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# Intelligence Information Special Report

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SUBJECT

MILITARY THOUGHT (USSR): The Creation of a Marxist-Leninist Outlook Among the Students of Developing Countries Studying at Soviet Military Educational Institutions 50X1-HUM



The Creation of a Marxist-Leninist Outlook  
Among the Students of Developing Countries  
Studying at Soviet Military Educational Institutions

by  
Colonel B. Sakharov

The Soviet state is giving a great deal of unselfish aid to the emerging countries of Asia, Africa, and Latin America for the development of their national armed forces. One form of this aid is the training of officer personnel for the armies of these countries.

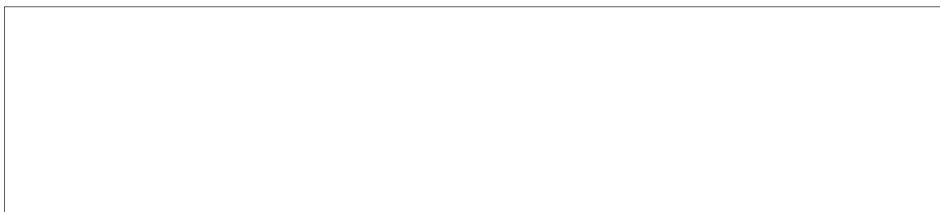
A considerable number of higher education students and cadets from non-socialist countries are studying in Soviet military academies, in higher and secondary military schools, in training centers, and in special courses. Everything possible is being done to train these foreign servicemen to become highly skilled military specialists, with a broad military-theoretical outlook and meeting the requirements of modern military theory and practice. With a deep sense of gratitude political and military leaders in the developing countries are giving high marks to the training their officer personnel are receiving in military educational institutions of the Soviet Union.

However, we would not be fulfilling our international obligations if we were to teach foreign military specialists only general theoretical and military technical sciences. It is our duty to also give them knowledge in the area of Marxist-Leninist theory, which is the scientific basis of the revolutionary transformation of society, and to instil in them the methodology of Soviet military science and practice.

Many foreign servicemen come to us not only to acquire the necessary military knowledge, but also to familiarize themselves with the experience of building communism and to master Marxist-Leninist theory. "If we, on returning from the Soviet Union, do not know Marxism-Leninism, people will not believe that we were in the USSR," declared some Algerian students studying at the Poti training center.

It is a matter of honor for military training institutions to provide foreign servicemen with a knowledge of Marxism-Leninism as an integrated and harmonious system of philosophic, economic, and socio-political views, and on this basis to form within them a Marxist-Leninist scientific outlook.





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The task by itself is not an easy one. It is made more difficult by the fact that many of the students, under the influence of bourgeois propaganda, have formed an erroneous, and in some cases distorted, conception of Marxism-Leninism, of the Soviet Union, of its domestic and foreign policy, and of our people. In a number of the countries from which the servicemen have come, out-and-out social demagoguery is practiced on a wide scale. Bourgeois ideologists, in order to deceive and mislead the masses, make use of pseudosocialist slogans. Lastly, another very large percentage of the young military people who arrive, come from families of the upper and middle bourgeoisie, landowners, feudal lords, public officials, and even children of members of royal families. Among them are a considerable number of people with frankly reactionary and anticommunist views and convictions; some carry on direct anticommunist propaganda and even tolerate hostile acts against the USSR.

Command personnel and party and Komsomol organizations at military educational institutions are doing a great deal of political and training-indoctrinational work with foreign servicemen. As a result most of them leave our country with a correct conception of the USSR, with a friendly attitude toward our people, and display progressive views in practical work in their own countries.

Attaching great importance to work with foreign students, the Central Committee of the Communist Party of the Soviet Union (CPSU) last year adopted a resolution "Measures to improve political and training-indoctrinational work among foreign students studying in the USSR." Noting the positive results of work already done, the Central Committee of the CPSU and the Council of Ministers of the USSR called attention to serious defects in this area. In particular, ministries and departments having educational institutions with a contingent of foreign students, as well as local party and Komsomol organizations, have not taken sufficient account of the fact that imperialist circles in the West have in recent years intensified subversive activity among foreign students in the USSR, especially Africans, with the purpose of fostering among them anti-Soviet feelings, and undermining the friendship between the Soviet people and the peoples of Asia, Africa, and Latin America.

