open-door schooling under the guidance of Chairman Mao's revolutionary line has opened up broad vistas for the teachers and students to integrate themselves further with workers and peasants. In the past, the intellectuals used to bury themselves in books and were divorced from workers and peasants, from physical labour and from practice.

Now this situation has been changed. They go to factories, to the countryside and to army units to learn from the workers, peasants and soldiers and receive education by them. This has greatly speeded up the remoulding of the world outlook of the intellectuals. Facts prove that integration with workers and peasants is an indispensable way in training and bringing up proletarian intellectuals.

In open-door schooling, while the students' **"main task is to study, they should also learn other things, that is to say, they should not only learn book knowledge, they should also learn industrial production, agricultural production and military affairs. They also should criticize and repudiate the bourgeoisie."** Through taking part in the three great revolutionary movements of class struggle, the struggle for production and scientific experiment, the students study Marxism-Leninism-Mao Tsetung Thought, raise their consciousness in class struggle and the two-line struggle and in continuing the revolution under the dictatorship of the proletariat; and enhance their ability to distinguish genuine from sham Marxism. At the same time, under the command of proletarian politics, they devote themselves to their professional studies, learn advanced science and technology, both domestic and foreign, and dare to make innovations. In this way they become staunch fighters in combating and preventing revisionism and consolidating the proletarian dictatorship, and workers with both socialist consciousness and culture. Those who distort open-door schooling as "not learning culture" and as "practice — practice — practice" are merely slandering the masses of teachers and students who firmly take the path pointed out in the "May 7 Directive."

Unite, Educate and Remould the Intellectuals

To transform schools into instruments of the dictatorship of the proletariat, it is necessary, under the guidance of Marxism-Leninism-Mao Tsetung Thought, to build up a contingent of proletarian teachers who are both socialist minded and professionally proficient, and do a good job in uniting, educating and remoulding the intellectuals. In his *Speech at the Chinese Communist Party's National Conference on Propaganda Work*, Chairman Mao used the Marxist method of class analysis to make a scientific analysis of the basic situation regarding intellectuals in China. He pointed out there are three sections of intellectuals, the left wing, the intermediate section and the right wing; and their attitude towards Marxism is resolute, wavering and antagonistic respectively. Those who are relatively familiar with Marxism and take a firm stand — the stand of the proletariat — are a minority. But they are the nucleus and a powerful force. The majority is still in an intermediate state. They support socialism and are willing to serve the people, but their world outlook is still basically bourgeois. They support Marxism, but are not familiar with it. Their stand is not yet firm and they vacillate in moments of stress. The number who are hostile to our state and strongly oppose Marxism is very small. The struggle between the two classes and the two lines on the ideological and

political fronts in the past ten years and more, and particularly the practice of the Great Cultural Revolution and the movement to criticize Lin Biao and Confucius testify that this analysis of Chairman Mao's is entirely correct. Negating this analysis is tantamount to negating the necessity for the intellectuals to remould their world outlook.

The basic question confronting the intellectuals is still the change in their bourgeois world outlook. Chairman Mao has said: "Most of our present intellectuals come from the old society and from families of non-working people. Even those who come from workers' or peasants' families are still bourgeois intellectuals because the education they received before liberation was a bourgeois education and their world outlook was fundamentally bourgeois. If they do not discard the old and replace it by the proletarian world outlook, they will remain different from the workers and peasants in their viewpoint, stand and feelings, and will be like square pegs in round holes, and the workers and peasants will not open their hearts to them." To meet the needs of socialist revolution and construction, the intellectuals must continue to study hard Marxism-Leninism-Mao Tsetung Thought, be determined to discard their bourgeois world outlook and replace it by proletarian world outlook. They should not stop half-way or, what is worse, slip back, for there will be no future for them in going backwards. The intellectuals,

as Chairman Mao has taught us, "need remoulding, and not only those who have not changed their basic stand; everybody should study and remould himself." And this includes us worker-peasant-soldier students. We, too, should remould our world outlook, and this should be placed above everything else. We should exert great efforts to remould our world outlook, so as to play our role in attending university, managing it and transforming it with Marxism-Leninism-Mao Tsetung Thought in a still better way.

* * *

The proletarian revolution in education is a profound social revolution; it is a struggle on the educational front in which the proletariat triumphs over the bourgeoisie and Marxism over revisionism. "There is no construction without destruction. Destruction means criticism and repudiation, it means revolution. It involves reasoning things out, which is construction. Put destruction first, and in the process you have construction." We must take class struggle as the key link and use the theory of the dictatorship of the proletariat as our weapon in resolutely repudiating the erroneous trend which negates the revolution in education. We must uphold Party leadership in education, persist in putting proletarian politics in command and persevere in exercising all-round dictatorship over the bourgeoisie in the superstructure and transform schools into instruments of the dictatorship of the proletariat.

The Talien Institute of Chemical Physics

Achievements of Open-Door Scientific Research

by Wen Chiao

SINCE the start of the Great Proletarian Cultural Revolution, the Talien Institute of Chemical Physics under the Chinese Academy of Sciences has, under the guidance of Chairman Mao's proletarian revolutionary line, gained fairly good results by persisting in conducting open-door scientific research and constantly guiding its members to integrate themselves with the workers and peasants.

The Necessity for Open-Door Research

This institute in the port city of Talien, northeast China, has a history of more than 60 years. Its research covers many branches of science.

Under the leadership of the Communist Party after the founding of New China, this institute has made some contributions to the country. Prior to the Great Cul-

tural Revolution, however, because of the interference and sabotage by Liu Shao-chi's revisionist line, some areas of research were dominated by a small number of bourgeois intellectuals and scientific research was for a long period done behind closed doors completely cut off from the workers and peasants. Some of its personnel did not take into account the country's interests, one-sidedly stressed personal preference and the "free choice of subjects" and went about setting up self-centred "bases." Some who were bent on establishing their reputation engaged in working on "theoretical systems" behind closed doors. Some even corrupted young scientific workers with bourgeois ideas of seeking personal fame and gain. This led a number of people to devote themselves entirely to acquiring knowledge as personal capital and neglect the tasks assigned to



Researchers of the Talien Institute of Chemical Physics and workers of a dyestuff plant join efforts in solving the question of purification of the plant's sewage.

them, thus gradually embarking on the revisionist road. All this seriously affected the socialist orientation of scientific research.

A big change has taken place in the mental outlook of scientific workers in this institute since the start of the Great Cultural Revolution, the movement to criticize Lin Biao and Confucius and the movement to study the theory of the dictatorship of the proletariat. They have criticized the revisionist line of Liu Shao-chi and Lin Biao and have gone in separate groups to the villages and factories and their May 7 cadre school to take part in the three great revolutionary movements of class struggle, the struggle for production and scientific experiment. They have come to understand that in the historical period of socialism, there are still classes and class struggle and there is the danger of capitalist restoration, and that institutes are not merely places for carrying on scientific research but also places for combating and preventing revisionism and consolidating the dictatorship of the proletariat. Whereas in the old society science and technology served the rich and the propertied, today they should serve proletarian politics and serve the workers and peasants, and the phenomenon of monopoly of science and technology by a small number of people must be done away with. To achieve this, it is necessary to rely wholeheartedly on the working class, make research work serve production and take the road of open-door scientific research.

Open-door scientific research in this institute takes many forms. In some cases, research work is undertaken under unified state planning and arrangement and in accordance with the needs of industrial and agricultural production and national defence construction. Together with workers and peasants, the researchers draw up the plans, decide on the technical approach and carry out actual research. In other cases,

research is first done in laboratories and results are obtained before they are applied to production together with the workers and peasants. Sometimes, small teams are sent to the production front to solve tricky problems in conjunction with workers and peasants, and sometimes workers inside and outside the institute are invited to the laboratories to jointly carry out research. Last year, the institute established links with more than 300 units in 27 provinces, municipalities and autonomous regions in the country. There were projects of industrial and agricultural production and national defence construction, projects assisting other countries as well as those connected with space and under the sea.

