

Integrating Local Oral History Resources into the University “History of Local Features” Educational Exploration Research: The Example of “M Oral History”

Weiqing Zeng

Department of History, Faculty of History, Dalian University, Dalian, Liaoning, China

Abstract: The objective of this paper is to utilize the local oral history resources of Dalian City, which are integrated into the “local characteristics of history” education in universities and research, in conjunction with the innovative methods of practical teaching in the School of History at Dalian University for educational practice, through the “M” oral history, research on the history of the classroom teaching expansion form. Through the “M” oral history, we studied the expansion form of classroom teaching. The primary research method employed is documentary research, drawing upon the local literature of the Dalian Economic and Technological Development Zone. The “M” case study is utilized as a case study, and field oral interviews are employed to explore the research.

Keywords: Local Oral History; Patriotism; College Education

1. Introduction

The definition of “oral history” is as follows: “Memory constitutes the foundation of oral history, which pertains to the extraction and preservation of historical narratives. In essence, oral history involves the collection of memories and personal commentary on history through recorded interviews.”[1] The advent of modern oral history was marked by the establishment of the Columbia University Oral History Research Office in 1948. Oral history has evolved in a diverse array of geographical regions, with significant applications observed in the United States, the United Kingdom, Canada, Australia, New Zealand, and Singapore across a variety of disciplines, including literature, sociology, folklore, anthropology, disaster studies, journalism, and medicine.

2. Status of Oral History Research

2.1 Development of Oral History in China

Since the late 20th century, scholars have increasingly focused on oral history in China. These scholars have engaged in cross-disciplinary research, integrating oral history with other fields such as history, anthropology, ethnology, and sociology. Additionally, some scholars utilize oral history as a methodological approach to study other disciplines. Noteworthy results from this research include:

As stated in Yang Xiangyin’s *Dialogue with History - Theory and Practice of Oral History*, the fundamental steps of an oral history project should encompass the selection of the topic, the interview, the organization and editing of the material, and the preservation and dissemination of the text. Extracting insights from the rich history of a nation, a family, or even an individual constitutes the core step of oral history research. This process involves three aspects: preparation for the interview, rehearsal, and concluding the interview. The transcription of interviews and the creation of summaries are undertaken to preserve the audio-visual and textual information. According to Qian Maowei and Gui Shangshu, oral history is the most effective method for ordinary people to textualize their memories and establish a textual system. The authors propose that all individuals should engage in oral history and that each person should leave a text, which should be preserved through text, sound, images, or video, thereby integrating research with the language of life. In Xie Yeju and Fan Fei’s “The Impact of New Technology on Oral History Research,” the authors direct their attention to the transformation and development of oral history research in the era of big data. They observe that, in the current 21st century, the mode of development of oral history presents decentered plurality and diversified forms of recording. The integration

of emerging technologies, such as online interviews and augmented reality, has transformed oral history sharing into an immersive experience. “New technologies enable individuals in the network society to integrate their lives, experiences, and emotions into grand narratives, thereby forming a rich repository of social history resources.”[2] According to Wang Dongmei, a focus on emotions in oral history interviews emphasizes the phenomenon of “empathy-counter-empathy” in the interview process. This emphasis enables a deeper understanding of the emotional factors in oral history interviews from the special perspective of “physical, mental, social and historical.” This, in turn, facilitates a more comprehensive understanding of the factors of collective memory generation. The emphasis on emotions in oral history interviews underscores the phenomenon of “empathy-counter-empathy” in the interview process, and the understanding of emotional factors in oral history interviews from the special perspective of “body-mind-society-history,” thereby facilitating a more comprehensive grasp of the factors of collective memory generation. Conversely, Sichin draws from the long-standing tradition of the Mongolian people utilizing oral history to safeguard and transmit their collective memory, offering a novel paradigm for understanding oral history narratives through the interviewer’s alternating use of the first and third person perspectives. The study analyzes how to deal with the situation in which the narrator uses personal pronouns alternately in the interview. That is to say, it analyses the narrative characteristics through linguistic analysis, distinguishing and verifying the two types of information [3] (oral history and oral tradition) with the help of linguistic expressions.

