Research on the Winter Study Movement in Shanxi Anti-Japanese Base Area from the Perspective of Mass Mobilization*

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Playing a major role on social education in Shanxi anti-Japanese base area, the winter study movement is a popular education movement implemented by the Communist Party of China, which takes into consideration the base area’s reality and makes full use of the leisure time in winter of rural area. With a wide coverage of education in culture, politics, daily life, anti-Japanese war as well as other aspects. The winter study movement provides efficient education to rural peasants, achieving great effects on mobilization on the masses of the people. This paper focuses on the original archives of the grassroots, conveying comprehensive analysis on the institutional arrangement, organizational mechanism and specific implementation of the winter study movement, thus to provide an overall understanding of the winter study movement in Shanxi anti-Japanese base area from the perspective of mass mobilization.

Keywords: mass mobilization, Shanxi Anti-Japanese Base Area, winter study movement

Introduction

The winter study movement is an important part of social education led by the Communist Party of China in anti-Japanese base areas. It makes full use of the leisure time of peasants in winter after farm work, organizes the dispersed peasants, and carries out education in the fields of culture, politics, daily life, the War of Resistance Against Japanese Aggression and other aspects, which is a collective rural mass movement with a wide range of populace. Peasants play crucial roles on the construction of the anti-Japanese base areas, and the winter study movement is conducive to improve the cultural awareness and understanding of them, which also further fosters the generation of their political beliefs and the construction of the base areas from an overall perspective. As an indispensable part of the anti-Japanese base areas led by the Communist Party of China, Shanxi anti-Japanese base area is of paramount importance in the investigation of the winter study movement. Given the reality that hardly can we find researches focusing on the winter study movement in Shanxi anti-Japanese base area, among

* Acknowledgements: This paper is supported by the project of Shanxi province philosophy and social science research in higher school in 2018 “Research on the tradition of social education in the communist bases—base on the investigation of Shanxi base areas” (Grant No. 201803037), and the project of Shanxi province philosophy and social science planning in 2020 “Research on the social education textbooks in Shanxi Revolutionary Base from the perspective of mass mobilization” (Grant No. 2020YJ009). XIN Meng, Ph.D., Lecturer, the Institute for Studies on Modern China, Shanxi University.
which most of the existing researches are general and experiential conclusion drawn from the existing education data compilation, the shortage of applying original documents makes the existing researches in this topic boring and alike. Taking advantages of the original archives of the winter study movement in Shanxi anti-Japanese base area, this paper mainly discusses the system arrangement, organization mechanism and concrete implementation of the movement, thus to put efforts on the demonstration of the vigor in the winter study movement in Shanxi anti-Japanese base area.

1. The Beginning of the Winter Study Movement

With the Communist Party of China as the leading role, the winter study movement sees its beginning in XU Te-li’s 1935 research in northern Shaanxi, where he recognized that peasants embraced a large amount of leisure time for receiving education during the winter. At the call of XU Te-li, Red China had published the first directive document on the winter study movement in the Shaanxi-Gansu-Ningxia Border Region on December 13, 1936 (Tuo, 1995). Firstly carried out in 1937 in the Shaanxi-Gansu-Ningxia Border Region, the winter study movement started to be taken as an important educational measure implemented by the Communist Party of China in the base areas. The year of 1938 released Directives for the Winter study Movement in the Shanxi-Chahar-Hebei Border Region at the Early Stage of the War of Resistance, which claimed that “the Communist Party of China must first strengthen the education, raise the awareness of the War of Resistance Against Japanese Aggression and the confidence in victory of peasants, thus to ensure the participation of general public in the War of Resistance Against Japanese Aggression on the ground… Therefore, it would never be too careful to stress the significance of the winter study movement here” (Wang, 1990, p. 1). The directive also stressed that the Communist Party of China should take as the crucial task the winter study movement in the political mobilization at that time, thus to make it an organizational task of war mobilization. For going deep among the masses, the winter study movement must be developed into a movement covering a wide range of masses, who would participate in winter school spontaneously. On December 6 of the same year, Journal of Anti-Japanese Enemy published an editorial saying that “Generally speaking, rural people embrace plenty of time for education in winter, which provide a good opportunity for us and we should seize this favorable condition firmly to carry out a shock movement to educate these people who are thirsty for education during the War of Resistance.”