Benefits From Open-Door Research

Chairman Mao has said: "The people, and the people alone, are the motive force in the making of world history." The working people are the creators of material wealth and spiritual wealth. Since time immemorial all scientific and technical achievements have been the result of the wisdom of the working people. All natural scientists who have had any accomplishments have drawn on the wisdom and experience of the working people and turned them to advantage. Many of them have risen directly from the ranks of the working people.

In China, a socialist state under the dictatorship of the proletariat, the workers and peasants are the main force in the three great revolutionary movements of class struggle, the struggle for production and scientific experiment. Science and technology cannot develop if they are divorced from the workers and peasants and deprived of their rich practical experience. By carrying out open-door scientific research and taking the path of integrating with the workers and peasants, scientific and technical personnel have the opportunity of being politically re-educated by the workers and peasants, and this helps them remould their world outlook. At the same time they can restudy what they have learnt and integrate their book knowledge with the practice of production. This accelerates the development of science and technology.

As a result of persistence in open-door scientific research, the institute's scientific and technical personnel have been emancipated from the confines of laboratories, enabling them to come into contact with the workers and peasants and take part in practice. This has brought about a profound change in their mental outlook. Together with the workers they study the works of Marx, Engels, Lenin and Stalin and Chairman Mao's works, criticize revisionism and carry out scientific research. This has fostered deep proletarian feel-

ings between them. Some of the scientists and technicians who have done well in this respect are hardly distinguishable from the workers. The workers say: "This is the sort of intellectuals we like!" Some of the scientists and technicians say with feeling: "In the past, we drew up the blueprints and the workers did the work while we stood by to watch them. Now, we work side by side with the workers in drawing up the plans and solving difficult problems and we feel much better and more confident."

With the participation of experienced workers and peasants in scientific research, the former situation in which "the research institute is run by specialists" has been done away with. The result is scientific research has developed. For seven years the institute carried on research on a highly sophisticated project behind closed doors, relying solely on specialists to provide pointers and looking for solutions from available literature of the kind. But progress was very slow. In the next three years, when workers were invited into the laboratories to take part, things began moving much faster. One specialist who had been with this project all along was so moved that he said: "In the past I would never have dreamt of such revolutionary daring to think and get things done at such high speed."

Open-Door Research for Advanced Subjects

Practice in this institute proves that open-door research suits any and all institutes, including those engaged in advanced, highly sophisticated and highly theoretical work such as nuclear energy, astronomy and mathematics.

Engels pointed out: "First of all, *astronomy*, which, if only on account of the seasons, was absolutely indispensable for pastoral and agricultural peoples. *Astronomy* can only develop with the aid of *mathematics*. Hence this also had to be tackled. — Further, at a certain stage of agriculture and in certain regions (raising of water for irrigation in Egypt), and especially with the origin of towns, big building structures and the development of handicrafts, *mechanics* also arose. This was soon needed also for *navigation* and *war*. — Moreover, it requires the aid of *mathematics* and so promotes the latter's development." (*Dialectics of Nature*.) This proletarian revolutionary teacher pointed out that all branches of natural science developed as a result of development in production. Numerous facts prove that with science developed to today's level, the more sophisticated the research subjects, the more comprehensive, the more inseparable they are from modern industrial technology, and they often require the close co-ordination of many factories. For example, China's man-made earth satellites and nuclear explosions were the result of close co-operation between scientific and technical personnel and the workers.

The institute once had two specialists accompanied by an assistant working on a new energy source. After

four or five years, all they had to show for their work were a thesis and a collection of mathematical formulae. Nothing substantive was solved. Later, when workers were drawn to tackle crucial problems together with the scientific and technical personnel, a new energy source apparatus was quickly manufactured. It gives great energy, and is small in size, of high precision, sensitivity and reliability. They also discovered some important laws related to catalysts, distribution of air streams, transmission of heat and transmission of media.

Theory Comes From Practice

Chairman Mao has said: "There is only one kind of true theory in this world, theory that is drawn from objective reality and then verified by objective reality." Mankind's activity in production is the most fundamental practical activity. The birth and development of theories of the natural sciences stem, in the final analysis, from practice in production. And it is the working people who are directly engaged in production, and they have accumulated rich experience in their long period of practice. This is the source for developing scientific theories.

The history of the development of the natural sciences tells us that scientific theories arise from practice in the struggle for production and are continuously elevated from this basis. Without practice in the struggle for production, there can be no development of scientific theories. Open-door scientific research has enabled scientific and technical personnel to realize the huge number of topics for research required in industry, agriculture and national defence and the pressing needs of the worker-peasant masses for technical innovations and technical transformations. This has spurred them on to work hard together with the workers and peasants to raise scientific levels and create most favourable conditions for the development of scientific theories.

Members of Team 203 of the No. 2 laboratory of this institute went to the factories and carried on research in close co-ordination with production. The result was they successfully obtained, after one year of effort, highly effective catalysts used for polymerization that are many times more efficient than the best imported counterparts. At the same time as they solved practical problems in production they sifted through the mountain of firsthand data gathered, discarded the dross and selected the essential, eliminated the false and retained the true, proceeded from the outside to the inside, and in this way they analysed and worked out the formula of hydrogen's effect on polymers, found the law governing active decay of two catalytic systems, studied the relation between activity and paramagnetism of catalysts and furthered the theory of catalysts.

Since the start of the Great Proletarian Cultural Revolution, members of this institute have written 487 scientific papers and reports, and nearly 100 of them have been published in national science journals. In

In addition, they have published *Chromatography of Gases* and several other scientific technical books.

Rich Achievements

Because of open-door scientific research the Talian Institute of Chemical Physics has over the years scored more and more achievements. In 1973 it chalked up ten important scientific achievements. In 1974 the institute achieved results in 20 important research projects, of which five were up to or better than advanced world standards. In 1975 it completed 28 important projects, 12 of which were up to or better than advanced world standards.

For example, together with workers of the Shengli Chemical Plant of the Peking General Petrochemical Works, they produced in six months the industrial installation for the elimination of nitric oxide pollution. In co-operation with factories and departments concerned,

members of the institute in less than two years solved the problems of purifying phenol-cyanide sewage from a coking works and nitro-sewage from a dyestuff factory and went on to solve the purification of waste waters from a cine-film plant. They thus succeeded in finding unique methods of their own in solving these problems. In addition, together with departments concerned, they have in the light of China's natural resources obtained results leading to the making of new, specifically Chinese catalysts and opened a way to establishing China's own systems for producing catalysts.

Since the start of the Great Proletarian Cultural Revolution, this institute has succeeded in trial-producing 72 new types of meters and instruments, with a total of 144 pieces. Sixteen of these, among them a chromatograph and an apparatus for measuring specific surface area of catalysts and absorbents are being put into production and use.

Resolute Support for Cambodia's Just Stand

ON February 26, the Government of Democratic Cambodia issued a statement most severely condemning the United States for its heinous crime against the Cambodian people in a surprise intrusion by its aircraft into the airspace of Democratic Cambodia on the morning and afternoon of February 25, dropping bombs in the centre of Siem Reap, killing and wounding dozens of people and causing heavy damage to the city. The Chinese people resolutely support the just stand of the Government of Democratic Cambodia and strongly denounce this act of aggression by U.S. imperialism.

Democratic Cambodia is an independent, peaceful, neutral and non-aligned nation. It has never committed aggression against any other country; nor will it tolerate anyone to encroach upon its territory, sovereignty and security. The U.S. air attack on Siem Reap is a serious provocation against the Cambodian people and an open infringement of international law. It has aroused great indignation among the Cambodian people and received stern condemnation from the peace- and justice-loving people of the world.

