

line in the Yunnan section. It is the job of the Yunnan provincial government to police this zone.

The third step is to establish a large well-managed Chinese bank in Yunnan to improve the economic conditions of the province, and to reduce the constant fluctuation of currency caused mostly by the French Indo-China Bank; or to improve the management of the already organized provincial bank, called the New Fu Tien Bank.

The fourth step is to build up the Lololand, and to educate the millions of the Lolo people, so as to make them understand that they are also natives of China. Thus we can prevent the French from making the Lolo

people rebel against the Chinese Government. Then there will be no chance for France to create any Independent Lololand or protectorate in Yunnan.

If we had realized the danger of Manchuria years ago, if we had taken proper steps to prevent Japanese imperialism beforehand, then millions of our people, and thousands of square miles of land would not have been under the Japanese yoke. Now that Yunnan seems to be going the same way as Manchuria, we must realize the seriousness of the situation. If we now take immediate steps, then this great province need not be lost to us. If we do not, Yunnan may at any time become a second Manchuria.

Student Nazis

By MISS STEELE BROOKE

WHEN Mr. Hitler swung into the saddle of German Government in January 1933, marking the dawn of Germany's new day, the majority of students in the universities and technical high schools were already his men or in a compliant mood. At least 80% of the student body had become bitterly hostile to the present economic system and were ready for drastic change in the direction of some form of socialism. Stangely enough, in view of strong conservative leanings on the part of their elders, opinion, favorable to the restoration of the monarchy, was peculiarly and notably absent, even among those of aristocratic birth. Naturally, controversy raged in party groupings as to just what phase of socialism would best serve Germany's need, but strong leadership, in the person of Mr. Hitler and his cohorts, who were able to make concrete and specific student liberal opinion and actively substantiate their hopes, had little difficulty in fitting all shades of liberalism into the National Socialist mold. An analysis of the specific factors in the situation which contributed to the initial victory and which now simplify present consolidation of these earlier gains may prove interesting.

The majority of the present day students have no remembrance of pre-war days, of its peace, comforts, ease, certainties, evenness, as a time of plenty and calm building up of life. Neither do they recall with any appreciable clearness, the four hard years of the war. They have heard of these things. But what they do know is the post-war times of Germany's rapid decline, of the inflation, lost fortunes, unemployment, the struggle to keep alive and the present difficulties for which they so desperately seek a solution. In spite of the reactionary attitude of many parents, who discontentedly draw opprobrious comparisons between present times and the blessings of monarchy, and the derogation of their teachers, who feel that their social standing is menaced by the proletarian revolution, youth does not seek solutions in a return to old forms. Stories of the pre-war years sound like impossible fairy tales to them. "Once upon a time" students completed their

studies and came gradually and steadily out into normal, traditional and comfortable living. But these stories today lack reality. If it all were once true, there is now seemingly no return to those halcyon days, even if they wished it. And on the whole, German youth is not lured by dreams of ease. Tales of former student splendor leave them unmoved except in hours of weariness and weakness. They are not looking for a bed of roses, for life softened and prepared for them. Armed with dearly-bought self-reliance and will-power and an intelligence sharpened by the need for continual astuteness, they are ready to fend for themselves and demand only the possibility of doing so. They are possessed of a great longing for a world which permits red-blooded men to work, struggle, fight for life and to achieve. The aimlessness, inactivity and futility of the days of their early youth have set dreams of a new world to be conquered, coursing through their thoughts, and have made them quickly responsive to the strong representations of National Socialism as a challenge to self-sacrifice, vigorous living, strong courage and fearlessness in the building of a new Germany. At last there is something to give their lives to.

Specifically, student difficulties in the post-war era were and still are of no mean order. In the golden age of student life before the war, only the privileged elder sons entered the universities and on an average monthly allowance of from 100 to 300 marks carried on a leisurely pursuit of a wide range of subjects which led on, automatically and securely, to a degree and its reward in fitting employment. In the post-war period, currency depreciation and financial difficulties due to lost fortunes and reduced salaries saw the progressive dwindling of the student's check from home until it disappeared altogether, and hundreds of students were left with no way of meeting their daily needs. Then came the work-student idea on to the campuses of Germany as this army of students attempted to finance themselves. In addition to term-time tutoring and other more scholarly employment, students undertook vacation employment on farms, in mines, fac-

tories, foundries, stores, offices, etc., and were able thereby to carry on their scholastic work. But then followed the general scarcity of work of any kind and the golden age of the work-student passed in its turn. The day of still more precarious existence ensued when a mark gained here and there, by dint of beating a carpet, washing a wagon, playing the piano in a cinema house or from other odd jobs, had to carry the student's livelihood. Universities themselves, quite contrary to earlier tradition and in spite of their own lowered incomes, had to come to the rescue. In 1933, it is estimated, every third student in the German universities was receiving aid from official funds while in many cases fees had to be remitted entirely. Cash aid was also dispensed. Campus employment bureaux were set up and apportioned the few daily opportunities of work as equitably as possible to the long line of waiting applicants. In nearly all universities, "commons" were maintained as in the Studentenhaus in Berlin, where meals were served at a phenomenally low figure. Yet, in spite of all efforts, hundreds of students were undernourished. But by hook or crook, they managed to push their way through, somehow finding time, in addition to their struggle for life, for their academic pursuits and the fulfilment of the requirements for the coveted and highly prized degree.

Yet with degree in hand, the prospect was none too rosy. Before the war the possession of a Doctor's degree was the "Open Sesame" into a safe and certain career but twenty years of war and its ravages had changed all that, and an era of security gave way to revolutionary uncertainty and abnormality. All the professions, for one reason or another, were terribly overcrowded, as year by year the graduates from universities exceeded, by twice the number, the posts to be filled. By 1933, it was estimated that there were 40,000 university graduates who could not be absorbed into the professions. They had absolutely no hope of suitable employment. Already many of their peers of former years, who had pocketed pride and a useless degree and were gladly serving in all kinds of employment of a sub-professional order, as street car conductors, bank clerks, salesmen in department stores, etc., and considering themselves lucky to have the chance. Others were hopefully working within their professions without any remuneration in a tidy, well-mended, chary respectability. While others were known to be paying for the distinction of holding a position, even temporarily for the privilege of experience and reference. Such facts were not particularly soothing to the harassed and anxious generation of students already suffering hitherto unknown privations for a valueless and useless diploma. The realization was progressively disheartening.

No small factor in the student unrest and the congestion in the professions was the influx into the universities in the postwar period of a large number of girls and boys, the flotsam and jetsam of economic disorder. Failing marriage in the first instance and work in the second, these youths entered the university for more specific training as bait for later employment or to mark

time until present obdurances yielded. In many cases, they were not earnest students and in their aimless and discontented drifting about the college class rooms, they not only overtaxed the university facilities and crippled the more earnest scholars in their serious endeavor, but also added to the general restlessness and increased, on graduation, the close competition for appointments.

So, these thousands of young Germans, who normally would never have launched on a university career, already disilluminated and confused found no interest in their classroom lectures and plenty of time to listen to National Socialist promises. These groups, easily accessible and quickly inflammable, gave ready response to the overtures of National Socialism, making a valuable nucleus for leadership training and the spread of student enthusiasm, which proceeded apace. For not only did National Socialism offer a new world with the evil of unemployment ended and the glaring social injustices equalized but more than that, an immediate aid for students within the Storm Troops which provided food, shelter and three marks a day and perhaps future executive posts. It would have been a hardened, despondent, and totally incredulous student generation which would have refused National Socialism a hearing and a trial.

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