2.2 The State of Oral History Research Abroad

A compendium of extant research results pertaining to oral history, as conducted by foreign scholars, is as follows: Donald A. Ritchie’s third edition of the *Doing Oral History* [1] published in 2019. This work is a classic practical guide type, detailing the steps of oral history practice, planning, interviewing, processing of information, etc., and suggesting problems to be avoided by novices entering

into oral history interviewing. It is accompanied by the guidelines of the Oral History Society of America, which clarifies the responsibilities to be undertaken by the interviewer, the oral historian, the relevant legal authorizations, and so on. In *Reading in History: Oral History* [4] by Ding and Wang, the argument is posited that the origins of Western oral history can be traced back to Herodotus’s *The Histories* and Thucydides’s *History of the Peloponnesian War*, or even to the earlier Homeric epics. Abroad, in the United States, for example, there were over 90 oral history research organisations in 1966, the Oral History Association was founded in 1967, and *The Oral History Review* was published in 1971. Penny Sommerfeld’s *World War II and Women’s Personal Narratives of Change* posits that the utilization of oral history as a methodological approach in historical composition, particularly in the context of the Great War, through a form resembling autobiography, constitutes a practice of interdisciplinary research in oral history.

3. Significance of the Study

This study explores innovative methods and paths of practical history teaching through “M” oral history. It does so by leveraging the resources of local oral history in the Dalian Economic and Technological Development Zone and the practice of “history with local characteristics” education in college classrooms. The purpose of this study is twofold: first, to help students understand the history of reform and opening up, social development, and local characteristics more deeply; and second, to help students understand the world and national conditions. The oral history project is anchored in the development of the Dalian Economic and Technological Development Zone. The subjects of the interviews are individuals who have directly experienced the establishment of the Dalian Economic and Technological Development Zone. In the course of conducting interviews and engaging in communication with these individuals, the student team encountered historical memories, experienced the challenges and difficulties associated with the construction of the Dalian Economic and Technological Development Zone, and

obtained a more profound understanding of the achievements that have been realized in the present. The ideological and political level of the students was enhanced through a series of interventions. These interventions included an interview conducted prior to the preparatory work, the formation of a team, an understanding of the background related to the interview, historical information, the design of the interview outline, questions, and links to the practical part of the unfolding of the communication with the interviewer. The organization of the interview material was also addressed. This comprehensive oral history curriculum is designed to cultivate students' understanding of cooperation, while also enhancing their sense of praxis and facilitating a profound appreciation for history. Concurrently, it serves to integrate the "history of local characteristics" into daily learning, thereby facilitating a more holistic integration of this subject matter with theoretical historical texts.

Recent years have seen a marked development in the field of oral history research, with scholars increasingly focusing on the role of this research in enriching the content of patriotism education. This development has also led to a broadening of the connotation of patriotism education. In domestic universities, patriotism education is typically implemented through various methods, including classroom instruction, online video and offline lectures, the viewing of movies and documentaries on national construction, the organization of thematic activities, and field studies. In this pedagogical approach, oral history interviews are also utilized. Students engage in personal interactions with war veterans, reform-oriented builders, and other individuals who embody a sense of patriotism. Through these interactions, young students undergo a process of subtle inculcation, fostering the development of more proactive and profound patriotism.

4. Oral History Interviewing Practices

4.1 Participants

This M oral history interview practice was conducted by the following individuals: the interviewer, who was a representative of the Dalian Jinpu New District Government; lecturers from the Dalian University,

Department of Humanities, School of History; and undergraduate students, who numbered a total of four. The event was organized by the Historical Research Office of Dalian Municipality, the Historical Research Office of Dalian Jinpu New Area Working Committee, and the School of History of the Department of Humanities of Dalian University. Lecturers and undergraduates majoring in history from universities participated in the practice, which promoted the collection of first-hand historical materials on local history and the history of reform and opening-up. The event also combined theoretical theories of the history profession and oral practice.

4.2 Purpose of the Interview

"Oral History of People Who Experienced the Development and Opening of Dalian Economic and Technological Development Zone" The project entails the implementation of an oral history research method, whereby interviewees recount their memories concerning the construction of the Dalian Economic and Technological Development Zone. This method is employed to a certain extent to restore the history of the hard work of the Dalian Economic and Technological Development Zone over the course of its 40-year establishment. The objective of the present study is to preserve the collective memory of the establishment of the Dalian Economic and Technological Development Zone. In order to achieve this, it is necessary to review the major events in the course of development and construction, combine the personal experiences of the interviewees, show the spirit of firm struggle and dedication to youth, complete the collection and organisation of the historical materials of the oral interviews, and keep them in the archives.