The Cambodian people are an indomitable and heroic people. They have waged a protracted and unremitting struggle to defend their country's independence and national dignity. In the past, U.S. imperialism

not only engineered the traitorous Lon Nol clique's reactionary coup but dispatched its own troops to intrude into Cambodia in its efforts to undermine the country's independence, peace and neutrality. But all this failed to prevent the Cambodian people from achieving victory. Today, when the Cambodian people have won the splendid victory of their national-liberation war and when Democratic Cambodia is marching forward in big strides, it is certain that no matter what sabotage or trouble-making imperialism and all reactionaries may resort to, it will not intimidate the heroic Cambodian people but will inevitably end in failure.

The Chinese people and the Cambodian people are close comrades-in-arms and brothers. They have always enjoyed each other's sympathy and support in protracted revolutionary struggles. The Chinese people highly appraise the remarkable successes achieved by the Cambodian people in the great cause of consolidating the fruits of victory in the revolution and building up their country, and resolutely support their just struggle to defend their independence, territory, sovereignty and national dignity. We are convinced that, confronted by the heroic Cambodian people, all provocations and aggression by imperialism and other reactionaries are doomed to ignominious defeat.

(*Renmin Ribao* Commentator, March 5)

Oil Producing Countries Develop National Economies

THE past two years have seen encouraging achievements made by major oil producing countries of the third world in independently developing their national economies by using their oil revenues.

In the excellent situation of the struggle of the third world oil producing countries to defend their state sovereignty and oppose imperialism, colonialism and hegemonism in the economic field, their oil struggle has been developing in depth. Members of the Organization of Petroleum Exporting Countries (OPEC) including Iran, Kuwait, Iraq, Venezuela, Algeria, Saudi Arabia, Qatar, the United Arab Emirates, Libya and Nigeria have wholly or partially recovered from foreign monopoly capital their sovereign rights to oil resources and rights to control their own oil production. (See *Peking Review*, No. 4, 1976.) Challenging the old international economic order, they have recaptured the right to fix oil prices and rationally adjusted oil prices which were forced down by predatory foreign capital. They have thus legitimately increased their oil revenues by considerable margins. In 1974, the oil incomes of the 13 OPEC members totalled over 100,000 million U.S. dollars, more than four times those of the previous year. The 1975 figure remained high in spite of a decrease against 1974. Enormous oil incomes have strengthened the hand of these countries in developing their national economies and improving their national defence against super-power aggression and threats.

These countries are determined to rely on their efforts to develop their national economies and end the state of backwardness left behind by colonialism. In recent years, they have earmarked large sums from their oil revenues for investments in industrial and agricultural production.

In building their national industry, preference is given to the development of oil refining, petrochemical and related industries by making the most of rich oil and natural gas resources. There are now prosperous scenes of busy reconstruction around the major cities and oil bases of Iran, Iraq, Kuwait, Algeria, Venezuela and other countries. A number of nationalized oil refineries are expanding production while the construction of new ones is in full swing. By March 1975, Iran already had five oil refineries in Teheran and other places, with a total capacity of 11.35 million tons per year. To accomplish the state plan for deploying oil refining industries throughout the nation, the construction of new refineries has begun or will be started in northwest, northeast, south and west Iran. In Iraq,

the Basra Oil Refinery that has an annual capacity of 3.5 million tons went into operation in 1974. This has increased the number of oil refineries in the country to seven, with the total annual capacity reaching 9 million tons, and helped Iraq achieve self-sufficiency in oil products, with some to spare for export. Algeria is building a new oil refinery with an annual capacity of 15 million tons in Skikda, and a natural gas liquefying plant with an annual output of 10,000 million cubic metres in Arzew. The first oil refinery of the United Arab Emirates is about to go into operation this spring. It will have a refining capacity of 15,000 barrels per day. A giant gas utilization project with an annual capacity of 5.5 million tons of liquefied oil gas is being built in Kuwait at the cost of 600 million U.S. dollars. National oil refining industries are also growing fast in countries like Venezuela, Nigeria, Qatar and Bahrain.

Petrochemical industries are developing alongside the founding of oil refining industries. Many countries have constructed chemical fertilizer plants and other factories of the chemical industry. A good number of countries pay great attention to allocating oil revenues for the development of iron and steel, machine-building, power and other essential industries. Meanwhile, other abundant natural resources in these countries are being used to develop industries with a direct bearing on national construction and the people's livelihood, such as phosphate in Iraq, iron ore in Venezuela and cement in Kuwait, Qatar and the United Arab Emirates. In addition to the 17 flour mills already in operation, Algeria has another 17 under construction. Textile, leather-tanning and agricultural produce processing industries are developing in many countries. In promoting their national industry, some countries encourage the building of small and medium-sized enterprises, especially in rural and border areas.

Third world oil producing countries have come to realize that agriculture and grain production in particular must be developed so as to defend national independence and develop their national economies. Vice-Chairman of the Iraqi Revolutionary Command Council Saddam Hussein pointed out that grain is a decisive factor for determining the international policy and the orientation of a nation. "We must not let imperialism make any breach by using grain," he said. Self-sufficiency in food grain has become one of the main goals in Iraq's new five-year development programme.

(Continued on p. 19.)

Intensified Superpower Contention for Hegemony in Western Europe

CONTENDING with the United States for hegemony in Western Europe, the Soviet Union has over the past year launched a co-ordinated and menacing offensive in the military, political and economic fields. While intensifying its military threat against Western Europe, it has resorted to political lulling, division and infiltration in relations with the countries there and utilized their financial resources and technology to make up for its own weaknesses and difficulties. Under these circumstances, many people in West Germany and other West European countries hold that the situation in present-day Western Europe is increasingly similar to that on the eve of World War II.

Increasing its military threat against Western Europe has always been the Soviet Union's chief method of seeking hegemony in that part of the world. For years the Soviet Union has deployed in Europe a conventional armed force far surpassing that of the West. Last year, the Soviet Union took every conceivable means to strengthen its army's offensive capabilities, both in quality and in quantity, particularly in terms of tanks, air attacking force, logistics and naval force. West German Defence Minister Georg Leber pointed out a short time ago that another 2,000 Soviet tanks have been deployed in Central Europe in the past 18 months, bringing the Soviet bloc's total number of tanks to 19,000, which is preponderantly superior to the 6,500 tanks of the West. The Inspector-General of the West German Air Force Gerhard Limberg pointed out that the number of aircraft of the Soviet bloc in Central Europe outnumbers that of the West by 4,200 to 2,050. What merits attention, he added, is that in the past few years the Soviet Union has greatly increased the attacking power of its air force along the front of Western Europe by increasing its airmen there by 40 per cent and equipping them with four new types of aircraft. This has been done, he noted, by reducing its anti-aircraft force and fighter-planes on Soviet territory proper. In an effort to increase its logistics reinforcing capability, the Soviet Union is converting the narrow-gauge railways in some East European countries into standard wide-gauge railways as in the Soviet Union; it is also improving the highways and canal systems, transforming the old airfields and building new ones. Reports indicate that in Eastern and Central Europe the Soviet bloc's airfields for highly manoeuvrable fighter-planes and other military airfields have greatly outnumbered those of the West.

While desperately strengthening its military threat against Western Europe, the Soviet Union has resorted to political deception, division, subversion and infiltration there. A glaring case in point is the European

security conference trumpeted unceasingly by the Soviet Union. As an Austrian weekly pointed out, it is a big fraud used by Moscow to spread illusions about peace and "to make certain NATO member states become weary of the organization while Moscow steps up its massive arms buildup." Now this has been seen through by more and more people. The West German weekly *Der Spiegel*, reporting on the views of West German Foreign Minister Genscher, pointed out: "The Soviet attitude after the Helsinki summit merits consideration." "The Soviet Union has always insisted on arms expansion and at the same time tried to weaken the defence capacity of the West under the pretext that detente has made the Western alliance and its arms spending unnecessary." Regarding this, Genscher warned: "Despite the convening of the European security conference, the West should not indulge in an illusionary security. Moscow has not changed its mind in forcing Western Europe to bow to its influence."