In some educational institutions an atmosphere of comradely friendship was not established between Soviet and foreign students, especially with the youth of African countries.

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Work among the population in connection with the arrival in the USSR of a considerable number of students from foreign countries has not been



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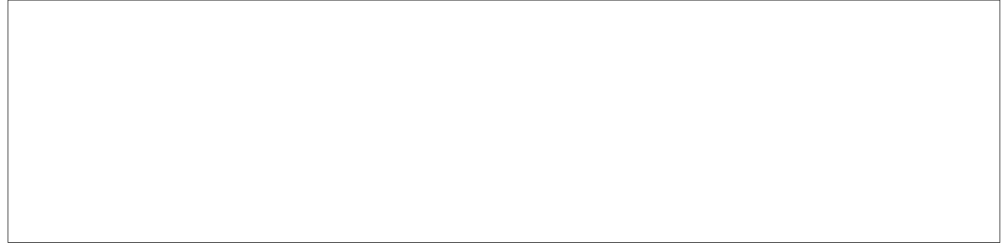
organized satisfactorily. There have been numerous instances of an improper attitude on the part of individual Soviet citizens toward foreign students, including foreign servicemen. For example, in Alma-Ata a group of hooligans threw stones at higher education students from Yemen and Somalia. In Leningrad a bunch of young good-for-nothings inflicted moral and physical harm upon several higher education students from Ghana who were studying at the Military Medical Academy. In the process their ringleader cynically declared, "Our street used to be like all the others, but now it has been contaminated by Negroes. In the south of America the workers beat up Negroes and we want to support the American working class."

Similar occurrences have taken place in other cities. They are contrary to the nature of a socialist society and the internationalism of the Soviet people and are used by reactionary elements to arouse anti-Soviet attitudes among those foreign students whose minds are not as yet made up. All this requires increased cooperation between military educational institutions and local party and Soviet organs in order to intensify explanatory work among the local population.

The Central Committee of the CPSU and the Council of Ministers of the USSR have ordered the central committees of communist parties and the councils of ministers of union republics, territory and oblast party committees, the central committee of the All-Union Leninist Communist Youth League, the All-Union Central Council of Trade Unions, the Ministry of Higher and Secondary Special Education of the USSR, and the other ministries and departments with educational institutions where citizens of foreign countries are studying, to eliminate defects that have been observed in work with foreign students and take the necessary measures to improve the training process, indoctrinational work, and their living and recreation conditions.

A year has passed since the resolution was issued by the Central Committee of the CPSU and the Council of Ministers of the USSR. During this period a considerable amount of organizational and ideological work has been done. For example, the Ministry of Higher and Secondary Special Education of the USSR has established a special post of deputy minister and set up a directorate for instructing students, graduate students, and on-the-job trainees from foreign countries. It has created sectors for work with foreign students under a number of ministries (committees) of the union republics, as well as in the ministries of Public Health, 50X1-HUM Agriculture, and Culture of the USSR. An All-Union Council for foreign student affairs has been formed, and under the Ministry of Defense of the USSR a council on problems of training foreign servicemen. In Moscow,





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Leningrad, and Kiev international youth clubs are being formed.

The General Staff and Chief Political Directorate of the Soviet Army and Navy have developed and are putting into effect a plan approved by the Ministry of Defense of the USSR containing measures to implement the resolution of the Central Committee of the CPSU and the Council of Ministers of the USSR.

Of particular importance is the decision of the Central Committee of the CPSU and the Council of Ministers of the USSR concerning the teaching of the social sciences to students from non-socialist countries. "In view of our interest in forming a Marxist-Leninist outlook among foreign students," the resolution reads, "We must try and persuade them to study political economy and philosophy and lay the necessary groundwork for this. We must take measures to improve the method of teaching the course in the history of the CPSU. For those students from non-socialist countries who do not wish to study the history of the CPSU, an optional course should be introduced on problems of the international communist movement, the workers' movement, and the national liberation movement, and on the history of the economic and political development of the countries of Asia, Africa, and Latin America."

