WORKERS OF THE WHOLE WORLD, UNITE!

KIM IL SUNG

ON SOCIALIST PEDAGOGY

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WORTHWHILE WORK PLACES FOR BUILDING A NEW COUNTRY AWAIT THE GRADUATES OF DEMOCRATIC EDUCATIONAL INSTITUTIONS

Speech Delivered at a Meeting to Welcome the Graduates of Various Schools in Pyongyang

July 21, 1947

Dear comrade graduates,

On behalf of the people of liberated Korea, I warmly congratulate you who have finished school with honours and the 130,000 who have finished schools of all levels in north Korea.

Comrade graduates, you have finished school and are leaving at a time when our democratic base has been further consolidated due to the strenuous efforts of the whole nation in the past two years since liberation. This is indeed a meaningful and brilliant event.

Our people highly appreciate your good scholarly attainments, and are greeting you with great expectation.

Comrades, under Japanese imperialist rule the desire for learning of all our fellow countrymen was left unfulfilled and our people's talents remained hidden. Even those who had the good fortune to receive a slave education were condemned to a miserable and pitiable fate and position in life. Although they had school education, they were ignorant of our spoken and

written language and our nation's history. Having no scientific knowledge or technical skills, they were spurned by society.

Even if they had wanted to continue their studies, they had no opportunity to do so, and could not get a job. So, even after finishing school they were compelled to wander about the streets. They had no hope of making progress, were deprived of their right to work, and did not enjoy a decent life as human beings. Their only alternative was to spend all their lives in obscurity as servants of Japanese imperialism or to be dragged out to a battlefield. Therefore, hot-blooded young people who loved the fatherland fought bravely against Japanese imperialism for national freedom and happiness.

Comrades,

In Korea, liberated by the hard struggle of revolutionary fighters, a new page in history has been opened. Since the day when the broad road to a prosperous democratic state was opened up the north Korean people have worked wholeheartedly for this great cause and carried out all the democratic reforms constituting the basis for its achievement.

This has resulted in great changes and progress not only in the political and economic spheres but also in public education which instils patriotism in our people and satisfies their keen desire for learning. Schools of all types have increased at an amazing speed, and the number of students, too, has grown considerably.

All study to their hearts' content with boundless hopes—the children in primary schools, the youth in middle schools, specialized schools and colleges, adults in adult schools, and working people on the job in schools attached to their places of work. They are acquiring scientific knowledge and technical skills and thus fitting themselves to be able men needed by the country.

The trend in our public education is to provide everyone

with an opportunity to learn and continue his studies as much as he pleases. Furthermore, this year's plan for public education which is part of the 1947 plan for national economic development, is to rapidly expand public educational establishments so as to give all students, all people, scientific knowledge and education in a democratic spirit, to quickly raise the cultural level of our people, and to foster native cadres and technical personnel required by the country. The entire people are waging a vigorous struggle to fulfil this plan, overcoming all hardships and obstacles in building a new country. This year the number of primary schools will increase to 2,954 and their pupils to 1,321,141. This means an increase of 130 per cent in the number of schools compared with the pre-liberation years, and an increase of 24 per cent over the end of last year. This will enable almost all children of school age to attend school. This is striking evidence of the great strides made in education in north Korea, as compared with the situation of education in south Korea which is illustrated by the fact that 30,000 children of school age, unable to attend school, are roaming the streets in the heart of Seoul. Besides, 205,000 pupils will be enrolled at 535 junior middle schools. Compared with 50 middle schools and their 17,030 pupils before liberation, this means an 11-fold increase or thereabouts in the number of schools and an over ten-fold increase in enrolment. Besides, 73 senior middle schools will be built and 27,000 students will receive full senior secondary education.

Specialized schools, now numbering 27, will increase to 54 to admit 20,000 students and train them to be technical personnel for democratic Korea. This means a 33-fold increase or thereabouts in the number of students over pre-liberation years, and an increase of 170 per cent as against 1946. What is more, 6,399 students will be studying at six institutions of higher learning. Among the rest, Kim Il Sung University, the one we boast of in the East for its size and content, is the highest

seat of learning in north Korea, and here alone 3,870 students will be studying.

Further, Korean alphabet schools, adult schools and adult middle schools will grow in number to educate those grown-ups who had no opportunity of learning in the days of Japanese imperialism, and various schools attached to places of work will increase greatly to enable the working people to learn techniques. The enrolment of pupils and students and working people at all educational establishments will reach 2,500,000. Thus the whole country is going to become a large campus.

Comrades,

Not only the number of schools and students is growing in north Korea.

We abolished the Japanese imperialist system of slave education and established a democratic system of education under which everyone can enter the school he wants and attend a post-graduate course according to his ability through any educational establishment.

However, we should not make the hasty conclusion that everyone can study free from care just because large numbers of schools have been set up and a democratic education system has been instituted. The conditions for study should be provided and guaranteed for all pupils and students.

