

CONSULATE GENERAL OF THE
UNITED STATES OF AMERICA
UNITED STATES DEFENSE LIAISON OFFICE
BOX 10
FPO San Francisco 96659-0002

FAO 84-19

8 February 1985

SUBJECT: China Foreign Area Officer Trip Report

THRU: Army Liaison Officer
Defense Liaison Office
American Consulate General
Hong Kong

TO: Department of the Army
Deputy Chief of Staff for Operations and Plans
ATTN: DAMO-SSA
Washington, D.C. 20310

1. References:

a. DAMO-SSA Letter, dated 26 Nov 82, subject: LOI for Overseas FAO Speciality Training.

b. Hong Kong FAO Course POI, dtd 1 Nov 83.

2. In accordance with the above references, the trip report of the entire group (minus one) of Hong Kong-based FAOs to Xiamen, PRC, conducted during the period 25 November - 1 December 1984, is forwarded as an enclosure. Individual FAO trip/research observations and cost data are attached as annexes.

1 Encl
as


ROBERT N. HOWELL
LTC, MI
FAO LNO

cf:
USDLO, Hong Kong

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1. GENERAL: During the period 25 November - 1 December 1984, China FAO trainees CPTs Joseph G.D. Babb, Steven T. Bollens and Gregory K.S. Man, and the Hong Kong FAO Liaison Officer, LTC Robert N. Howell, visited the cities of Xiamen, Quanzhou and Zhangzhou, Fujian Province, Peoples Republic of China, as part of the British Ministry of Defense Chinese Language School's annual trip. Other members of the group included several British and Australian students, the CLS commandant, and two members of the faculty.

2. PURPOSE: To give FAOs an opportunity to gain firsthand knowledge of the political, economic, social and geographic conditions in the areas visited.

3. GENERAL ITINERARY:

<u>LOCATION</u>	<u>DATE</u>	<u>SIGNIFICANT ACTIVITIES</u>
Guangzhou	25 Nov 84	Walking tour of Shameen Island
Xiamen	26-27 Nov 84	Visited a Gulangyu Island Resident Committee, the Zheng Chenggong Museum, and took walking tour of island. Visited a kindergarten, Xiamen University's English Language department, a Buddhist temple, a rural commune, and attended a performance by a regional Beijing opera troupe.
Quanzhou	28 Nov 84	Visited Jimei, a resort area near Xiamen built by a wealthy overseas Chinese. In Quanzhou, took walking tour of town, visited a famous temple complex, two historic sites reflecting early Moslem influence, a stonecutting factory, and Overseas Chinese University.

<u>LOCATION</u>	<u>DATE</u>	<u>SIGNIFICANT ACTIVITIES</u>
Zhangzhou	29 Nov 84	Visited a renowned temple complex, a canning factory and a plant manufacturing "artistic" artifacts for sale to the unsuspecting worldwide.
Xiamen	30 Nov 84	Walking tour of Xiamen city and boarded ferry for return voyage to Hong Kong.
Hong Kong	1 Dec 84	Arrived Victoria Harbor 0800.

4. TRIP PLANNING AND EXECUTION: A group tourist visa was obtained from China International Travel Service, which also made all lodging and transportation arrangements for the entire MODCLS group based on requirements submitted by the school commandant and FAO LNO. The trip originally was to have been to Changsha and Shaoshan in Hunan, but, owing to unexplained "difficulties," the necessary travel arrangements could not be finalized and the Xiamen itinerary was substituted. A very personable China Travel Service guide met the group in Guangzhou and stayed with it throughout the journey. Local guides joined the group in Xiamen, Quanzhou and Zhangzhou. All travel was conducted without problems, and lodging/meal arrangements were more than adequate. The places/sites visited were interesting and appropriate and yielded relevant research data for FAO students. The two universities visited were particularly valuable sources of information, with both students and faculty members exhibiting a willingness to speak candidly on nearly any subject.

5. COSTS: Total cost for the one-week trip including travel, lodging and meals was US \$1692.00 each.

6. TRIP REPORTS: Enclosed are the substantive trip reports prepared by the three FAO students (See Enclosures 1-3).

7. RECOMMENDATIONS: Xiamen and environs has much to offer the visiting FAO interested in modern Chinese history, particularly the role of the overseas Chinese. Additionally, the atmosphere throughout was friendly and open, quite conducive to the sort of research China FAOs are expected to conduct. The tour guides provided by CTS were informed and informative. Xiamen, as an open city and Special Economic Zone, also is of note in contemporary China's modernization and development plans. It is strongly recommended that FAOs travelling either independently or as part of a larger group include Xiamen and its neighboring coastal cities in their itineraries.