Beginning with the second semester of the 1964-65 academic year, higher education students and cadets from the non-socialist countries attending military academies and schools, training centers, and various courses began a systematic and purposeful study of the social sciences on a faculty basis.

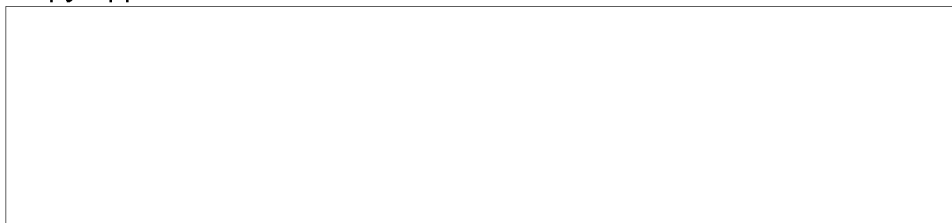
In view of the fact that the teaching of the social sciences is conducted on a voluntary basis, considerable preparatory work was done at all military educational institutions. Discussions were held with higher education students and cadets from the non-socialist countries on the importance of philosophy and economic theory in training a commander, military engineer, or specialist. During these discussions statements were quoted which had been made by the leaders of the countries from which the students had come on the questions of the building of socialism in their countries and of the struggle against colonialism. The students were told which subjects they would be studying, their suggestions and requests were listened to, and comprehensive answers were given. Teachers of the Russian language, physics, mathematics, and military disciplines were called upon to do this work. The problem was to skilfully bring the students around to the idea that a knowledge of the fundamentals of Marxist-Leninist theory would help them to master more successfully the military and general

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educational disciplines and to become good military leaders. These carefully planned discussions evoked a lively interest on the part of foreign servicemen in the study of the social sciences.

The first classes showed that the overwhelming majority of the foreign servicemen approached the study of the social sciences with interest. Almost all the students came to the classes. Students from some countries even expressed a desire for new, supplementary studies.

At the same time the experience of the first classes showed that when planning and organizing the educational process, not all military educational institutions took into consideration such special problems as: different lengths of periods of study, running from a few months to several years; a poor knowledge, and in the preparatory and occasionally in the first courses no knowledge whatsoever, of the Russian language; different levels in the general educational preparation of the students.

In this connection it is very important to determine for each category of higher education students and cadets the minimum amount of knowledge of the social sciences that may be imparted to them during the period of study. It could be one amount for cadets with, say, a six-month period of instruction, and another for higher education students in military academies and schools.

The greatest possibilities for forming a Marxist-Leninist outlook among students from foreign countries are to be found in the higher military educational institutions. Military academies and higher schools have departments of social sciences staffed with specialists in Marxism-Leninism. Foreign servicemen spend from four to six years (including the preparatory course) in these institutions. During this period the students may acquire the necessary knowledge in the fields of philosophy and political economy, and gain an understanding of the most important processes taking place in the anti-imperialist liberation movement.

During the preparatory courses foreign servicemen become acquainted with the history of the USSR, the socialist gains of the Soviet people and the most important problems in building communism in our country. This enables the instructors to acquaint the students with the laws and categories of dialectic materialism and impart an understanding of socialism and communism as two phases of communist society.

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On the basis of the philosophic knowledge they have acquired, the students will come to understand more quickly the economic problems involved in the transition to socialism and the foundations of economic theory of a socialist economy. A knowledge of philosophy and political economy will help them gain an understanding of the most important problems of the modern anti-imperialist liberation movement, and in particular the nature of the modern era, problems of the political structure of society in developing countries, and of strengthening the national economy of countries liberated from the yoke of colonialism.

Many students from the developing countries of Asia and Africa ask a number of unusual questions. For example, how to form a communist or workers' party and organize its activity; what are the forms and methods of operations by communists in public organizations; how to form an anti-imperialist front, etc.

Instructors should not evade such questions. They are fully capable of providing well-qualified answers without the use of standard cliches, and of explaining the general theoretical principles of Marxism-Leninism on which the realization of these problems is based in each country under discussion. They may also share with each other the experience gained in socialist and many non-socialist countries. Here it is very important to be tactful and take into account all the special features and traditions of different national groups. The indoctrination of foreign higher education students in an international Marxist-Leninist spirit is one of the most important tasks of the instructors in our higher educational institutions.