As a major part of social education, winter study movement was carried out in light of the efforts of the Communist Party of China in Shanxi anti-Japanese base area, which largely enhanced rural people’s patriotism and their national pride, as well as strengthened their confidence and determination to win the War of Resistance.

2. Mechanism of Organization

2.1 Preparatory Work

As a mass education movement, winter study movement is based on the cooperation of different social groups. Before the beginning of winter study movement, all members of the winter study committee, teachers together with all the village cadres visited every household to mobilize, which means to explain the benefits of winter study and make the masses understand its significance. Illiteracy accounted for the vast majority of the

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peasants in Chinese countryside in 1930s. During the visiting process, illiteracy investigation was implemented meanwhile. In accordance with district-based responsibility system, members of the village education committee were in charge of the list making and information registration of the candidates. The village armed committee and rescue union played as assistants for the preparatory work. As for the registration of illiteracy investigation before winter study, the education director was mainly in charge together with the help of winter study committee, thus to classify and register the illiteracy into two parts for better mobilization, namely, one who could recognize no words and one who could recognize a few words. The president of the government is in charge of the mobilization, together with the assistance of the committee members and the coordination of different organizations, thus to ensure all the proper candidates were enrolled.

Teachers for preparatory work were inevitably an important part in the preparatory work. Teachers were appointed by the county educational institutions. The county government selected teachers from the primary school and sent them to the villages as winter school teachers. Some teachers were directly recommended by the village without selection, others were chosen by the masses spontaneously. The vast majority of teachers for winter school were trained before working.

During the preparatory work, the number of winter schools in each village was stipulated as follows. Generally, one winter school should be established for an administrative village and one winter school should be established for a village with 40-50 households. Since the natural villages were over scattered, the winter schools should be established in accordance with the actual situation. The publicity and mobilization of winter study was stipulated in accordance with the system. In addition, various conference and competitions as well as other activities were held to appeal to students in enrollment, for instance, winter school mobilization meeting, and illiterate meeting. As for the rural troupes, they were in charge of holding performance related to winter study drama for mobilization, which means taking advantage of popular forms for publicity. Winter study publicity also adopted a series of approaches for mobilization, which required one peasant who would like to attend school should also mobilize others surrounding him to attend school. Meanwhile, school children were also encourage to encourage their parents to attend winter school for education.

The preparation for winter study movement were carried out against the backdrop of difficult conditions. Shanxi anti-Japanese base areas was torn down by the war, where supplies for winter schools were insufficient, together with the finance shortage, inadequate faculty, making the development of winter study a tough challenge. However, under the leadership of the Communist Party of China, people in Shanxi anti-Japanese base areas made joint efforts to overcome those difficulties. Upholding the principle of simple and applicable for winter study construction, the Communist Party of China and the people in anti-Japanese base areas fostered the development of winter study movement and achieved its thriving.

2.2 Administrative Organs

Educational institutions in the anti-Japanese base areas were established under the leadership of the Communist Party of China, which was committed to the principle of democratic centralism. The educational institutions here were divided into three levels of management system, with district as the highest level, namely,

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2 Overview of Educational Work in Taihang District in 1945, Shanxi Provincial Archives, G3-41.
3 The Implementation Plan of 1944 Winter Study Movement in Taihang District, Shanxi Provincial Archives, A-52-4-388-6.
the Education Department of the Administrative Committee and the Education Department of the Administrative Department. The county was taken as the second level, namely, the County Education Section; The village was taken as the third level, namely, the Village Education Committee. Educational Administrative Departments at various levels worked under the leadership of local Party and government organs, which meanwhile also followed the Administration of Educational Institutions at the next higher level. The Administrative Committees of the anti-Japanese base areas were in charge of regulating the organizations and leading organs of social education. No leading organs were set for the district level. The governments at all levels assumed the responsibility of administrative leadership, which all put great efforts and mobilized the masses to work together to foster social education developing in an orderly way. The county’s Administrative Committees under the jurisdiction of the base areas were taking the leading role in the development of winter study movement, which had also required all people in anti-Japanese base areas to attend winter study school. The Education Section of the county government was in charge of promoting, monitoring and inspecting the development of winter study movement. Meanwhile, the district and village Administrative Committees were mainly focusing on the discussion of specific implementation measures in accordance with the instructions of the higher authorities.