ROBERT N. HOWELL
LTC MI
FAO LNO

ANNEX A: OBSERVATIONS OF CPT GREGORY K.S. MAN

AGRICULTURAL MECHANIZATION IN SOUTHERN CHINA

On a recent trip to China's Guangdong (广东) and Fujian (福建) Provinces, from 23 November to 1 December 1984, I gathered information and impressions on two important aspects of the mechanization of South China's agriculture. The first aspect was the influence of foreign agricultural technology and equipment. The second aspect was the extent to which machinery was used in the countryside during the time of the rice harvest. This report will consist of the information and impressions gained in these two areas.

On 24 November 1984, I attended the final day of the China International Agro-Technologies Exhibition and Symposium held at the Guangzhou Science Hall. The exhibition was organized by the China Guangzhou Science and Technology Exchange Center with Foreign Countries. The major participating foreign nation was Australia, however, there were exhibitors from Canada, Western Europe and the United States. On display were a wide range of agricultural machinery, pesticides, irrigation systems, seeds and other technical advances in agriculture.

The symposium portion consisted of a series of lectures given by agricultural experts from the exhibiting companies or from foreign institutes. As with the exhibits, the lecture topics dealt with the entire spectrum of agricultural advances.

All the exhibits and lectures drew large crowds of very interested Chinese agriculturalists. The Chinese participants I spoke to were from throughout eastern and southern China and represented all sectors of Chinese agriculture. There were university students from Hebei (河北), township leaders from Guangdong (广东), factory engineers from Shenyang, government representatives from Beijing and numerous members of the PLA. All the Chinese were enthusiastic and eager to obtain the Western agricultural equipment, technology or methods for their units. Long lines were formed to get on the various companies' mailing lists or to receive the free literature that each exhibitor was handing out. However, few had the funds or authority to purchase or agree to a contract with the companies at the exhibition.

The businessmen in the booths all seemed to have a realistic approach to the Chinese market for agricultural technologies. They did not expect to make any significant deals to sell their products at the exhibition. They were in Guangzhou principally to determine the amount of interest in their products and to make contacts within the Chinese agricultural community that could lead to future contracts. They hoped that they and their products would become known in that community so as to be in on the ground floor if China does begin to purchase significant amounts of Western technology or equipment.

None of the exhibitors were concerned with the possibility of the Chinese reverse engineering their products or copying their technology. All realized that the Chinese had the expertise to reverse engineer their products but that China did not have the time or, more importantly, the money to accomplish the

engineering process and then retool their factories to produce the copied equipment. They also realized that the Chinese could sign a joint venture contract with a foreign company which would provide China not only with the machinery or technology but also with the infrastructure necessary to manufacture the equipment.

The day at the exhibition reinforced some of my previous impressions of China's drive to mechanize its agriculture. Generally, those impressions are that there are tremendous governmental and economic incentives for mechanization and that the farmer and the work units want to purchase and use Western agricultural equipment advances. However, all of this is covered by a cloud of severe fiscal constraints which will inhibit any widespread buying and importation of foreign agricultural equipment. The Chinese have limited funds and are now in the process of prioritizing their agricultural machinery needs. At the same time, they are trying to determine what foreign products are feasible to purchase, what machines can be readily used by China's farmers and what equipment will provide the necessary technology for agricultural modernization. With the additional information obtained at this Guangzhou exhibition and the more extensive Light Agricultural Machinery Exhibition, planned for 9 March 1985 in Beijing, the Chinese agricultural leadership should have a firm basis for determining what agricultural equipment and technologies need to be purchased from the West.

At the other end of the agricultural machinery spectrum is the actual situation in the fields of Guangdong and Fujian. While the leadership is searching for new technologies and equipment, the Chinese farmer continues to use equipment and methods which are thousands of years old. On the farm, the water buffalo still provides most of the draught power, the hand sickle is still used to harvest the rice, the foot-powered thresher still separates the stalk from the kernels of rice, the bamboo pole on a person's shoulder still carries the stalks and rice to the nearest road, the wind is used to separate the chaff from the rice and the rice is spread out using hand tools to be dried in the sun. Except for children who attend classes on school days, the entire family helps with the harvest. The men prepare the harvested fields for the winter season and transport the grain. The women cut the grain, thresh it, separate the chaff and grain and put it out to dry. The children help wherever they can.