4.3 Basic Situation of Dalian Development Zone

The establishment of the Dalian Economic and Technological Development Zone was approved in September 1984, marking the inception of the first state-level development zone in Dalian. Construction commenced officially on 15 October of the same year "M", the interviewee of the oral history project, was part of the first group of cadres dispatched for the construction of the Dalian Economic and Technological Development Zone, the

inaugural state-level economic and technological development zone, which is recognised as “the first development zone in China”. In the early years of the development zone, there were four bureaus: Labor and Personnel Bureau, Industry and Commerce Bureau, Planning and Construction Bureau, and Finance and Taxation Bureau. m was the deputy director of the Development Zone Labor and Personnel Bureau, and was transferred to the position of director of the Supervision and Audit Bureau, and later became the chairman of the Development Zone Trade Union.

4.4 M’s Work Experience in Dalian Economic and Technological Development Zone

4.4.1 Conceptual innovation

Advanced Philosophy, “Four for” Construction: During his tenure in the labor union, “M” advanced the “Four for” concept of work: The “Four for” concept emphasised the following: “Development first, workers first, grassroots first, and innovation as the soul.”[5] Trade unions are the departments that represent the State in safeguarding the rights and interests of workers in accordance with the law and in providing stability, focusing on the harmony of enterprises and labor-management relations. The concept of “four for” work is predicated on the requirement to build a harmonious society and to establish a sound social management pattern. In the context of the enhancement of the economic system, there has been a continuous adjustment of the economic structure, accompanied by the diversification of forms of public ownership. Concurrently, the non-public and mixed ownership economies have undergone sustained development, thereby precipitating alterations in labor relations. As labor relations, the most fundamental of social relations, have undergone change, trade unions, as a means of maintaining and coordinating labor relations, should also innovate in their work philosophy. M’s position is that, in the pursuit of building a harmonious society, fairness and justice as the soul of a harmonious society should be emphasised, and that the principles of “law, reason, and emotion” should be given due consideration. In addressing the regulatory framework governing the relationship between enterprises and employees, a dialectical

approach is advocated, wherein the law is to be considered first, followed by reason, and ultimately, emotion. In the context of employees, the primary concern is the safeguarding of their legitimate rights and interests, with trade unions playing a pivotal role in ensuring the well-being of employees. The “four for” work concept, when implemented in practice, has been shown to facilitate the establishment of trade unions, thereby enabling the coordination of labour relations and the safeguarding of employees’ legitimate rights and interests. During the interview, “M” highlighted that the innovation of the “four for” work concept aligns with the positive social values of the trade union development path, reflecting the innovative features of trade union work in the Dalian Economic and Technological Development Zone, including theoretical innovation and institutional innovation. This highlights the merits of the work.

The “Eight Joint Efforts” system represents a pioneering initiative, the first of its kind. It was established with the endorsement of the government of the Dalian Economic and Technological Development Area. A “leading group for joint work” [6] was constituted, with a district government leader serving as the head and a district federation of trade unions chairman as the executive vice-chairman. This group established an “eight-joint” working system. This initiative has been met with a favourable response, with the system successfully integrating various government departments, including labour, industry and commerce, finance and taxation, and public security. Notably, the system has also garnered the involvement of the press and financial institutions, which have been instrumental in safeguarding workers’ salaries and benefits, as well as their working hours.

Mention was made of the establishment of a consultation and negotiation mechanism for rights protection, following the efforts of the trade unions and all parties in the Dalian Economic and Technological Development Zone. The result of this has been that most enterprises in the zone have set up a more standardised and democratic consultation and negotiation mechanism, which can be used at any time to negotiate salary adjustments for employees in the zone, the proportion of rewards and punishments, and other issues of

immediate interest to the public. Furthermore, this mechanism ensures that the negotiations on rights protection are open and transparent, and that employees have the right to be informed. It was emphasised by “M” that a significant number of enterprises with foreign investment have established enterprise labour dispute mediation committees, along with organisations and institutions to protect employees’ rights to participate in the democratic management of enterprises. The aforementioned mechanisms have been instigated by trade unions in the Dalian Economic and Technological Development Zone.