The Winter Study Committee served as the main administrative body in charge of the development of winter study movement and was divided into three parts, namely, publicity and mobilization, auxiliary inspection, compilation and examination. The Winter Study Committee was mainly composed of several characters, including administrative personnel, heads of the Publicity Department of Mass Organizations, Armed Committee, primary school teachers, principals of civilian schools and village gentry who were enthusiastic about education. All County Culture and Education Committees were taking the leadership of the county’s winter study work, among which the county magistrate was taking the chair of chairman of the committee, other administrative personnel including the county’s chief and deputy chief of People Education Section, Rescue Union, Armed Committee and Social personage holding enthusiasm for education. Village level Education Committee was composed of the village head, the director of the People’s Education, Rescue Union and members of Armed Committee, the Principal, primary school teachers, volunteer teachers and labor hero model, among whom the director of the People’s Education was stipulated as the chairman of the committee, the armed committee instructor as the deputy director. All members made jointly efforts to manage and supervise the winter study work for the village. Culture and Education Committees at all levels were in charge of the inspection of winter study movement. When cadres went to the countryside, they conducted the inspection of winter study. The co-principals took the inspection and assistance of winter study as the central work, where the primary school teachers and the director of People Education worked as assistants. The funds of winter study movement were provided in kind in accordance with the financial regulations, and the villagers’ congresses could take part of the public property as subsidy funds. Donation from the masses would also serve as the funds for the implementation of winter study movement.

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4 The Summary of Social Education Work in 1940, Shanxi Provincial Archives, G3-244.
6 The Implementation Plan of 1944 Winter Study Movement in Taihang District, Shanxi Provincial Archives, A52-4-38-6.
2.3 Education Objectives

The Winter Study Movement in 1938 required that winter study should be taken as one of the central tasks of political mobilization, which meant that it should play a crucial role on the organizational task of war mobilization. In addition, winter study movement should go deep into the masses and achieved the supports and participation of the masses. The goal of the winter study movement in 1939 referred to raise the political and ethnic vigilance of the masses, improve the cultural level of the masses and the knowledge of the Anti-Japanese War. In 1940, the *Journal of Anti-Japanese Enemy* published an editorial saying that “The winter study movement is the most important work at this moment. The vigorous development of winter study is conducive to improve the people’s political understanding and cultural quality, thus to foster the upsurges of people’s political struggle against capitulation as well as the people’s determination and confidence to win the War of Resistance Against Japanese Aggression.” In the year of 1941, Japan robbed the control of the north China region and embarked on raids on the north China anti-Japanese base areas, when the so-called public security movements were carried out for 5 times, in Shanxi anti-Japanese base areas, making the region be trapped by a severe situation. Under the leadership of the Communist Party of China, the anti-Japanese base areas struggled against the Japanese enemy, who focused on the improvement of educational quality but not quantity, claiming that winter study movement should interpret and teach the Double Ten Creed in a practical and vivid way. In the year of 1942, the guidance of the winter study movement focused on political education, when the winter study movement was concentrated on several matters, including the anti-mopping, anti-encroaching, anti-spy, and anti-five public security movements. In the year of 1943, the winter study movement went deep into the masses, spreading the democratic education, implementing the important tasks of village work. In addition, it also played an important role in “promote the mass’s production and stimulate people to combat famine, and improve the production part of the relief work, which requires the Party and government military and civilian leading comrades at all levels, together with all cadres, to attach great importance to this year’s winter study movement, and assume the responsibilities of providing guidance and education for the people.” In the year of 1944, the task of the winter study shifted its emphasis from the politics to the practical improvement of mass culture, where stressed the literacy movement, together with efforts put on political and productive education. In the year of 1945, the task of the winter study focused on the education of peasants’ status and was of resistance, when had raised the upsurges of mass support for the army with efforts made on the year-end entertainment activities. In addition, winter study movement coordinated with other works in the base area and provided the appeal and comment education.

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10 Instructions on Winter Study Movement of Taihang Administration (1945), Shanxi Provincial Archives, A52-4-40-2.
3. Specific Measures

Winter study movement generally started on November 15 and ended on March 15 of the next year. The preparation period was before November 15, and the class would be provided on January 16 to March 15 of the next year.