The statistics published in the November 19, 1984 Beijing Review article on farm mechanization asserting that, since 1979, farm machinery horsepower had increased on an average of 17,000,000 HP per year, that numerous provinces reported 17%-20% increases in the number of tractors purchased this year, and that more and more individuals were buying farm machinery are probably true. However, based on this and other trips into China, I must disagree with the article's statement that, "Often the peasants use tractors for farming during the busy season". While riding through the Chinese countryside, I saw hundreds of tractors in use during the busy harvest season, not in the fields replacing the water buffalo or providing power for a tresher, but on the roads being used to transport agricultural, industrial and construction products.

In that week of traveling through the Guangdong and Fujian

farmlands the only motor driven equipment I saw being used in the harvest of rice were some electric room fans. They were being used in some of the Guangdong villages to separate the chaff from the kernels. None of the Fujian villages were using anything other than the wind for this process.

While visiting the Cai Tang (蔡塘) Brigade located near Xiamen (厦门) and talking to farmers from Quanzhou (泉州) and Zhangzhou (漳州) in Fujian, I found that on the farms themselves, machine driven equipment was not used. The reasons given were that a tractor was more valuable as a means of transportation and it was more convenient to use the old traditional farming methods on their small plots of land. The Chinese farmers felt that the water buffalo was more efficient and convenient to use for plowing and that the tractor was a superior mode of transport because it could haul a greater load, over a greater distance and at a faster speed than a buffalo. Other unspoken reasons seem to be the reluctance of the farmers to switch to the use of tractors when they had a healthy buffalo that could be used, and a fear of using a \$4,000 RMB 12 Hp walking tractor in the fields. Since the official national average yearly income per peasant in 1983 was \$309.8 RMB (according to the November 19, 1984 Beijing Review article) one walking tractor represents over 12 years of wages. Few people would risk using the tractor where it could be quickly worn out or broken when it could earn significantly more as a means of transport.

This most recent trip into Guangdong and Fujian and its accompanying research has raised more questions than it has answered, questions such as: How will the government decide which provinces will be allowed to purchase what equipment or technology from the West? Will China ever solve its transportation difficulties so that equipment designed to help the farmer produce more food will be taken off the roads and used for their stated purposes? In the near future, can China's internal agricultural machinery companies design and manufacture machines comparable to those now being produced in the West? I hope that these and a host of other questions can be clarified in future travels into agricultural China.

TOPIC: English Language Education in China

A. INTRODUCTION: During the period 25 November through 1 December 1984, the Mandarin language group of the Ministry of Defense Chinese Language School, Osborn Barracks, Kowloon Tong, Hong Kong, as a China Travel Service tour group visited the Xiamen, Fujian Province area of southeast China. As part of the tour package, visits were arranged to both Xiamen University (厦大) and Huaqiao (Overseas Chinese) University (华侨大学). University administrators, teachers, and students provided official briefings and informal discussion sessions. In addition, as part of my specific research project, a follow-on visit was conducted to Xiamen University's English Language Department. Discussions were held with the Assistant Dean of the English Language Department, one of the "foreign experts" and several students. Appendix 1 lists the names and addresses of personnel interviewed.

B. OVERVIEW: As a part of the continuing study of the teaching of English in China, the visits to Xiamen and Huaqiao Universities provided an excellent opportunity to obtain information about the subject. The students, teachers, and administrators seemed eager to have the opportunity to speak with native English speakers about their schools, programs, future goals, and to air their views on the strong points and shortcomings of their English language study programs. Another indication of the openness was that the opportunity for a follow-on visit for more in-depth questioning was afforded without hesitation and on the spot.

This very cordial welcome and the candid discussions that followed seem to indicate the "Open Door" policy (对外开放) Dui wai Kaifang of the Deng regime, at least in Xiamen, one of China's four Special Economic Zones (经济特区) Jingji Tequ, is having a significant impact. There appears to be a sincere desire to meet with foreigners and conduct open discussions to "mutually benefit from a better understanding of each other's situations," (from the opening remarks by one of the students during the Xiamen University visit). An earlier visit to Shenzhen University (深圳大学) Shenzhen Daxue located in another of China's Special Economic Zone, was also very cordial. The students, faculty and administrators were also very open and frank in discussions on a wide range of topics. (Mandarin group, MODCLS, conducted a one day visit to Shenzhen University on 17 October 1984.)