The Soviet Union has launched a strong offensive against Western Europe by setting its propaganda machine in motion, flattering some people while wilfully attacking others. It has not hesitated to pour out torrents of abuse on those who expose its true features, namely, sham detente and real arms expansion, and its wild ambition to dominate Western Europe, calling them "revanchists" who "sabotage detente" and "return to the cold war." What the Soviet Union is doing now bears striking resemblance to what Hitler did before World War II when he denigrated those who exposed the Munich scheme, charging them with "fanning up war and undermining peace."

Confronted with intensified Soviet military, political and economic offensive, more and more people in West Germany and other West European countries have become aware of the increasingly serious situation. The British Conservative Member of Parliament Peter Walker recently pointed out that the current situation was particularly astonishing and similar to those before the previous two world wars. Chairman Strauss of the Christian Social Union of West Germany said not long ago that Europeans "are now again living in a dangerous period in European history."

Historical experience merits attention though history does not repeat itself in full. Winston S. Churchill, the grandson of the late British Prime Minister Churchill at the time of World War II, stressed recently: "We must be aware of the expansionism of the Soviet Union. We must prepare against it." His words find favourable response from a growing number of people in Western Europe.

What Does "Materialization of Detente" Mean?

THE propaganda media of the Kremlin have of late constantly bragged about the "fruits" of the so-called "peace programme," declaring that "now, the most important task is the materialization of detente."

What, actually, is "materialization of detente"? What is the motive behind Moscow's energetic peddling of this stuff?

To put it bluntly, by "materialization of detente" the Soviet revisionists mean that the Western countries should not merely pay lip-service to "detente" but must show their good faith by giving out materials. For example, since the Soviet Union is short of funds, they should provide it with credits; Moscow needs grain, technology and equipment, they must supply them in abundance; the Soviet Union wants to sell its old stocks of low-quality products, the Western countries must welcome and buy them in order to prove their desire for "detente." To quote the Soviet journal *Party Life*, this means "all-round economic co-operation" and "consolidating detente materially."

One of the Brezhnev clique's aims in singing the carol of "materialization of detente" is to assure that, by taking advantage of the Western countries' eagerness to expand exports in order to shake off their economic crises, it will secure long-term trade credits and import technology, equipment, grain and fodder to give a shot in the arm to its hard-pressed economy resulting from feverish arms expansion and war preparations and also to maintain the high degree of militarization of the national economy. The Soviet journal *Life Abroad* brazenly admitted: "Under the conditions of detente," "the division of labour with capitalist nations" will enable the Soviet Union to "solve still more effectively the question of economic construction."

In order to get long-term trade credits from the West, the Soviet Union has openly declared that "it is inconceivable to go without loans in the development of economic co-operation." It has even asked the West to supply it with funds and equipment in the form of loans to exploit Soviet natural resources while the Soviet Union will repay them with part of its products. Soviet Minister of Foreign Trade N.S. Patolichev said that this "form of co-operation" would be conducive to accelerating the exploitation of natural resources in the Soviet Union, speeding up the development of certain departments and expanding Soviet exports. The bigwigs from the Kremlin have barnstormed through several countries to this end. The Soviet weekly *New Times* reported in its 38th (1975) issue that in the recent period up to last September-October, the Soviet Union had

obtained 8,800 million U.S. dollars in credits from France, Britain, Italy, Japan and Canada. TASS disclosed in March last year that the Soviet Union would solicit 8,700 million U.S. dollars in credits from France, Britain, West Germany, Japan and Italy in the tenth five-year plan period.

The Soviet Union has also imported large quantities of grain and fodder from the West. Statistics show that last year alone, the Soviet Union purchased 28 million tons of grain from the West to make up for the shortfall in last year's disastrous harvest and to serve war preparations.

The second aim of the Brezhnev clique's carol of "materialization of detente" is to cash in on the appeasement psychology and desire for "detente" of certain personages in the West and, through engineering and publicizing so-called "economic co-operation," create a false appearance of "detente" to lull its adversaries and cover up its expansionist schemes. Since the conclusion of the European security conference, the Soviet propaganda machines have repeatedly proclaimed that "economic co-operation" is "directly linked" with the political climate, and that the series of agreements on bilateral economic and technical co-operation between the Soviet Union and the Western countries have "promoted in no small degree the deepening of the process of detente and the healthiness of international political climate." These assertions disclose Moscow's intention to play up "detente" under the cover of "economic co-operation." It is well known that the Soviet revisionists have stretched their tentacles everywhere and intensified their contention for world hegemony behind the smokescreen of "detente."

The third aim is to make use of "economic co-operation" to sow discord between the United States and its allies and undermine the U.S. position in Western Europe, which is a key point of its rivalry with the United States.

In consistently peddling the so-called "all-European co-operation" in recent years, the Soviet press has asserted: "The economic potentialities of greater Europe have far outstripped any other areas or continents." It has also alleged that the industry of West European nations is "operating under the conditions of cutthroat competition" with American firms and that the "growing difficulties experienced by Western Europe" have been brought about by the "Trojan horses" of the U.S. monopoly organizations, which have trampled Europe underfoot. "If all-European economic co-operation" can be "fully developed," "the hope of survival (for West

European industry) in competition" will "greatly increase" and "those who are now plotting the establishment of 'leadership' in Western Europe will never be able to gain such 'leadership' here." These remarks reveal in unmistakable terms the intention of this superpower to edge another superpower from Europe and to reduce West European countries to pieces on the chessboard of contention for world hegemony.

The Kremlin new tsars' hypocrisy serves only as an eye-opener. The people have come to realize that Moscow's "materialization of detente" is to exploit the weaknesses of its rival to set a trap in the guise of "mutual benefit and co-operation," with a view to creating conditions for its arms expansion, war preparations and political infiltration and reinforcing its position in

the global trial of strength with U.S. imperialism. But in spite of the Soviet revisionists' efforts to put an attractive garb on the "materialization of detente," the West is becoming increasingly vigilant as to what their motives really are. This has been pointed out time and again recently by public opinion in Western Europe and the United States.

Actually, "detente" itself is a hoax and those peddling "materialization" are even more vicious in their motives. That a vendor lacking both sincerity in "detente" and "materials" should hawk at the top of his voice the "materialization of detente" cannot but arouse serious suspicions from the people.

(A commentary by Hsinhua Correspondent)

Reactionary and Decadent Education In the Soviet Union

IN the Soviet Union under the rule of the revisionist renegade clique, capitalism has been completely restored in the field of education, with the bourgeoisie exercising dictatorship over the proletariat. Today, schools in the country have become instruments of the dictatorship of the bourgeoisie.

Educational Institutes Monopolized by Bourgeois Intellectuals

In pushing its revisionist line in the field of culture and education, the said clique has energetically carried out the policy of "relying on experts in running the schools." It plants bourgeois scholar-tyrants and reactionary authoritative persons donning the cloak of "Communists" in leading posts in the educational departments. Consequently, schools are now under the exclusive control of bourgeois intellectuals while the working class is completely deprived of its leadership in these institutions and the right to run them.