3.1 Class Setting

Students in winter schools were divided into different classes in accordance with different education quality, age and gender. Men usually attended classes at night while women attended classes during the day. During the winter study movement, Women were further divided into different classes based on their regions or whether they had children or not. In conclusion, winter schools embraced several classes, including youth class for man, regular class for man, youth class for woman and regular class for woman. In addition, a model winter school was set. Winter schools provided different education for the youth class and the regular class, where 15 to 25 years old students were allocated to the youth class, and those who over 25 years were allocated into the regular class. The two classes could be taken in the same classroom, while class with the amount of students over 60 would be separated into two classrooms. The youth class mainly focused on literacy education, while the regular class mainly focused on politics. “The class hours of the youth class are 80 hours, and the hours of regular class must be equivalent or over 30 hours”. In case of war or other effects, the missed class would be made up after the war. People in regular classes were required to attend classes once two days, and people in regular classes were encouraged to attend the youth class for learning literacy.

3.2 Teaching Methods

The teaching methods of winter study movement followed the principle of democracy, which meant that the masses had rights to manage themselves and were encouraged to carry forward the spirit of unity and fraternity. The cadres were encouraged to teach the masses, and the masses were also encouraged to teach others if possible, thus to form the teaching method of teaching after learning. The winter study movement attach great importance to the enlightenment of knowledge and other movements such as free discussion were encouraged. Experience were withdrawn and absorbed, and activities such as demonstration and self-reflection were provided to further the winter study movement. Focusing on the integration of education and practice, the winter study movement had unified the central working committee at all levels with cultural and educational committee, winter study with specific work, the county education committee with central working committee, the district center directing group with winter study movement directing group. In addition, the village chiefs were appointed as the president of winter schools, and directors and armed committee as well as rescued union instructors were served as vice-principal. During the same time, heads of districts and villages were in charge of the management and publicity of winter study movement as well as keeping communication with the people.\textsuperscript{11}

The teaching were required to ensure the easy principles first and difficulties last, ensure the specific first and the abstract last, and ensure that all teaching were based on reality, thus to make it easy for students to absorb. Teaching content were closely related to the reality of the village and the examples were set based on the surrounding environment. Winter school teaching required teachers to explain repeatedly, with more

\textsuperscript{11} The Implementation Effect of the Military Support Education in Wangjiaping Winter School (1943), Shanxi Provincial Archives, A52-4-38-4.
metaphors, more information, and more practical significance. In addition, for literacy teaching, teachers were required to first teach a whole sentence, and then asked the students to memorize word by word. The teaching content was related to the real life, and the teaching were required to be interesting and vivid, thus to fully mobilize the students’ learning enthusiasm. The vivid teaching method is much better than the cramming teaching. After teaching, tests or competitions were conducted to enhance the teaching effect. In the case of scattered residents, the teaching method of taking turns and disperse teaching were applied. Moreover, the teachers could select qualified learners for further education, and trained they into the teaching assistants by adopting the training method of learning together with teaching.

Collective discussion was one of the apparent characteristics of winter school teaching method. First of all, the teacher taught the knowledge and proposed the problems for students in accordance with the specific reality of the base area. The students were encouraged to discuss in groups and then the group representatives would be asked for interpreting. Eventually, the teacher would summarize. This way could fully mobilize the enthusiasm of the students to learn, which integrated the knowledge and the concerns of the mass, making the students much easier to understand. During the discussion, students not only exchanged ideas with each other, but also integrated democratic concepts into the class through collective discussion. As students enthusiastically engaged in the communication with each other, the class teaching would be interesting and vivid. The teaching methods of winter schools were flexible and diverse, which took into full consideration the actual situation of the students. Instead of being rigid, the teaching were constantly innovated and further developed.

3.3 Educational Contents

The Notice on the Implementation Measures of Social Education in Shanxi-Chahar-Hebei Border Region, issued on September 11, 1939, claimed that the content of social education mainly included the following three aspects, namely, cultural education, political education, and life education. Cultural education was conducive for the public to obtaining the preliminary tools to absorb knowledge and express opinions. Political education played a crucial part for the public to understand politics and take advantages of politics, thus to enhance the national pride and confidence of the general public in the anti-Japanese War. Life education was of paramount importance for the public to understand general natural phenomena, figure out the relationship between the nature and life, the nature and society, and the individuals and society, as well as some general knowledge about production technology (Wang, 1990, p. 2).