Attempting to ascertain the present systems, policies, and programs associated with the teaching of English currently being used in China by studying the institutions of higher learning in and around China's showcase Special Economic Zones would be a mistake. However, it very well may be a harbinger of future

trends and a "best effort" yardstick with which to gauge other universities. This would seem especially useful as the government extends and expands its new economic program to more and more port cities and other regions of the country. In a China Daily article on 1 December 1984, there was an acknowledgement of the serious shortfall in scientists and technicians that are a key to China's bid for modernization by the year 2000.

C. DISCUSSION:

Huaqiao University. This rather unique institution is located in Quanzhou, a city on the Fujian coast to the north of Xiamen that was, in the time of Marco Polo, one of the busiest ports in the world. This university is especially noted for its engineering and technically oriented curriculum. As its name implies, Huaqiao University "seeks to attract those overseas Chinese who desire to return to China to study," (from the Huaqiao University information pamphlet). In discussion with Chen Fuji (陈福星), himself a returned overseas Chinese who grew up and was educated in Sri Lanka, and several students, the following information supporting the research topic was obtained:

a. All students, regardless of major or field of study, must take English.

b. The university has a special two year English language program open to both resident Chinese and overseas Chinese. It calls for two full years of attendance not in conjunction with or connected with previous or future studies leading to a degree.

c. There are approximately thirty-five English language instructors teaching a student body of nearly two thousand. This number includes the eighty students enrolled in the two - year English language program. There are three "foreign experts" in residence, one American, one Canadian, and one British citizen. However, none of them are trained English teachers and none can speak Chinese.

d. The school uses texts prepared at Fudan University (复旦大学) in Shanghai and Qinghua University (清华大学) in Beijing. However, special courses and texts are presented and prepared by the instructors in engineering and scientific areas in keeping with the institutions specialties.

e. The special English language two-year program consists of four hours per day six days per week. Classes include conversation, grammar, pronunciation, and selected literature readings. All other students attend one to two hours per day of English instruction.

f. In the special English language program specifically, the resident Chinese and the overseas Chinese are put into the same classes. This is to the mutual benefit of both groups, as the overseas Chinese generally have a higher level of English

language skill and can help the resident Chinese. On the other hand the resident Chinese can also help the overseas Chinese whose level of Mandarin Chinese is often low.

g. Some of the students' comments were especially interesting. The several resident Chinese spoken to, both first and second year English language students, have no idea of future job prospects or employment opportunities. Generally speaking, they scored highly on English language entrance examinations out of middle school. However, there is an exception: one of the students, after graduating from middle school, had gone to work in a business and had learned English on her own via televised English language lesson broadcasts. She subsequently passed the entrance exam and was being paid by her former employer while attending the university. Comments from two overseas Chinese students, one from Macao and one from Hong Kong, while viewing a specially prepared "Welcome to Huaqiao University" videotape, indicated that, unlike the depiction in the film of off-campus programs and campus life, the place in reality, was "like a prison," opportunities for travel around Fujian Province, not to mention the rest of China, were very limited, and they were treated like "little children."

Xiamen University This university appears to be a bit more conventional than Huaqiao University. Initially, the group was provided a short introductory briefing followed by informal discussions with pairs of English language students. The discussions were conducted in both Mandarin and English, but primarily in Mandarin. In the follow-on meeting, discussions were held with Mr. Tu Ganhe (涂淦和), the Assistant Dean of the English Department; Mr. Thomas Rendall, a Canadian professor from a university in Regina, Saskatchewan, who is a "foreign expert;" a Chinese graduate student/teaching fellow in English language studies; and two undergraduate students.

a. The core curriculum and optional courses available to those students majoring in English in a four-year program are outlined in Appendix 2. Additionally, the vast majority of the students at the university must take English. This curriculum is taught using a standard text series prepared by Beijing Language Institute.

b. There are thirty-five teachers in the English Department, including four "foreign experts:" a Canadian married couple, who both teach; an American; and a British citizen. None of these teachers are professional English teachers.

c. The "foreign experts'" level of Mandarin Chinese is low to non-existent. Pay is approximately 350 yuan (125 US\$) per month; however, housing is provided without cost. There is a 1000-1200 yuan travel stipend at the end of the school year. The salary scale is based on teaching experience, degree(s) attained, and other teaching qualifications.