As Lenin repeatedly emphasized, schools should be able "to train a generation that is fully capable of building communism" (*Draft Programme of the R.C.P. [B.]*), a generation who goes beyond the narrow bounds of bourgeois right; education as a whole "should be imbued with the spirit of the class struggle being waged by the proletariat for the successful achievement of the aims of its dictatorship, i.e., the overthrow of the bourgeoisie, the abolition of classes, and the elimination of all forms of exploitation of man by man." (*On Proletarian Culture.*) The revisionists in the Kremlin, while profusely talking about the need for the young people to study communism, are actually instilling bourgeois ideology into their minds and indoctrinating youths

with the theory of "the dying out of class struggle" to cover up the stark reality of brutal class oppression and fascist dictatorship over the broad masses of the Soviet people by the bureaucrat-monopoly bourgeoisie. With ulterior motives, they twist the meaning of studying communism and make it primarily a matter of mastering science and knowledge. They spread the nonsense that technical expertise would pave the way towards communism. The Soviet youth league paper *Komsomolskaya Pravda* put it bluntly, saying the task of the young people is "to acquire knowledge," thereby leading them astray to place technique above everything else and to seek personal fame and gain.

In pushing a reactionary educational line, the Soviet educational undertakings trumpet with might and main the theory of "genius" and the idea of "giving first place to intellectual development." They also zealously eulogize so-called "extraordinary talent" and "innate quality," saying that there should be special schools for "talented children" and boarding schools in scenic spots for students with "extraordinary talent."

Especially shocking is the fact that the Soviet revisionist renegade clique and its agents in educational circles have gone so far as to pick up the spittle of German fascism and peddle the reactionary theory of "genius by inheritance." A correspondence academician of the Soviet Academy of Pedagogical Sciences has elaborately classified, in accordance with bourgeois classification of the human race, Soviet middle school students into six categories belonging to either one of the two types. According to him, children of the privileged fall into the categories of "theoreticians," "social activists" and "organizers" because it is preordained that they are

persons with real talent; those from the countryside belong to the so-called category of "indolence" and are at best useful labourers and "law-abiding" citizens. In the eyes of the Soviet revisionist renegade clique, children of the labouring people are "mediocrities" who should be barred from schools and are destined to be slaves, whereas only the children of the privileged are "geniuses" who are entitled to a good education and are undisputed rulers.

So that the children of the privileged can receive a special "training," the Soviet revisionist renegade clique has set up special "schools for geniuses," offering such courses as military affairs, mathematics, physics, chemistry, foreign languages and the arts. Over 95 per cent of the "talented graduates" from these schools will become postgraduates and later "experts." They are regarded as the "elite" of the Soviet students and "the future leaders of the Soviet Union." They "live like aristocrats of the tsarist times."

It is quite obvious that this so-called "education for geniuses" is bourgeois through and through. It is a vehicle to exercise the dictatorship of the bourgeoisie over workers, peasants and their children and train successors to the bureaucrat-monopoly bourgeoisie.

Workers, Peasants and Their Children Discriminated Against

To whom are the school doors open? This is a vital issue concerning which class education serves. In the time of Lenin and Stalin, priority was given to education of workers and peasants and their children and favourable conditions were created for their enrolment. Lenin said that as far as receiving an education is concerned, there should be "no actual or legal privileges for the propertied classes" and "priority must certainly go to workers and poor peasants." (*Admission to Higher Educational Institutions of the Russian Federation*.) The Soviet revisionist renegade clique has, since it usurped power, done exactly the opposite, depriving the workers, peasants and their children of this priority. It ostentatiously claims that all Soviet citizens, regardless of their property and social status, "enjoy equality" in education. This is a big lie. "Equality" in education and other aspects of social life is out of the question in a class society where the political and economic status of the different classes is not the same. In the Soviet Union today, an all-round restoration of capitalism has taken place and the bureaucrat-monopoly bourgeoisie represented by the Soviet revisionist renegade clique controls the state apparatus and leadership at all levels and appropriates the entire social wealth. The broad masses of workers and peasants have again been reduced to wage-labourers, deprived of their right to run state affairs and subjected to oppression and exploitation. How can their children enjoy "equality" in education with the children of the privileged class? In fact, broad sections of Soviet workers and peasants and their children who have entered schools are discriminated against. Brezhnev himself has to admit that 34 per cent of the workers have received only a primary

school or still lower education. To many children of workers and peasants, life is so hard that they are forced to quit school before graduation. Under the guiding principle of "giving first place to intellectual development" and "putting stress on getting good marks," many children of the workers and peasants are thrown out of school on the charge that they are "backward in intelligence" and have "low level of knowledge."

Children of workers and peasants of course have no access to higher education since they cannot even complete their primary education. As noted by a Japanese journal, "Soviet college entrance examinations offer the objective right of 'equality in education' to children of all social strata" but, as a matter of fact, "practically all the children of the intellectuals pass the examinations while nearly all the peasants' children fail." This is because "family conditions have given rise to inequality among the Soviet youths before the entrance examinations." In a Soviet report on an investigation into the youths in Novosibirsk, it is acknowledged that the chances for young people of various social strata to further their studies are not equal. The report discloses that only 18 per cent of middle school graduates from families of collective farm members and state farm workers go to college, but in the case of the children of urban intellectuals (including those in authority), the percentage is 82. Some children from families of the working people, even if they have managed to get in by sheer luck, are likely to be "eliminated" on various pretexts, and quite a few are forced to leave school because of failure in examinations. In the Ural region, the drop-out rate among workers' and peasants' children is as high as 45.7 per cent. All this gives the lie to the so-called freedom and equality bragged by Brezhnev and company.

A Rigid Hierarchy

With the Soviet revisionist renegade clique boasting bourgeois right in the educational field, a handful of privileged bourgeois elements now have monopolized education, particularly higher education, by both "legal" and illegal means. On the strength of their parents' political position, power and money, practically all the sons and daughters of the privileged class can enter college if they so desire. They can get good marks at entrance examinations because they can afford to go first to "supplementary classes" and "preparatory classes" or get instruction from private tutors; they can also enter college through all sorts of back doors. Today, in the entrance examinations of the Soviet institutions of higher learning, all social abuses under capitalism such as reliance on political clout, bribery and fraud are prevalent. It is now a common practice for the privileged class to use their official power to get their children and relatives into colleges. A factory director in Tbilisi actually paid a Party committee secretary and professors of a medical college 13,000 rubles (this is about the annual wage of ten average workers put together) to have his daughter enrolled in that "institu-

tions of higher learning." Children of bureaucrats and other privileged people can go unpunished when they have committed any crimes and can still worm their way into institutes of higher learning. According to *Komsomolskaya Pravda* (January 29, 1975), a member of collegium and concurrently department head of the Engineering Ministry not only got his son who was sentenced for rape pardoned, but also found him a job and made him a member of the communist youth league and sent him to college. There are also agencies where examinees may hire people to take part in examinations on their behalf, agencies issuing fake diplomas or running phantom colleges, which are always at the service of the sons and daughters of rich families as long as they are ready to pay a handsome sum.

A strict system of ranks prevails in Soviet education. It is very difficult for sons and daughters of workers and peasants to enter universities. Awaiting them is "menial" labour when they finish primary schools, middle schools or vocational schools. As for sons and daughters of the privileged class, they become "experts" or "scholars" and hold leading posts after graduation from institutes of higher learning, thus inheriting the privileged position of their parents. All this clearly reflects the class nature of Soviet education.

This system of ranks in Soviet education is determined by the antagonism between classes in Soviet society and serves to consolidate the bureaucrat-monopoly capitalist class ruling position.

Facts show that schools are used by the Soviet revisionist renegade clique to foster the reactionary idea that "those who work with their minds govern, those who work with their hands are governed" so as to consolidate cultural autocracy by a handful of bureaucrat-monopoly capitalists over the working people.