The North Korean People's Committee which is deeply concerned about this has taken various measures. We have done away with discrimination in enrolment and admitted the sons and daughters of broad sections of the working people. We have built dormitories for students of secondary school upwards, particularly of senior middle schools and specialized schools, and supply them with provisions, necessities of life and school things. We have exempted poor children from tuition fees and supplement their school expenses. Recently we introduced scholarships so that more than half the students of

specialized schools, teachers' training colleges, colleges and universities may study at state expense.

For the first time in our history, the sons and daughters of working people are provided with the opportunity to receive education amid such deep solicitude. With the exception of the Soviet Union this has no precedent in the world.

More than 300 students and observation-study groups of teachers and doctors have been sent to advanced democratic countries for cultural exchange and for learning modern technology. In the future, too, we will continue to send students abroad to study.

Comrades,

Our pupils and students in north Korea are studying hard with great hopes and are making steady progress under such stabilized conditions. School discipline has been tightened and the political consciousness of pupils and students heightened. The last state graduation examinations clearly indicate the extent to which the students' qualifications have improved.

North Korean pupils and students are not studying to serve any aggressors or privileged ruling classes; they are studying and preparing themselves for their own development, for the independence of the country, and for the prosperity of the nation. Such education as brings personal development completely in line with national interests will really be the one desired by pupils and students and precisely here will lie their happiness and freedom. North Korea has truly become a land of bliss for pupils and students.

However, south Korea stands out in sharp contrast against this. What is the situation in which the people and students of south Korea, our fellow countrymen, our brothers and sisters, find themselves?

They are struggling in a situation where they can neither learn nor develop even if they wish to. Almost all the educational establishments in south Korea from primary school to

university are monopolized by reactionaries and traitors to the nation, and education there is reactionary and anti-democratic differing little from that in the days of Japanese imperialism. Progressive teachers and patriotic students are expelled from schools. South Korean reactionaries have not the least desire or ability to expand schools and build up educational establishments so as to educate the sons and daughters of the country, future masters of Korea. This is amply proved by the fact that the secondary schools, for one thing, cannot absorb even one third of the primary school leavers. It is out of the question to expect the number of schools to increase in south Korea. On the contrary, many schools have been closed down. The sacred campuses are trampled underfoot by the outrageous police force, and many students are arrested and imprisoned. Students are fighting for academic freedom and the right to learn, for the democratization of the schools and against the expulsion of students, their arrest, imprisonment, persecution and ruthless murder. Last October, more than 30,000 students participated in the struggle, last February—over 50,000, and last March—over 80,000. Simple-minded and ardent, they have put forward just demands and are fighting in the forefront of the people for truth and justice.

Comrades,

More than 700 students were arrested and clapped in prison and over 130 were ousted from school on the grounds that they had participated in the celebrations of May Day, the red-letter day of working people the world over. The Democratic Youth League fighting for the interests of the popular masses was dissolved as being a "seditious organization". Is it right that such things should still happen in our liberated country? Definitely not. This barbarous repressive policy must be denounced, and we must expose the enemy's plot to mislead the simple, upright and hot-blooded youth and students along the road of selling the country and betraying the people. Liberat-

ed youth and students should have the freedom to learn and develop without hindrance and the right to serve the people. Otherwise, a prosperous, independent and sovereign state cannot be built. That is why all the Korean people are waging with increasing vigour the struggle against the reactionaries.

Dear comrade graduates,

You suffered from the harmful education of Japanese imperialism in the past, but after liberation received democratic education for two years. You are a new generation of Korean youths who have learned our spoken and written language, history, science and technology, the path Korea should follow, and the law of historical development. You are well aware wherein lie the cherished desires and happiness of the entire Korean people and what to do for them, and how to behave. Some of you will go on to higher grade schools and others will soon become builders of the country, servants of the state and society working for the interests of the people.

Comrades who are going to enter higher grade schools,

In our north Korea 73 senior middle schools, 54 specialized schools and six institutions of higher learning are waiting for you, with their doors wide open. These big educational establishments will be able to satisfy your thirst for more learning. Our people's government has prepared enough educational establishments to admit all those school leavers who want further education. I would like you to learn to your hearts' content and make progress constantly by taking advantage of this freedom and these blessed conditions as well as the democratic rights. All new students should observe school discipline well and study harder to acquire the widest possible knowledge of science, technology, literature and art. You should learn with enthusiasm to become able scientists and technicians of Korea, to become faithful literary men, lawyers and politicians needed by the country.

As you all know, ours is by no means a small country

either as regards territory or population, and it is very rich in natural resources. A territory of over 220,000 square kilometres with a population of 30 million, various mineral resources such as coal and iron ore, dense forests, fertile land, vast fishing grounds and other rich resources leave nothing to be desired for building a prosperous country. The question depends on personnel. Only when all state organizations, factories and workshops are run by our own cadres and technical personnel equipped with scientific knowledge, only when we produce as much daily necessities, fertilizers, medicine, machines, automobiles, ships, aircraft and guns as we please, can the complete independence of our country be ensured. You should never forget this but study hard and prepare yourselves thoroughly to be such personnel, such masters of the country.