Secondary military schools and training centers and courses also have good opportunities for forming a scientific outlook among foreign cadets. Admittedly, the shorter period of study and the lower level of general educational preparation of the students does not permit the instructors to teach these foreign servicemen the same amount of philosophy and political economy as in the higher military educational institutions. Therefore, the curricula for cadets from non-socialist countries in secondary military schools and in courses differ from those of the military academies and higher military schools. Depending on the period of study, the best approach for these schools is to give the course "The Soviet Union" or the course "Social Science" or the two together. For example, in six-month courses, a series of discussions could be held on the Soviet Union, and the past, present, and future of our country. This could also be done at preparatory courses in all military educational institutions, both higher and secondary. In two-year courses or in secondary military educational institutions it is possible to take both these subjects. The courses "The



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Soviet Union" and "Social Science" will help to foster in the students feelings of sincere friendship for the Soviet people and to instil in them a Marxist-Leninist outlook.

As a rule, two hours a week of free time are allotted to the teaching of the social sciences. Based on this fact and considering the qualitative level of the students, social science departments and social economics programs will develop syllabuses for the social sciences for various categories of foreign students and submit them for the approval of the command of the military educational institution. These syllabuses are based on the instructions of the Central Committee of the CPSU and the Council of Ministers of the USSR, the ministries of Higher and Secondary Special Education of the USSR, the Minister of Defense of the USSR, and the Chief Political Directorate of the Soviet Army and Navy.

Developing an interest in Marxist-Leninist theory among foreign servicemen depends to a great extent on the methods used to teach the social sciences. The experience of a number of social science departments and social economics programs indicates that some instructors are making serious errors in methodology. Failing to consider the specific nature of their audience, they avoid answering higher education students' questions on the pretext that the lecture is on a different subject. There have been a number of cases in which the instructor has tried to cover an entire subject in one lecture. While such a practice may sometimes be acceptable for our own higher education students, when applied to foreigners it is plainly harmful. Many ideas, concepts, and terms that are familiar in varying degrees to our higher education students are unknown to them. Having failed to grasp one point, they will not understand those that follow, and will soon lose interest in the lectures and stop attending them.

A lecture for foreign servicemen must differ both in content and methodology from one for Soviet higher education students and cadets. Its goal is achieved when the instructor focuses all his attention on one or two main aspects of the subject, drawing on illustrative material and citing interesting facts and figures that are for the most part familiar to the higher education students or at least can be understood. At the same time it is essential to expose theories and viewpoints that are hostile to Marxism-Leninism, the reactionary ideology of anticommunism, and the policy of the imperialists and their stooges. But this must be done skilfully and tactfully, without hurting or offending the national feelings of the foreign servicemen. Of course, the lecture must be delivered informally, intelligibly, and persuasively. Most probably it will be a discussion type



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of lecture.

The correct approach for instructors is to introduce the fundamentals of Marxist-Leninist theory to the students gradually, in stages, proceeding from the simple to the complex. Before studying a subject they should show why it is timely, explain the history of the question and thus stimulate interest in the problem being studied and the need to go into it deeply. Many instructors organize their classes in such a way as to stimulate an interest in new subjects.

The influence of the social sciences on the consciousness of foreign servicemen will be more pronounced if the relationship between instructors and higher education students is marked by a comradely relaxed atmosphere conducive to a frank exchange of opinions on the subjects being studied.

In working with servicemen from non-socialist countries instructors should bear in mind the fact that among them are also some who hold progressive views, that many of them instinctively harbor a hatred of imperialism, actively support the struggle against all forms of political and economic enslavement of peoples, desire peace and social progress, and feel a sense of gratitude toward the Soviet Union for its wide-ranging and unselfish assistance.

Based on what they know about the attitudes of their higher education students and cadets, instructors should propagate Marxist-Leninist theory in different ways, applicable not only to various national groups, but also to separate individuals. When deciding on the subject matter, form, and methodology to be used in their classes, they will have to display creativity and initiative in this regard.