The cultural education of The winter study movement mainly focused on literacy education, whose teaching materials mainly consisted of One Thousand Character Primer. The teaching materials were closely related to the daily production and life of the people, which were generally issued by the border district government. In addition, the education department of the county government issued the textbooks and newspapers as well as other publicity materials for better promoting the movement. As for the students in the literacy class, they were required to know more than 200 new words, who were required to be capable of reading, speaking, and writing in standard Chinese characters. With winter study movement developing rapidly, it played a vital role in the rural literacy movement. In accordance with the statistics, in the year of 1945, the illiteracy enrollment rate was 90% in

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12 A Letter to a Winter School Teacher (1942), Shanxi Provincial Archives, A52-4-38-3.
13 Report of Winter Study Newsletter(18th February ,1944), Shanxi Provincial Archives, A67-4-4-2.
Zanhuang County, 95% in Hedong, 93% in Pingdong, 81% in Xingxi, 87% in Wubei, 41% in Huixian, 55% in Linxian, and 69% in the average of 7 counties.\textsuperscript{14}

The political lesson in winter study movement was conducive for the people to understanding the principles and policies of the Communist Party of China in the war of resistance against Japan, and further mobilized the people to support the army, and encouraged the people to fight against Japan.\textsuperscript{15} The teaching materials of politics were mainly issued by the county, supplemented by supplementary materials of the local area. The teaching methods included lecturing, discussing, reading newspapers, arguing and rambling.\textsuperscript{16} Political education in winter schools were adjusted in accordance with different war situations in different time periods and regions in base areas. The Shanxi-Chahar-Hebei border region on October 2, 1944 released \textit{Directive of Border Committee on Carrying Out Winter Study Movement}, which claimed that “for consolidate area and guerrilla base areas with good people supports, lessons of the winter schools should be composed of 60% literacy lessons, 40% political lesson and production lessons in total; for the guerrilla areas and newly opened guerrilla areas, the winter schools should be composed of 60% literacy lessons and 40% political lessons. Under the leadership of this spirit, each county shall make its own specific regulations in accordance with local and public demands.”\textsuperscript{17}

Life education, especially production education, was generally committed to the principle of “learning for production and teaching for learning”, which integrated production related content with education. Seasonal factors were often taken into account in the implementation process. Winter schools always developed in accordance with winter production, which took advantage of production organization form for generally fostering small scale winter school, thus to provide convenient conditions for the village and further promote service and winter production. The teaching was based on the consideration of mobile production. For instance, in winter school production education, the Renzhuang transportation team members applied the form of “come and teach” and “learn and leave” in production education. Various forms had been taken for organizing the winter study movement. The cotton spinning operated by woman was integrated with winter study movement, where the cellars were turned into classrooms. Women learned literacy while practiced spinning cotton, thus to achieve production and learning together. Another example was the winter study movement in Taihang District in 1944, which took into account the agricultural affairs at the very beginning of spring and made preparations for the winter study movement. Production and education activities were carried out in winter for the collection of materials needed for the Great Counter Offensive.\textsuperscript{18} In the year of 1945, Xishagang Village in Huixian county carried out winter study for providing production education to discuss ways to upgrade peasants’ mutual assistance.\textsuperscript{19} Apart from the organization and activities mentioned above, winter study movement also proposed many ways to take production into consideration, such as organizing craftsmen in the same industry to learn, forming various groups in accordance with different industries, such as cloth selling group, vendors and stalls group, shoes repairing group, dustpan making workers group. All those groups took into consideration both

\textsuperscript{14} Overview of Education in Taihang District (1945), Shanxi Provincial Archives, G3-40.
\textsuperscript{15} Political Textbook of People’s Schools 1941, Shanxi Provincial Archives, G3-322.
\textsuperscript{16} The Implementation Effect of the Military Support Education in Wangjiaping Winter School (1943), Shanxi Provincial Archives, A52-4-38-4.
\textsuperscript{17} Directive of Border Committee on Developing Winter Study Movement, Shanxi-Chahar-Hebei Daily, 1st edition, October 7, 1944.
\textsuperscript{18} The Implementation Plan of 1944 Winter Study Movement in Taihang District, Shanxi Provincial Archives, A52-4-38-6.
\textsuperscript{19} Summary of Winter Study movement in Xishagang Village, Huixian County, 1945, Shanxi Provincial Archives, A52-4-41-16.
business, or production and learning. With the implementation of winter production education, production had been greatly improved in Shanxi anti-Japanese base area.