d. The acquisition of "foreign experts" is carried out

through the Foreign Experts Office (外国专家部) of the Ministry of Education located in the Friendship Hotel in Beijing. There are three basic methods for a university or institute in China to obtain a "foreign expert:" (1) A request from a department desiring or needing a "foreign expert" through the university to the Foreign Expert Office; (2) The department can forward through the university the name of a foreigner who, while studying in China, has shown an interest in staying and teaching, or a person who has met a Chinese student or teacher (normally from the Chinese university) studying abroad and has become interested in teaching at that university; (3) Through specific programs, i.e. Yale-in-China, which provides four teachers a year to Wuhan and Changsha. In discussions in Shanghai in August 1984 with Doug Markel, selected by Yale to teach in Hunan Medical College, this is a very competitive program and sends people who speak Mandarin, but are not professional English teachers. Other programs are not as stringent in their requirements.

e. The "foreign experts" are given no training, no tests, few, if any, materials, and must prepare, design, and develop courses on their own. Little or no guidance is provided on methodology, course content, etc. Basically, it is wide open for the "foreign expert."

f. The Chinese English teachers, the overwhelming majority of whom have not had the opportunity to study abroad, run the gamut from not well trained or motivated holdovers from the Cultural Revolution to young, hard-working, "hard-charging," eager-to-teach instructors. They are able, in some instances, to teach courses in their specialties: i.e. Tu Ganhe, the assistant dean, teaches a course in Shakespearean literature.

g. There have been visible signs of student dissatisfaction at the university. Recently, there had been a student demonstration for better living conditions and facilities. The dormitory rooms often have six or eight students in a very small room. The library is more of a place for quiet study than a place to do research as the holdings of books are very small. Additionally, the students may not check books out. Classroom space is more than adequate, but the classrooms are basic, with the ubiquitous broken windows, and they are not heated.

h. All English language students must take a second foreign language. French and Japanese are taught. There are also "foreign experts" to teach courses in these languages.

D. FINDINGS/PRELIMINARY CONCLUSIONS:

An earlier report indicated that there was no central clearinghouse for acquisition and management of "foreign experts." That finding was in error. However, the comments relative to the "laissez-faire" nature of the management of the program seems to hold up. There are still several questions as to quotas per university, recruitment rules and practices, and issues of political and academic "quality control," that need to

be answered. The comments on no training or testing of the "foreign experts" continues to be upheld.

Teaching methodology and course content appear to be very dependent on the university and the quality, experience, and specialties of its "foreign experts" and of its native Chinese English instructors. Some of the "key universities," i.e. Beijing University and Beijing Language Institute, Fudan, and Qinghua, prepare basic texts that can be selected for use by other universities and institutes. However, the other universities can and do supplement these texts with their own materials.

There are some less tangible problems that should be discussed. The "Open Door" policy and the policy to increase the number of students studying abroad has some very real political and ideological problems. An article in the "South China Morning Post" on 1 December 1984 stated, "One in ten of the Chinese students who go abroad to study do not return to China." There also continue to be fears of "cultural pollution" Wenhua Wuran (文化污染) and the related "spiritual pollution." Jingshen Wuran (精神污染) However, this does not seem to be dampening the enthusiasm with which the teachers and the students seize the opportunity to use their English and seek suggestions on how to improve their program.

One of the more talked about problems is the area of assignment of jobs after graduation. In the past there has been virtually no input from the students in deciding their futures. This causes additional problems for both the students and the schools, in that the student does not know what additional courses to take to prepare for the upcoming assignment, and the school can not tailor courses to the future job requirements of its students. The above-mentioned article in the "South China Morning Post" also talks about programs that the Chinese government is looking at to resolve this problem as it relates to the students returning from studying abroad. Whether this is a stopgap measure to reduce the number of students who do not return to China, or a valid effort to elicit some student input into his or her future is yet to be seen. Whether or not a similar program will be offered to university students at home is also not yet clear.

APPENDIXES:

1. Names and addresses of persons interviewed.
2. Outline of English Language Curriculum at Xiamen University

APPENDIX 1

HUAQIAO UNIVERSITY

MR. CHEN FU JI (陈福基)
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APPENDIX 2

COURSE STRUCTURE

1ST AND 2ND YEAR:

- | | |
|-------------------------|------------------------------|
| 1. READING (ELEMENTARY) | ALL STUDENTS |
| 2. READING (INTENSIVE) | LANGUAGE MAJOR STUDENTS ONLY |
| 3. LISTENING | ALL STUDENTS |
| 4. SPEAKING | ALL STUDENTS |

3RD AND 4TH YEAR:

- | | |
|---|-------------------------------------|
| 5. PROSE READINGS | LANGUAGE MAJOR STUDENTS |
| 6. WRITING | ALL STUDENTS |
| 7. TRANSLATION (CHINESE TO ENGLISH--ENGLISH TO CHINESE) | ALL STUDENTS |
| 8. FRENCH OR JAPANESE | COMPULSORY FOR LANG. MAJOR STUDENTS |

OPTIONAL COURSES: PRIMARILY FOR MAJORS BUT ALSO FOR SELECTED OTHER STUDENTS.