Unfortunately, there are instructors who do not always use the necessary tact toward foreign higher education students and cadets. In putting a question to his audience, this kind of instructor insists on receiving an exhaustive answer from the student, even though he can see that the student has not gone over the material, is not prepared to answer, feels ill at ease, and is nervous. It happens that some students, when they do understand the question put to them, could answer it in an individual discussion, but prefer not to express their thoughts and feelings in an audience consisting of their fellow countrymen with reactionary views and sometimes even in the service of reactionary circles of their own countries. There are also cases in which an instructor, knowing that the material he is presenting is contradictory to official positions prevailing in the countries the students are from,

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nonetheless subjects these positions to harsh criticism, or else asks the sort of ill-conceived questions that force the student either to criticize the policy of his country and its leaders or to defend it.

The lack of elementary tact and the ignoring of particular national characteristics wounds the pride of students, diminishes their interest in the social sciences, and in the end adversely affects the formation among them of a communist outlook.

Of no help either is the method whereby an instructor, rather than using scientific arguments and the iron logic of his reasoning to bring students around to the correct conclusions and help them assess independently the events that are taking place, tries to impose stereotyped positions and give a peremptory interpretation of the facts under consideration.

The subject matter and the methodology used in teaching the social sciences to higher education students and cadets from foreign countries, and the fostering in them of an interest in Marxism-Leninism, depends wholly and entirely on the people to whom this important and responsible assignment is given and on their training and general cultural level.

It cannot be considered normal practice when inexperienced beginning instructors are assigned to teach foreign servicemen in certain institutions of higher learning. Considering the great political importance of this work, its complexity, and its specific nature, we should assign only the best trained and most highly cultured instructors, heads of departments and their assistants, doctors of science and professors, senior instructors, and experienced methodologists. Those comrades appointed should be approved at a bureau of party committees and assigned by order of the military educational institution. Work with foreign servicemen is not only a service obligation, but also an important party assignment.

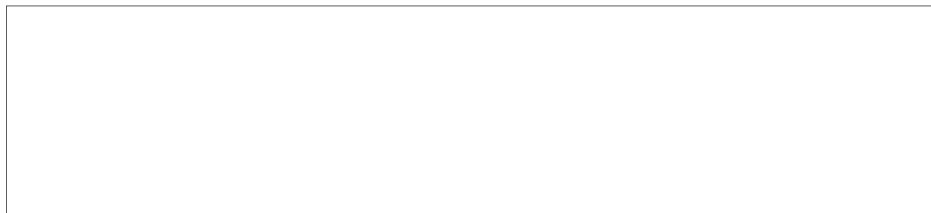
The introduction of courses in the social sciences for foreign higher education students and cadets from the developing countries inevitably increases the academic load on social science departments and social economics programs. In certain military educational institutions, especially those where many servicemen from Asia, Africa, and Latin America are studying, the need has arisen for additional instructors. In a plan approved by the Minister of Defense of the USSR containing measures for the realization of the resolution of the Central Committee of the CPSU and the Council of Ministers of the USSR of 25 May 1964, it states, "...With the introduction of the teaching of the social sciences for students from



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non-socialist countries, the requisite number of instructors (to be counted as part of the authorized complement for each institution) are to be added to the staffs of appropriate institutions of higher learning, training centers, and courses." Thus, the military educational institutions have been given every opportunity for fruitful work with foreign servicemen.

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The formation of a scientific outlook among higher education students and cadets from foreign countries is accomplished not only by their studying the social sciences but also through the influence of Soviet reality around them, and by day-to-day association with Soviet people, professors and instructors, and students. The organization of their mode of living and cultural leisure time all leave a definite imprint on their consciousness and feelings. An exceptionally important factor accelerating this process and augmenting the teaching of the social sciences, is systematic and purposeful day-to-day political-indoctrinational work.

The military educational institutions have had a great deal of experience in working with foreign servicemen. In order to strengthen the supervision of this work and bring a broad range of society into it, the party committees of the Leningrad Higher Naval Engineering School of Radioelectronics i/n A.S. Popov have on a number of occasions explored at their meetings ways of improving political and indoctrinational work with foreign servicemen. In addition these questions have been given special consideration in discussions with all officer personnel, with instructors, and at party meetings of faculties, departments, and courses.