With the development of the anti-Japanese cause led by the Communist Party of China, the area following the leadership of Shanxi anti-Japanese base area had been greatly extended. In such case, the winter study movement had also witnessed increasing contents, such as mass movements in anti-rape and anti-bullies, rent reduction and debt clearing as well as production movement. In addition, the Communist Party of China had also integrated production education with the adjustment of land relations, the transformation of the vagrants, the transformation of the idleness, the adjustment of family disputes.  

4. Achievements of Winter Study Movement

The winter study movement had vigorously developed in Shanxi anti-Japanese base area. For instance, the winter study movement in Taihang District in 1940 mirrors the overall situation of the winter study movement in Shanxi anti-Japanese base area. In the year of 1940, the First Special Office of Taihang made efforts for the establishment of 1325 winter schools, among which included 1111 comprehensive winter schools and 214 small scale winter schools. The Second Special Office embarked on the establishment of 1,863 winter schools, among which included 1,205 comprehensive winter schools and 658 small scale winter schools. The Third Special Office achieved the establishment of 1,416 winter schools, among which included 1,064 comprehensive winter schools and 352 small scale winter schools. The sixth Special Office completed the establishment of 1,055 winter schools. Since the year of 1942, the Communist Party of China have carried out a campaign to reduce rent as well as interest in light of the urgent problems faced by the masses. Such movement significantly improved the living standards of the Chinese people. In addition to the improvement of their material life, the masses also upheld a strong pursuit of the improvement of their cultural quality. Against the backdrop of Chinese people’s yearn for material and spiritual development, winter study movement witnessed soaring development. The amount of winter schools was increasing year by year, together with the growth of students. During the period of 1942 to 1944, the amount of winter schools in 10 counties within Taihang District increased from 875 to 2,069, an increase of 2.36 times. The number of students increased from 56,104 to 154,622, an increase of 2.76 times. In the year of 1944, Linxian county and Wuxiang county in Taihang District had witnessed the most winter schools, with 424 in Linxian county and 410 in Wuxiang county. Among others, Zuoquan county saw the highest popularity of winter schools, with a total of 235 in 249 natural villages in the county. In the year of 1945, the amount of winter schools had witnessed further increase. Three county were good examples for that, namely, Zuoquan county, Neiqiu county and Wuxiang county. The number of winter schools in Zuoquan county had increased from 235 in 1944 to 470, while Neiqiu county had rose from 130 to 265, and Wuxiang county had soared from 410 to 483, with the total number of students enrolled increased from 29,616 in 1944 to 41,745.

20 Report of Winter Study Newsletter (18th February,1944), Shanxi Provincial Archives, A67-4-4-2.
21 Basic Materials of Taihang District in 1940, Shanxi Provincial Archives, A52-1-60-15.
22 Statistics were made from the relevant data of “Comparison Table of Winter Schools in Ten Counties in Taihang District” and “Overview of Education in Taihang District”.
23 Overview of Education in Taihang District (1945), Shanxi Provincial Archives, G3-40.
24 Overview of Educational Work in Taihang District in 1945, Shanxi Provincial Archives, G3-41.
Conclusion

The winter study movement in Shanxi anti-Japanese base area had witnessed a process of gradual, orderly and rational development with extensive expansion. During the whole process, problems and challenges were inevitably in the way. For dealing with these problems, education institutions in charge and the grass-roots education workers engaged in the winter education had made great efforts to make corresponding adjustment and upgrades, making winter study movement in Shanxi anti-Japanese base area achieve apparent development in social education. As was an important part of the social education in the anti-Japanese base area, winter study movement was an initiative proposed by the Communist Party of China against the backdrop of insufficient material resources and frequent wars in the base area. The winter study movement made dull use of the peasants’ leisure time in winter and organized them for receiving education in different aspects. It undertook the organizational task of people mobilization during the war of resistance, which on the other hand fostered the unity and organization of the masses, fully stimulated the enthusiasm of the masses for learning. Based on winter study movement, the masses had received the opportunities to understanding the various policies of the war of resistance and actively cooperating with the work in the base areas. During the whole process of the winter study movement, a relatively comprehensive and sound educational system had been set up, including the determination of policy and task, the preparation of preparatory work, the setting of administrative organs, the development of specific work, the diversification of teaching methods, as well as the evaluation of the implementation effect. In conclusion, the winter study movement has on one hand made significant contributions to the improvement of the people’s political and ideological consciousness, as well as their cultural and knowledge quality, labor and production skills in Shanxi anti-Japanese base areas, on the other hand promoted the construction and reform of the base areas from an overall perspective.

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