1. READING COMPREHENSION
2. USING A REFERENCE LIBRARY COURSE
3. LINGUISTICS
4. COMMERCIAL ENGLISH
5. AMERICAN LITERATURE (AN AMERICAN PRODUCED TEXT IS USED)
6. OUTLINE OF CONTEMPORARY ENGLISH GRAMMAR
7. SELECTED READINGS AND BRIEF HISTORY OF UNITED STATES AND GREAT BRITAIN
8. LITERATURE
9. INTRODUCTION TO SHAKESPEARE
10. ENGLISH FILMS
11. LEXICOGRAPHY

TEXTS BASED ON: BEIJING LANGUAGE INSTITUTE TEXTS.
XIAMEN UNIVERSITY SPECIALLY PREPARED TEXTS.

1. INTRODUCTION: During the period of 25 November 1984 to 1 December 1984, Hong Kong FAO I participated in the British Ministry of Defense Chinese Language School's yearly class trip into mainland China. Prior arrangements were made with CITS to visit and receive briefings from organizations that were of interest to the FAOs and were related to individual research projects. During our stay in Xiamen, the class visit to one of Gulangyu's resident committees (Jumin Weiyuanhui 居民委员会) was of particular interest to me and supported my research on mediation committees (Tiao Jie Weiyuanhui 调解委员会) which are subcommittees of the street (Jiedao Banshichu 街道办事处) and resident committees. During the visit we were briefed by the director and assistant director of the street committee on their organization and its responsibilities, as well as the mediation committee and its role and responsibilities.

2. OBSERVATIONS: The briefing was initially directed to the particulars of the Gulangyu street committee. The committee altogether has 7 members, all of whom are elected. They are responsible for 500 households made up of more than 2000 family members. We were then given a general introduction to the basic functions and responsibilities of the street committee. Of particular note was a recent change that released a third member of the committee, the secretary, from production work(tuo chan).

The mediation committee was introduced as one of the primary responsibilities of the street committee. Our briefing of its organization was the most detailed of my research effort to date

on the subject . Gulangyu's mediation committee was composed of 2 members, both of whom were elected from the 7 members of the street committee. When questioned about the mediation committee's responsibilities, the assistant director went into some detail covering the committee's five main tasks. They are as follows; (1) mediate/ reconcile disputes; (2) educate the people concerning the law; (3) educate the people concerning Government policies; (4) promote the spirit of the law among the people; (5) educate and rehabilitate youth who have committed minor offenses.

When questioned as to the legal qualifications and training of the mediation committee members , it was stated that they participated in classes conducted at the local court two to three times a week. It was also emphasized that they were quite qualified to carry out their duties and responsibilities. But in response to a question as to whether or not there were any state or party appointed members we were told everyone was elected by popular vote, while on the other hand it was mentioned that there were volunteers who were assisting in all aspects of the street committee. Which may very well be a means by which the Party guarantees the proper leadership and guidance down to the grassroots level.

3. CONCLUSION: The visit to and briefing received at the Gulangyu street committee was very valuable to my research on the topic of mediation committees. Not only was it an excellent language training exercise , it was a reinforcement of the in-class newspaper articles that HK FAO I had read and of previous material I had researched .

ANNEX C : RESEARCH TOPIC INTERIM REPORT - CPT(P) STEVEN T BOLLENS

This trip was also beneficial in providing me some insights on how to proceed with my research topic and on the methodology I should pursue in future interviews. Though it is essential to continue visits and interviews with members of street committees as a means to validate information thus assembled pertinent to the operation and functioning of the committee in theory and according to the party line, my primary focus should now be directed at sources that would provide more candid insights into the reality of the success and of the failures of the mediation committee. The universities should provide a fertile ground for such discussions. And hopefully, there are intellectuals who may be willing to candidly discuss the subject. In addition, mainland Chinese, now residing in Hong Kong, should also be worthwhile sources to interview.