4.4.2 Event processing

On 15 June 2001, an employee of a Japanese company operating within the Dalian Economic and Technological Development Zone was physically disciplined for arriving late at work after reporting to a Japanese workshop consultant. The Japanese company elected to withhold this information, a decision that was met with discontent among the employees “M”, who was the chairman of the labour union at the time, instigated an investigation into the incident to ascertain the facts. It was found that the incident was not, as claimed by the enterprise, a fight between employees “M” voiced strong opposition to the company’s stance that no compensation or apology was necessary, contending that the workshop consultant had exhibited a flagrant disregard for the dignity and personality of the Chinese employees, constituting a grave infringement of their fundamental rights. During the interview, “M” expressed anger and seriousness in recounting the incident. He reiterated his stance, emphasising that during the negotiation, he had firmly conveyed to the Japanese side that “China is a civilised country, beating people is absolutely not acceptable, and medical expenses, compensation and an apology are even more necessary”. M’s strong words demonstrated his determination to safeguard the dignity of the Chinese labour union and the personality of Chinese employees. Following two months of arduous efforts, “M” successfully resisted the mounting pressure and garnered the support of the higher authorities. The assailant compensated for the damages, issued an apology, and departed from Dalian within a stipulated timeframe. This experience enabled the subsequent

appropriate handling of similar incidents of staff beating in development zones, thus safeguarding the legitimate rights and interests of Chinese employees.

On 27 June 2002, several hundred employees of the Dalian WanShiTong Winery occupied the premises of the city government in protest. On 6 November, the employees blocked the entrances and exits of the public building of the Dalian Municipal Government, demanding a resolution to the problem of the company’s failure to pay wages for five consecutive years because the company was on the verge of bankruptcy. In this regard, M believes that in order to completely solve this problem, it should be carried out according to the state-owned enterprise’s remaining situation, with reference to the treatment of bankrupt enterprises, and make up for the payment of wages in arrears and other arrears as soon as possible, so as to ensure the normal life of the workers. In accordance with state regulations, when bankrupt enterprises realise land and other state-owned assets, priority should be given to resolving the wages and welfare of the laid-off workers. M contends that this regulation can be utilised to realise cash to pay off the debt first, by using the land of WanShiTong. However, WanShiTong, which was in substantial debt, had entered into a private agreement with the bank for the repayment of its bank debt, thereby utilising the funds to settle its outstanding bank obligations. Consequently, the wages of the workers in arrears could not be paid in a timely manner. M, who was then the chairman of the labour union, dedicated a whole year to actively defending the rights of the employees, coordinating and communicating between the enterprise, the employees and the government on multiple occasions. Ultimately, through the efforts of the labour union, a loan amounting to 22 million yuan was secured from the government of the development zone, and the outstanding wages of the employees were successfully issued. M expressed to the interviewer his sense of the arduous nature of the task, yet reiterated that the fundamental responsibility of trade unions is to protect the legitimate rights and interests of employees. He stated that his role is to diligently fulfil his duties, adeptly navigate the complex relationships among various stakeholders, and ensure the effective fulfilment of trade union

obligations, thereby contributing to the maintenance of harmony and stability within the business environment.

In July 2005, a general strike by workers occurred in eighteen enterprises that had received foreign investment in the Development Zone. The impetus for the strike was the workers' desire for increased wages, as their current salaries were found to be insufficient. This event prompted widespread social concern, with many individuals expressing apprehension that the strike could potentially "adversely impact the investment environment and impede the attraction of further investment." M followed the guideline of not working overnight and promptly investigated the actual salary status and family situation of the workers. During the course of this investigation, he became aware that many workers were experiencing significant challenges in their personal lives. He developed a deep sense of empathy for their situation, which further reinforced his commitment to addressing these issues promptly and effecting positive change in their lives. M was convinced that ensuring the rights and interests of employees were being protected in a reasonable manner was essential for creating a conducive investment environment in the development zone and fulfilling the responsibilities of the trade union. In the ensuing two months, despite a fever of 39 degrees, M diligently traversed the enterprises and workers involved in the incident, repeatedly engaging in negotiations and mediations. Through relentless efforts, the incident of work stoppage in the development zone was successfully resolved, ensuring the reasonable safeguarding of employees' rights and interests. Consequently, the investment environment witnessed a marked enhancement in stability. The strike was managed effectively, fostering harmonious labor relations in the development and construction of the Dalian Economic and Technological Development Zone. It facilitated the establishment of a conducive business environment and the attraction of investment. The enhancement of employees' salaries and treatment has also engendered optimal conditions for the subsequent development of the Dalian Economic and Technological Development Zone. In the context of the Dalian Economic and Technological Development Zone, the past

four decades have witnessed a series of significant developments. The active involvement of various departments and social sectors has been instrumental in shaping the zone's trajectory. Notably, the trade union has emerged as a crucial bridge between the zone and its workforce, playing a pivotal role in safeguarding workers' rights and interests. This contribution has not only reinforced the stability of the business environment but also promoted harmonious labor-management relations. M was instrumental in pioneering the "Four For" working concept and the "Eight Hands" cooperation system, which have been foundational in promoting the advancement of the trade union concept in the Dalian Economic and Technological Development Zone. These initiatives have not only enriched the connotation of the trade union system in this context but also hold significant innovation.