Since coming to power, the Soviet revisionist renegade clique has carried out the dictatorship of the bourgeoisie in the entire field of ideology. It not only frantically destroys the proletarian ideology and culture existing in the days of Lenin and Stalin but also allows the decadent ideology and culture of the bourgeoisie to inundate the country. It spreads the bourgeois way of life in schools and poisons the minds of the youth by imbuing them with the bourgeois world outlook of "regarding knowledge as private property" and "pleasure-seeking before everything else." Thus bourgeois intellectual aristocrats are spawned group by group in institutes of higher learning, the hotbed of revisionism, to constitute the social foundation of the Soviet revisionist ruling clique.

(Continued from p. 14.)

Algeria's investments in agriculture have been increasing steadily since 1973. Priority is given to agriculture and stock-breeding in Venezuela, where large numbers of city residents have been mobilized to promote agricultural production in the countryside. The Iranian Government has time and again stressed the role of agriculture. Agricultural production in all these countries is going up year by year. In the United Arab Emirates which used to grow no grain crops at all, a campaign for self-sufficiency in agriculture has been launched and people in desert areas have been called on to move to areas with fertile soil and engage in farming. The country succeeded in experimental wheat planting in 1975 and the crop is now grown over wide areas.

In view of the two superpowers' fierce contention for oil resources in the world today, the third world oil producing countries have made a point of utilizing part of their oil revenues to build up their military muscle against any hegemonic aggression and threat. Mohamed Bin Rashid al Maktoum, Minister of Defence of the United Arab Emirates, said that the military forces of the gulf region are the only guarantee of security in the region and that the gulf countries are arming themselves to protect their wealth. An article

carried in the Iranian paper *Kayhan* pointed out: "Without a strong army, not only will we have no prosperous economy and will our national riches be plundered once again, but we will also tragically and irretrievably lose our national independence."

In order to strengthen economic co-operation with other third world countries, these oil producing countries have tried to do what they can to assist those third world countries in the grip of economic difficulties. According to a report of the United Nations Conference on Trade and Development, the estimated financial aid the OPEC member states gave to other developing countries in 1975 exceeded 21,000 million U.S. dollars, showing a 40 per cent increase over the previous year and accounting for more than 20 per cent of the OPEC member states' total oil revenues. It was reported that an agreement on establishing an OPEC special fund was approved unanimously and signed at the OPEC Finance Ministers' Conference held in Paris from January 26 to 28. The fund will provide 800 million U.S. dollars in aid to developing countries in 1976. Such assistance and co-operation in the economic field will be positive contributions to strengthening the third world countries' united struggle against hegemonism.

ROUND THE WORLD

KOREA

Reinforcement of U.S. Forces In South Korea Denounced

The United States has recently reinforced its aggressive armed forces in south Korea and stepped up its criminal war provocations against the Democratic People's Republic of Korea (D.P.R.K.). This has been severely condemned by the D.P.R.K. Foreign Ministry.

On February 24, the U.S. imperialists brought up-to-date "F-111" fighter-bombers from the United States into south Korea. Regarding this, the D.P.R.K. Foreign Ministry issued a statement on February 27. It said: "The Government of the Democratic People's Republic of Korea and the Korean people resolutely denounce the act of the United States in continuously occupying south Korea and reinforcing its aggressive armed forces all the more as a grave provocative act wrecking peace in Korea, obstructing Korea's peaceful reunification and menacing peace in Asia and the world."

"At a time when the world people unanimously call for the dissolution of the 'U.N. forces command' and the prompt withdrawal of all foreign troops from south Korea according to the resolution adopted at the 30th U.N. General Assembly Session, the United States, contrary to this, is reinforcing the aggressive armed forces in south Korea. This is an intolerable undisguised challenge to the world peace-loving forces," it added.

The statement pointed out that the United States, with a view to continuing its occupation of south Korea, is instigating the puppet clique there to intensify its fascist suppression of the south Korean people, constantly reinforcing its military forces and

stepping up military activities there. The statement went on to say: "All the facts more clearly prove that as long as the U.S. troops are present in south Korea, it is impossible to ease the tension in Korea and achieve her independent and peaceful reunification."

"The Government of the Democratic People's Republic of Korea," it stressed, "strongly holds that the United States must take forthwith the latest-type 'F-111' fighter-bombers, all the military personnel and the lethal weapons out of south Korea and withdraw all the U.S. troops from there according to the resolution of the U.N. General Assembly."

JAPAN

Refuting Brezhnev's Slanders

In his recent report to the 25th Congress of the C.P.S.U., the Soviet revisionist boss Brezhnev slanderously labelled the just demand of the Japanese people and Government for the return of the northern territories as "groundless and unlawful claims." This has aroused great indignation among the people of various circles and the press of Japan. They express the determination to wage resolute struggles against Soviet hegemonism and for the recovery of Japan's inherent northern territories.

Masatada Tachibana, Director General of the Japanese Foreign Ministry's European and Oceanic Affairs Bureau, on March 1 summoned the Charge d'Affaires ad interim of the Embassy of the Soviet Union in Japan, calling the Soviet Government's attention to Brezhnev's slanders and declaring that the Japanese Government has "no intention of changing its stand on the northern territories."

Shizuma Kai, Representative of the Tokyo Association for the Return of the Northern Territories, said that Brezhnev's report to the 25th congress is a big exposure of hegemonism. He said that at a time when the Soviet Union and the United States are intensifying their contention and the factor of war is growing constantly, Brezhnev's report merits special attention.

Socialist Dietman Haruo Okada pointed out that the Soviet Union is building military bases on Kunashiri and Etorofu Islands in its quest for hegemony in the Asian and Pacific region. This is the main reason why the Soviet Union refuses to return the northern territories. At the same time, owing to the fact that the Soviet Union has also occupied the territories of other countries, it fears that should it return Japan's northern territories, it would bring about a chain reaction in those countries.

Okada said that recovery of the northern territories is a reasonable and just demand of the whole Japanese nation and Japanese people, not the demand of only a "section of people" as Brezhnev alleged. *Mainichi Shimbun* also pointed out in an editorial that "Japan's demand for the return of the northern territories" is "the common aspiration of the Japanese people and has nothing to do with outside factors."

The Japanese people's struggle for the return of the northern territories has been gaining momentum in the past few years. More and more people have become aware of the ugly features of the Soviet hegemonists. Brezhnev's intimidation can only push forward the Japanese people's struggle against Soviet hegemonism and for the recovery of the northern territories.

MOZAMBIQUE

Full-Scale Sanctions Against Rhodesia

Mozambican President Samora Machel made a speech on March 3, strongly denouncing the Rhodesian racist regime's aggression against

Mozambique and calling on his people to rise in resistance.

The President proclaimed that the People's Republic of Mozambique will apply full sanctions against Rhodesia by closing its borders with Rhodesia, forbidding all forms of communication with territory under the rule of the racist regime, and denying passage through Mozambican territory and airspace of any persons and goods to or from Rhodesia.

He said that following armed provocations, the Rhodesian racist regime launched attacks against the villages of Pafuri and Mavue on February 23 and 24 with aircraft, artillery and ground troops, killing or wounding many Mozambican inhabitants. This, he declared, "constitutes an open act of aggression." He added that "the Mozambican people are once again forced to confront the desperate act of aggression of a colonial-fascist."

The President called on the Mozambican people in the villages, suburbs, schools and everywhere to build air-raid shelters to protect themselves from enemy attack. He urged the fighters to raise their political and technical level and help the masses in organizing their defence. He also called on the people working in the factories, ports, railways and other trades and professions to step up production.

SOUTH AFRICA

Vorster Regime's Expansionist Ambition

The Vorster regime of South Africa recently promulgated a so-called "defence amendment bill" which empowers South Africa's armed forces to cross its borders to counter any act of "threat to security."

The South African racists sanctimoniously declared that this bill was "not intended as an aggressive measure against any African state" but was "designed to deal with the changed circumstances of the 70s."

According to these racists' logic, Vorster's white troops are entitled to invade any African country on any pretext. The expansionist ambitions of Vorster and his ilk are getting more and more frantic.