Party committees are attempting, as a rule, to approach individually each category of foreign servicemen. For example, at meetings of the party committee of the Poti training center the following questions were discussed: "The experience of training and indoctrinational work with Yemeni cadets," "The work of communists in the radiotechnical program in political and military indoctrination for cadets from Guinea," "The participation of officer translators in indoctrinational work with foreign cadets."

Methodological conferences and seminars on work with foreign students have taken firm hold in educational institutions. For example, a conference of the officer personnel of the Central Courses in the city of Frunze on the topic "The experience of cultural educational work with 50X1-HUM servicemen from non-socialist countries" was attended by regimental and battalion commanders, their deputies for political affairs, propagandists,



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secretaries of party committees and party bureaus of primary party and Komsomol organizations, heads of courses, instructors, translators, and other officers. There was a broad exchange of opinions on this subject, and the recommendations and proposals that were worked out were made official by order of the head of the courses.

In many military educational institutions the permanent staff systematically studied the economic and political situation, the alignment of class forces in the world arena, and the national customs and rights of the people in those countries from which the higher education students and cadets have come. In courses in the city of Izmail a training aids room has been set up where various types of reference materials may be obtained on a number of developing countries. In Moscow, Leningrad, and Kiev regular continuing seminars for instructors have been established for this purpose.

An example of such a seminar that went well was one held in Moscow, attended by instructors not only in the social sciences, but also in the military and general education disciplines. Talks were given by specialists from the Institute of Africa. They told of the struggle of the peoples of Ghana, Mali, and the Congo Republic (Brazzaville) for their political independence, of progress in economic development, and of economic cooperation with the Soviet Union and other socialist countries. A subsequent seminar will be devoted to methods of teaching the social sciences. Instructors will compare their personal experiences in training and indoctrinating foreign servicemen.

An interesting seminar was held for instructors working with foreign servicemen in military educational institutions in Leningrad. A lecture was given on the topic "A Social-Economic Survey of the Countries of the Arab East." Then the instructors listened to a tape-recorded lecture by Colonel D. I. Yesin, entitled "The Modern Stage of the National Liberation Movement," which he had delivered to students from the non-socialist countries. Those present expressed their opinion on both the subject matter of the lecture and the methodology.

Many Russian-language instructors and those in other disciplines have been brought in for indoctrinational work with foreign servicemen. In addition to taking direct part in political-indoctrinational work, they attempt to raise the ideological-theoretical and political level of every lesson, lecture, and seminar. In this they are assisted -- and should be assisted even more -- by the social science departments and social economics programs.

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In work with foreign servicemen extensive use is made of the following proven forms of political-indoctrinational work: discussions, political information, theoretical conferences, question and answer sessions, excursions to leading enterprises, to collective and state farms, medical and children's facilities, collective trips to theaters, museums, and exhibitions, trips to hero cities, meetings with Soviet soldiers, scientists, and veterans of the CPSU, as well as joint celebrations of the holidays of the Soviet Union and the national holidays of the countries from which the foreign servicemen come to study, international friendship parties, reading conferences, and film festivals.

The introduction of the study of the social sciences presents exceptionally favorable opportunities for making political-indoctrinational work with foreign servicemen more purposeful, systematic, and concentrated, and seeing to it that it broadens and deepens the knowledge acquired by the higher education students when studying philosophy, political economy, and other sciences. As an example, a meeting could be organized between foreign higher education students and outstanding production workers. It should be timed to coincide with study of the topic "The formation of man in a communist society." Or an excursion could be planned to, say, an industrial enterprise; this would best take place when studying the topic "The industrialization of the USSR." This kind of approach to the organization of political-indoctrinational work gives it a scientific basis and exerts a more effective influence on the formation of a Marxist-Leninist outlook among higher education students and cadets from foreign countries.