5. Status and Reflections on the Integration of Oral History into Practical Teaching in Universities

In recent years, oral history practice activities have been integrated into university teaching. In the context of a public history writing classroom, students are introduced to the concept of "shared discourse." [7] Taking Sichuan University as an example, refer to Li Deying and Zhang Chen, A New Exploration of the Practical Teaching Mode of the History Discipline--Taking the Practical Activities of Oral History in Sichuan University as an Example. As early as 2013, the School of History and Culture at Sichuan University established the "Oral History Practice Teaching and Scientific Research Center." This center regularly organizes students to conduct oral history practice and small-scale field interviews in Sichuan Province on an annual basis. As a result of these efforts, a number of valuable personal oral archives have been created, and a number of genealogies, memoirs, diaries, and other historical materials have been collected, meticulously researched, and properly preserved. "Oral history has been demonstrated to facilitate a robust ideological orientation, an emotionally contagious atmosphere, and the exemplary role of moral role models." [8]

The School of History and Culture at Sichuan University places significant emphasis on

establishing communication with local units, coordinating the relationships among all parties involved, clarifying the division of labor, finalizing the time and interviews, and other related tasks in the context of oral history practice. The effective utilization of social resources facilitates the seamless execution of these activities. Furthermore, the college places significant emphasis on collaborating with social institutions such as the Chengdu Culture and Tourism Group, leveraging the organizational capacity of each entity to ensure the seamless execution of oral history interviews. In addition to local units, social institutions, and academic institutions, close contact was made with the archives in the locations where the interviews were conducted. These archives served as bases for internships and practices for students of the School of History and Culture. This facilitated access to archival materials, documents, and local histories. Relying on the more completely preserved local historical materials therein, the collection of oral history materials is supplemented.

In order to promote the teaching practice of oral history in the School of History and Culture at Sichuan University, and considering the need for oral history investigators and summer internships for history undergraduates in their junior year, the two were combined, and the summer internships were successfully incorporated into the oral history practice. Sichuan University has developed a training program for students in oral history interviewing, which it refers to as “the second classroom of teaching Chinese history.” [9] The training program is structured into the following steps: The institution invites relevant oral history experts and scholars to hold a special discussion class. Second, according to the reality of the interviews, a careful grouping is made, with different roles, such as interviewer, transcriber, and equipment manager. Third, attention is paid to the male-female ratio of the grouping, as well as the ratio of graduate students and undergraduates. Fourthly, adequate preparation of literature is necessary, as is the creation of a theme report in a group setting. Sichuan University has achieved fruitful results in the practice of oral history teaching. Indeed, the university has won many awards in the National Oral History Achievement Exchange Competition for

college students. Furthermore, the university has written and published many academic papers based on the relevant historical materials collected. In addition, the university has published many books in cooperation with local organizations. These achievements have provided the theory and rich experience for universities to promote the practice of oral history.

This oral history interview practice is predicated on the following: the effective transformation of theoretical knowledge education is conducive to the development of course practice, and it strengthens the communication and exchange between professional teachers and students. The practice is organized around the participation of undergraduate students majoring in history. During the oral history interview practice sessions with the student team, the teacher provides guidance on the students’ theoretical learning of oral history from a professional perspective. At the same time, “it is imperative to acknowledge the historical and educational value of oral history materials and to utilize them to their fullest potential.”[10] The teacher also assists in the subsequent development of the teaching of oral history and local history by organizing the first-hand historical materials of the local oral history of the Dalian Economic and Technological Development Zone.

From the students’ perspective, participating in this oral interview led to a deeper comprehension of the history of the establishment of the Dalian Economic and Technological Development Zone, the local history, and the history of reform and opening-up. The students found themselves motivated by the unwavering convictions of the preceding generation of development zone builders, and their life goals became more clearly defined during their undergraduate studies. They also developed ambitious ideals, aspiring to provide meaningful contributions to the construction of the Dalian Economic and Technological Development Zone.