As a matter of fact, the white troops of the racist regime of South Africa had been engaged in man-slaughtering, looting and encroachment on others' territory long before the promulgation of "defence amendment bill." It occupied Namibia by force, suppressed the struggle of the Zimbabwean people in collusion with the Smith regime of Rhodesia; recently, it took the opportunity of the Soviet revisionists' intervention in Angola to interfere in the affairs of that country and committed fresh crimes against the Angolan people. Does this show that the African countries have threatened the "security" of South Africa, or that the Vorster regime has infringed upon the sovereignty and endangered the "security" of its neighbouring countries? Facts show that the South African racists are a bunch of gangsters bent on aggression and expansion abroad.

Nevertheless, the hue and cry about aggression so brazenly raised by the racists truthfully reflects their deep anxiety over "the changed circumstances of the 70s." A profound change has taken place in Africa. The successive collapsing of dykes of colonialism and the falling apart of the Portuguese colonialist system in particular have brought about a fundamental change in the balance of forces in southern Africa. On the African continent today, the African people have launched a momentous struggle against imperialism, colonialism and hegemonism, with the result that imperialism and racism have been encircled ring upon ring by the independent African states. Neither the "defence amendment bill" nor clamours about aggression can save the Vorster racist regime from inevitable doom. Both Soviet social-imperialism and South African racism will be beaten black and blue by the iron-fists of the African people.

UNITED STATES

Kissinger's Latin American Tour

U.S. Secretary of State Henry Kissinger made a trip from February 16 to 24 to six Latin American countries — Venezuela, Peru, Brazil, Colombia, Costa Rica and Guatemala.

For some time there has been a steady upsurge in the Latin American people's struggle against imperialism, colonialism and hegemonism, and the national contradictions between the Latin American countries and the two superpowers have become increasingly acute. It was under these circumstances that Kissinger held talks during his trip with leaders of the six countries on a number of regional and bilateral issues, including the harm done to Latin America by the new U.S. trade act, the activities of transnational corporations and Panama's demand for the restoration of its sovereignty over the Canal Zone. In a 6-point plan put forward by Kissinger to "invigorate" U.S.-Latin American relations, the United States promised continued "aid" to certain Latin American countries and "support" for regional institutions such as the Latin American economic system, and expressed the willingness to "negotiate" disputes "on a basis of equality."

But, despite all these promises, no solution was forthcoming to many of the longstanding issues between the United States and Latin America.

Kissinger's Latin American tour was made after repeated postponements. Recently, Soviet social-imperialism has intensified its penetration into Latin America under the pretext of giving "support to national-liberation movements." Its dispatch of mercenaries from Latin America to invade Angola has caused widespread suspicion and anxiety in Latin America and has been strongly denounced by the Latin American people. At a luncheon given by Costa Rican President Daniel Oduber on February 24, Kissinger said: "The United States will not tolerate a challenge to the solemn

(Continued on p. 24.)

ON THE HOME FRONT

Women Mechanics of Chuang Nationality

WUMING County in the Kwangsi Chuang Autonomous Region is an advanced unit in the learn-from-Tachai movement on the agricultural front and the mass campaign for farm mechanization through self-reliance. In both movements, the county's 21,000 women of Chuang nationality, working as farm machinery managerial personnel, electricians, turners, transplanter operators and tractor drivers, have played an important role.

Wuming is mainly a paddy rice producer, where women take up a large part of the job of transplanting seedlings. In 1965, when the county introduced transplanters for the first time, it immediately ran a training course for more than 150 women as a backbone force of operators. Learning while doing, the trainees quickly mastered the required techniques. During the Great Proletarian Cultural Revolution and the movement to criticize Lin Piao and Confucius, more than 19,000 Chuang women have become skilled transplanter operators. The acreage planted to paddy rice by transplanters has kept expanding year by year and 91 per cent of last year's late rice were machine-transplanted.

Many Chuang women also have learnt to operate big, complicated farm machinery. Among them is Wei Chu-hsin, a Communist Youth League member, who has come to the fore as an outstanding woman tractor driver by dint of hard training. She has been cited by the county as an advanced worker for overfulfilling the tasks assigned to her every year. There are many women tractor drivers like Wei in today's Wuming.

Like their male counterparts, women mechanics in this county have

made contributions to building a socialist new countryside. Over the last few years, the tractor-ploughed acreage has kept expanding and rich grain harvests have been reaped for years running.

Open-Door Education in Peking Iron and Steel Institute

MORE than 4,000 teachers and students of the Peking Iron and Steel Institute achieved great successes last year in carrying out revolution in education. In close connection with iron and steel production, they conducted their open-door education programme in more than 110 plants and mines scattered over 17 provinces and municipalities.

Wholeheartedly relying on the working class to run the institute, they invited more than 300 workers to serve as full-time or part-time teachers and another 300 as leading members of teams for carrying out the educational revolution. Conscientious study of the theory of the proletarian dictatorship and active participation in class struggle have enabled the teachers and students to raise their political consciousness and consciousness of the two-line struggle.

As an experiment, a class of the institute's steel making speciality set up a college jointly with a steel plant of the Shoutu Iron and Steel Company in Peking. With the college and the plant thus closely integrated, teachers explain principles in connection with practice, workers pass on their experience of operation in the light of principles and students discuss what they have learnt by linking theory with practice. This lively method of teaching and study breaks down the dull routine of the old colleges which centred around teachers, book knowledge and classroom study.

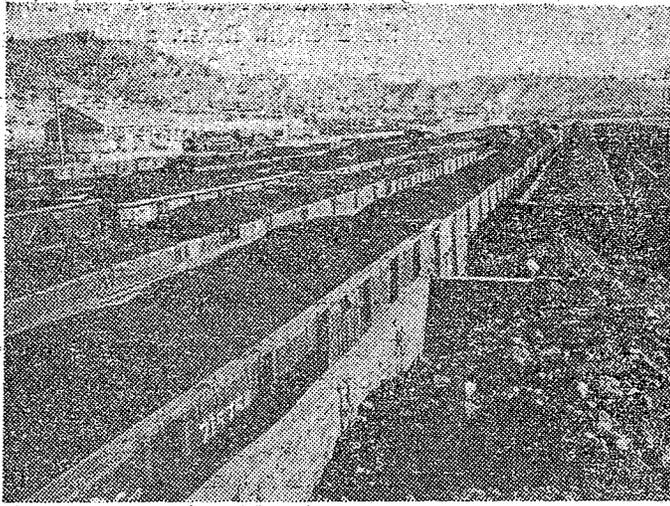
After several months of study, first-year students of the college could use the first law of thermodynamics to calculate the amounts of materials needed in steel making and acquired the basic steel making skills.

The institute also actively engaged in scientific research and technical innovations. Out of the over 360 items of scientific research they undertook in 1975, 230 have been applied to production, with 60 up to the advanced levels. Students and teachers of a class in the steel making speciality studied different kinds of lances used in oxygen top-blown converters and then put out a design of their own. Performance of this new type of lance, tested at the Shanghai No. 3 Steel Plant, was good, and the time for a heat of steel was shortened from 20 minutes to 16.

Coal Production in Shansi Increased

SHANSI Province in north China, the nation's biggest coal mining base, had overfulfilled by the end of 1974 its production target for raw coal set by the state under the Fourth Five-Year Plan (1971-75). The following year saw the province's total output of raw coal up by over 90 per cent as compared with that of 1965.

Shansi, known as a "coal and iron area," produced a little over 2 million tons of coal the year before liberation. Since the founding of New China, coal output in this province has kept going up as a result of the fundamental change in the relations of production. Raw coal production in 1952 was 3.7 times that of 1949. After socialist transformation of the system of ownership of the means of production had been basically completed, output in 1957 shot up to 8.7 times that of 1949. In the wake of the anti-Rightist struggle, the revolution on the political and ideological fronts promoted the big leap forward in the national economy. By 1962, coal production had soared to 11.9 times the 1949 figure. The Great



Train-loads of coal from a mine in Shansi.