Until recently political-indoctrinational work with servicemen from foreign states was performed mainly by heads of special faculties (branches) and their deputies for political affairs. The collectives of social science departments and social economics programs helped out only on occasion. Now, with the goal being the formation of a scientific outlook among foreign higher education students, they are studying philosophy, political economy, and history of the workers' and national liberation movement, and taking courses on "The Soviet Union" and "Social Science". Social science departments and social economics programs are called upon to play a major role in determining the content of the curricula of these disciplines. They must take direct part in the organization of political-indoctrinational measures in special faculties. Problems of political-indoctrinational work with foreign servicemen will be reflected in the plans of departments and programs and will be discussed periodically at meetings of these collectives and by subject (methodology) commissions that have been created. Naturally, departments and programs work in



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complete contact with personnel from special faculties and branches, which bear the full range of responsibility for organizing the instruction and indoctrination of foreign students.

Individual work plays an important role in the indoctrination of foreign servicemen. Much has been said at various conferences about the need for and the effectiveness of such work. But in practice it is often limited to semiofficial conversations in the offices of supervisory personnel, and then only with a very limited circle of people. Experience has shown that individual work with higher education students and cadets yields positive results when there is participation by a wide circle of the supervisory personnel and the most active party members in the institution: heads of institutions, their deputies, heads of faculties, departments, and courses, secretaries of party committees and party organizations, and instructors.

Special faculties must make use of every opportunity for individual work. It may be done at breaks between classes, at ski outings, during trips, and when attending the theater, movies, etc. It is important in these cases to know with whom this or that student is friendly, in which social circles he moves, who influences him and how, and from this determine the best ways of influencing him.

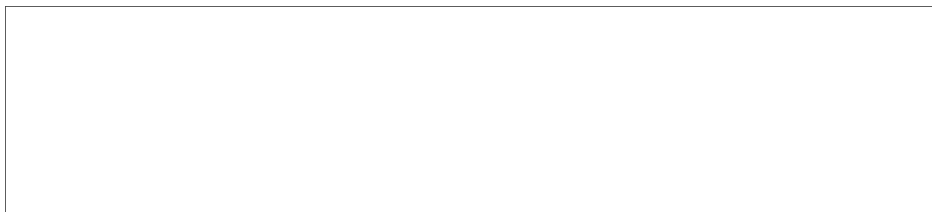
Considerable influence can be exerted on foreign higher education students and cadets by involving them in social activities within the educational institution. The opportunities for this are unlimited: forming lecture groups made up of foreign students, inviting them to work in special sections of a student military science society, dormitory councils could be created, they could become involved in councils of international clubs, sports committees, amateur art and dramatics groups, and other social organizations.

It would be advantageous to do more in expanding contacts between foreign higher education students and cadets and local party, soviet, trade union, and Komsomol organizations, and collectives of factories, plants, collective and state farms, medical institutions, and higher and secondary educational institutions and schools. It is important for these contacts to be permanent and not sporadic, that the foreign servicemen be the honored guests of these collectives, that they give lectures and hold discussions about their countries, and that they take reasonable but active part in the organization and conduct of mass political and cultural-educational activities.

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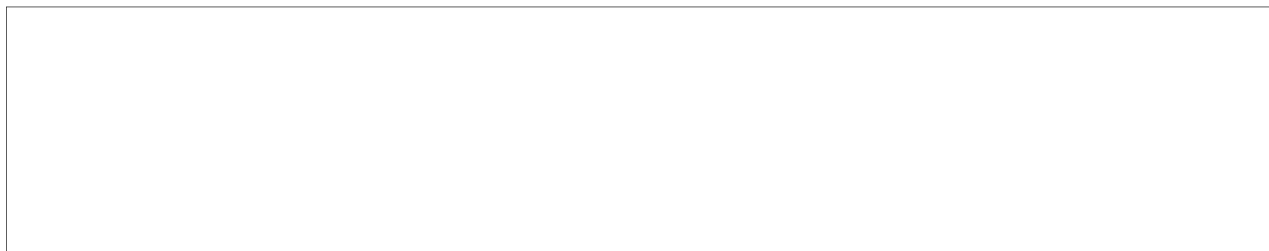
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Our party has accumulated a wealth of experience in ideological work with the masses. The successful fulfilment of the task laid down by the Central Committee of the CPSU and the Council of Ministers of the USSR for the formation of a Marxist-Leninist outlook among higher educational students and cadets from foreign countries who are studying in military educational institutions of the USSR depends on the skilful utilization of this experience in military educational institutions.

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