6. Conclusion

Participation in the development zone’s oral history practice activities enables students to engage with the interview process by means of M’s narrative, thereby facilitating an understanding of the development zone’s construction over the course of forty years of

hardship and hard work. The Dalian Economic and Technological Development Zone has evolved from a small town to a new city, accumulating experience for the development of new areas as the frontier of reform and opening up. It has attracted Japan, South Korea, and other types of foreign investment, and has undergone industrial upgrading. The Dalian Economic and Technological Development Zone is located in the 2024 National Parks in the economic development of high-quality top 100 parks in the Northeast region parks in the first place. The Zone's achievements are attributable to the advantageous economic environment engendered by the reform and opening up policies, the advantageous investment policies, and the presence of highly skilled individuals in various disciplines who are actively engaged in the Zone's development. The Zone's youth population plays a pivotal role in its foundation.

M's personal history epitomizes the construction history of the Dalian Economic and Technological Development Zone. Examining the history of the development of the Zone provides insight into the historical significance of the reform and opening-up era. This understanding is particularly beneficial for students, as it helps them comprehend the importance of reform and the value of reality. The narrative conveys the profound dedication and genuine affection of the pioneers who developed the zone for their homeland and the Dalian Economic and Technological Development Zone. The students who participated in the interview reported being profoundly affected by the respondents' enthusiasm and their expressed desire to effect positive change in the context of the new development zone. They also noted the respondents' perseverance in the face of challenges during the construction process and their dedication to their work. The students indicated that they had a sense of the passage of time and the difficulties of constructing the Dalian Economic and Technological Development Zone.

This oral history project is predicated on the construction of the Dalian Economic and Technological Development Zone. It collects and organizes relevant historical materials and integrates the theoretical education of oral history into the practice of oral history interviews. The objective is to improve the

comprehensive quality of students. The oral history interviews, as part of the "history with local characteristics" practice on campus, play a significant role in enhancing students' critical thinking skills and helping college students, who have been on campus for an extended period, interact with and comprehend their surrounding society. The preservation of the memory of the construction of the area has been shown to facilitate students' understanding of the conviction of the preceding generation in achieving their ideals and the dedication of their youth to the oral process. Through face-to-face interviews and dialogues with M, the key events in the construction of the Dalian Economic and Technological Development Zone are partially revealed, as are Development Zone's humanistic care for the workers and efforts to safeguard the rights and interests of the employees. M is a quintessential exemplar of local construction in Dalian, a member of the labor union in the development zone. Even after his retirement, he persistently demonstrated a commitment to providing assistance to the residents in the community. The organization of oral information has facilitated the identification of the spirit of selfless dedication exhibited by the builders, which has had a beneficial effect on the ideal beliefs of young students. This has resulted in a deeper understanding of positive social values and their integration into the personal growth of college students, as well as the practice of ideology and politics, future exploration.

Acknowledgements

This paper is supported by the 2024 Student Innovation and Entrepreneurship Program Project Project Name: "Not Confused" Retrospective - Oral History of the 40th Anniversary of the Development and Opening of the Dalian Development Zone Project (No. 202411258025).

References

- [1] Donald A. Ritchie. *Doing Oral History*. Oxford University Press, 2015.
- [2] Xie YeJu, Fan Fei. The Impact of New Technologies on Oral History Research. *Learning and Exploration*, 2021, (07): 48-55.
- [3] Si Qin. *Narrative Analysis of Oral History*:

- The Oral History of Mongolian Songbur as an Example. School of Ethnology, North Minzu University,2022, (04): 107-116.
- [4] Ding Yizhuang, Wang Run. Reading in History. Peking University Press,2011:1-2
- [5] Miao FengRen. To Promote a Harmonious Society in China by Building Fair and Just Industrial Relations. Journal of China University of Labor Relations,2006, (01): 1-4.
- [6] Miao FengRen, Wang JianLing. Socialized Protection of Labor Rights is a Necessary Choice of Trade Union Work. Journal of China University of Labor Relations,2008,127(03):32-34.
- [7] Wu Tingting. The Way in Which the Youth Explores “Past” and “Self”. Youth Studies,2018, (03): 86-93+96.
- [8] Guo ChunJuan. A Practical Approach to Integration of Oral History by Veterans and Patriotic Education for College Students in the New Era. Zhejiang University of Finance and Economics.2024, 34 (06): 63-66.
- [9] Li DeYing, Zhang Chen. A New Discussion on Practical Teaching Mode of History Subject: The Case of Oral History Practice in Sichuan University. History Teaching, 2017,771(07):8-13.
- [10] Qi YanJuan, Chen YanYan, Liu LiJie. The Contemporary Value and Practical Path of integrating the Oral History of the Beidahuang Spirit into Ideological and Political Courses in Universities Heilongjiang Education (Theory & Practice),2024,1479(11):4-7.