Proletarian Cultural Revolution, the movement to criticize Lin Piao and Confucius and the movement to study the theory of the proletarian dictatorship have given further impetus to the development of the province's coal industry. Production in 1975 posted a 28-fold increase over the 1949 output. This fully demonstrates that revolution means liberating the productive forces and that "the Great Proletarian Cultural Revolution is a powerful motive force for the development of the social productive forces in our country."

In the old society, in the eyes of the capitalists, coal miners were nothing more than "tools that can speak." After liberation, they have become masters of their country and their mental outlook has undergone a profound change. But the development of the productive forces was hindered by the revisionist line of Liu Shao-chi and Lin Piao who preached the doctrines of Confucius and Mencius. Their reactionary trash having been repudiated in the Great Cultural Revolution, the workers, with enhanced consciousness of class struggle and the two-line struggle, have devoted themselves to building socialism with greater enthusiasm.

Last March, when workers at a workface in the Yangchuan Coal Mine met a layer of coal only 20 centimetres to about one metre thick and

mixed with gangue, which made work difficult, the leadership wanted to shift them to a better workface. But to tap coal resources to the full for the state, the workers insisted on staying and, after six months' hard work, surmounted many difficulties to extract over 100,000 tons of coal for the state from this

zone which was about to be abandoned. Thus, their revolutionary spirit was turned into a powerful material force. During the last two years or more, over 20,000 technical innovations have been introduced on the coal mining front in Shansi, greatly promoting coal production.

Profound changes also have taken place in the relations between people. In the nationally famous, Shihkehchieh Coal Mine, it is hard to tell a cadre from a miner. Since the Great Cultural Revolution started in 1966, the cadres at various levels in this mine have become ever more conscious in going down the pits to take part in manual labour. In 1975 top leading cadres did, on the average, 114 days of physical labour. United with the workers, they are building socialism with redoubled efforts.

Newly Developed Cine-Film Industry

CHINA'S cine-film industry which was non-existent before liberation has made rapid headway. Ten provinces and municipalities are now turning out cine-film with a total output last year of six times the 1965 amount. And there is a fairly complete range of black-and-white films. Colour cine-film is now being produced in large quantities, accounting for 54 per cent of China's total film output. Complete sets of equipment

and raw and other materials needed are all supplied within the country.

Thanks to the speedy development of the industry, China now meets most of its own film needs and exports some as well. Many of the motion pictures adapted from modern revolutionary Peking operas, feature films, scientific and educational films and documentary films are shot or printed with China-made colour film. Their bright colours and various shades produce a natural, life-like effect. The main properties of some colour films are close to or up to advanced world standards.

The state has paid great attention to the cine-film industry since liberation. Workers in Shanghai, Paoting and Tientsin in 1958 and 1959 successfully trial-manufactured China's first batch of colour and black-and-white cine-films. But the new-born industry was hamstrung and could grow only at a very slow pace owing to interference by the old Ministry of Culture which worshipped everything foreign. On the eve of the Great Cultural Revolution which started in 1966, China had only three factories capable of producing black-and-white cine-film. Upwards of 90 per cent of the cine-film needed for making motion pictures had to be imported, and colour films had to be developed and printed abroad.

Since the Great Cultural Revolution, the masses of workers and staff, guided by Chairman Mao's revolutionary line, have firmly implemented the policy of maintaining independence and keeping the initiative in our own hands and relying on our own efforts and repudiated the doctrine of trailing behind at a snail's pace and the philosophy of servility to things foreign preached by Liu Shao-chi and Lin Piao. This greatly pushed forward the development of the film industry. Especially with the deepening of the revolution in literature and art marked by the

creation of model revolutionary theatrical works, large amounts of film were required to portray the heroic images of the workers, peasants and soldiers on the screen. This fired the cadres and workers in the film industry with greater initiative. Since 1970 the Paoting Film Factory has been tackling weak links in production by transforming backward equipment and technological processes. Thanks to their efforts, production is now 50 per cent higher than the designed capacity and varieties of film have been increased from 3 to over 20.

The Shenyang Chemical Engineering Research Institute was assigned the task of studying how to manufacture colour cine-film. Keeping to the orientation that scientific research should serve proletarian politics and researchers should work in co-operation with producers and users, its members have achieved good results after thousands of experiments. Workers and staff of the Shanghai Film Factory have made

big efforts to tap the plant's potential by carrying out technical innovations and adopting indigenous methods. Its cine-film output last year was more than six times the combined total of the years before 1966, the year the Great Cultural Revolution began. Making use of its scientific research achievements, China has built a number of new cine-film and photo film plants together with the related factories turning out chemical and light industrial raw materials, all designed and equipped by relying on China's own efforts.

Tibet Sets National Wheat Yield Record

AN average per-hectare yield of 12.075 tons of winter wheat, the highest in China, was reaped in 1975 on the "roof of the world." This record was chalked up by Tibetan and Han workers at the Gyantse County Agricultural Experimental Farm in the Tibet Autonomous Region.

The farm is located on the banks of the Nienchu River, a tributary of the Yalutsangpo River, where there are only about 110 frost-free days a year, with temperatures running as low as 21-22°C below zero in winter and high winds from October to the next May. People there used to grow *chingko* barley and spring wheat, never winter crops.

Winter wheat was planted on a trial basis on a 0.933-hectare plot in autumn, 1972. Though many seedlings died during the winter, the yield reached 2.177 tons. Again, in the autumn of 1973, winter wheat was sown to 1.2 hectares and yielded 7.16 tons per hectare the following year.

With increased confidence, the farm workers made another try in 1974, this time on a plateau 4,040 metres above sea level, after summing up the experience gained in the two previous years. Thanks to their meticulous cultivation and field management, they succeeded in bringing in the record harvest in 1975.

(Continued from p. 21.)

(Rio de Janeiro) treaty principle of non-intervention in this hemisphere." Western news agencies pointed out that, in the wake of Soviet armed intervention in Angola with mercenaries, this remark was an indication to the Soviet Union that the United States would not tolerate a repetition of the Angolan affair in Latin America.

Latin American countries and people are increasingly aware of the two superpowers' contention for hegemony there. The Soviet armed intervention in Angola has further awakened them to the diabolic features of Soviet social-imperialism. During Kissinger's tour, some Latin American leaders made it clear that they are opposed to any hegemonic position and are determined to safeguard the sovereign interests of their countries.

ICELAND

Severs Diplomatic Relations With Britain

The Icelandic Government announced on February 19 a decision on severing diplomatic relations with Britain due to the continued presence of British warships in Icelandic waters and repeated conflicts between the two countries in Iceland's fishing zone.

To protect its fishery resources, Iceland has three times extended its territorial waters limit since 1952, and last July its government announced the extension of its fishing zone from 50 to 200 nautical miles effective October 15, 1975.

Britain which is one of the countries catching fish in Icelandic waters has consistently refused to recognize Iceland's decision on the 200-mile

limit, and its trawlers have since last November continued to enter the fishing zone, with three escort vessels dispatched later to provide "protection" for them. Iceland has repeatedly demanded that its sovereignty be respected and that British military vessels be withdrawn. But Britain has refused to do so. Conflicts broke out on several occasions recently between British escort vessels and Icelandic patrol boats, with the result that relations between the two countries became strained.

In an effort to mediate between them, NATO Secretary-General Joseph Luns visited Iceland and Britain in January and February and held talks with government officials of the two countries. Icelandic Prime Minister Geir Hallgrímsson also made a trip to London for talks with British Prime Minister Harold Wilson late January. But all their efforts have come to naught.