Comrades who will soon go into society, to different work places,

Worthwhile jobs for building a new country are waiting for you. All work places will accept you. This will further enhance their authority and efficiency, and the 1947 plan for development of the national economy which is to lay the foundations of an independent economy will also be carried out with greater success by your efforts. You comrades who are going to work at our factories, mines, farm villages, fishing grounds, state institutions, Party and public organizations, are indeed the precious talent of our new Korea wanted and awaited by the people. The happiness of the people and the destiny of the fatherland rest on your shoulders.

You should serve the people with all your heart, value the property of the country, and make untiring efforts to heighten efficiency in production and work.

You should study constantly even if you are busy so as to raise your political and cultural level and improve your scientific and technical qualifications. In this way you should develop yourselves steadily.

You should be an example to the masses. For this you should become advanced workers who, leading the working masses, teach them, learn from them and work with them.

You should become exemplary workers of the new Korea who are among the bravest in combatting reactionary elements, who observe discipline more conscientiously than anyone else and are upright in all things rising above self-interest. You should not become narrow-minded nationalists but new, people's democratic patriots who truly love the people and the country.

Comrades,

Of course, there are many hardships ahead of us. Many difficulties lie in the way of rehabilitating the national economy, developing national culture and fighting the reactionaries.

Without overcoming all these difficulties we can neither build a new country nor bring happiness to the people. History knows of no people or state in the world that has achieved prosperity and development without a struggle against difficulties, without overcoming ordeals.

You should become brave democratic and patriotic fighters who discharge their duties to the end with a stubborn fighting spirit in defiance of the difficulties and without vacillation and discouragement in any crisis.

Dear comrade graduates,

Whether we build a rich and strong, independent and democratic state of Korea or not depends on how we work at this moment. This responsible task is a sacred duty devolving on each of you, the pillars of the new Korea.

We should fight valiantly to establish a Democratic People's Republic of Korea, the people's power, which will provide maximum freedom and rights for the Korean people and meet the will and interests of the popular masses to the full.

All of you, whether going on to higher grade schools or

immediately launching out into society, should have this goal in mind.

Let us fight on with firm conviction, crushing our enemies—reactionaries and traitors to the nation—who block the way to this goal and try to disrupt the happiness of the nation and the building of a people's state.

Victory belongs to us who are fighting for justice and truth. We have become a happy people, masters of a prosperous, independent and democratic state for ever.

Comrade graduates with boundless hopes and wide prospects opening up before you,

Tomorrow's victory will be yours. Fight on gallantly for the glory of the fatherland, for the eternal happiness of the Korean people and for your own freedom, rights, and progress.

Long live the building of a Democratic People's Republic of Korea!

Glory to the graduates of all schools learning for the sake of the country and fighting in the interests of the people!

YOU MUST LEARN AND LEARN TO BE EXCELLENT CADRES OF THE NEW KOREA

Speech at the Meeting to Mark the First Anniversary of the Founding of Kim Il Sung University

October 1, 1947

Comrade students studying happily at the University—a sanctuary of science and technology and the highest institution of learning of our nation,

Teachers striving day and night in face of all difficulties to train new cadres of science,

I congratulate you heartily on the first anniversary of the founding of the University.

We had to train our own cadres, before anything else, in order to build a new state of the Korean people in our land lying in ruins after the plunder and devastation of the Japanese imperialists. Although we had to start from scratch, and despite the difficulties we built this University to meet the intense desire of our people to build their country anew. This University was founded by the combined efforts of our people who had set about building up the country and by the support given by the People's Committee set up on that basis.

This University built by the people and nurtured under the care of the People's Committee has made big strides for-

ward with the consolidation and development of the democratic forces and the people's power in north Korea. Tangible results have been attained as regards instruction and discipline and the University has been further consolidated. At its inception, the University had seven departments, 24 courses and 30 classes with 1,500 students. Now it has eight departments, 39 courses and 93 classes with 3,813 students.

The characteristic feature of our University is that it is a people's university where the sons and daughters of the people can study free and which helps to promote their welfare, to develop our national culture so that it shines brilliantly over the world and to build the fatherland of the people. Unlike the institutions of higher learning in capitalist countries which educate exclusively the sons and daughters of the privileged classes that oppress and exploit the people, this University is one which trains sons and daughters of the working people to be able cadres for the nation serving the people and building up the people's state.

That is why all the working people have a deep affection for our University regarding it as their own and are warmly supporting and encouraging every measure contributing to its speedy development. We are now erecting a magnificent building for the University on funds raised through the patriotic donation of rice now being received from every part of north Korea. People from the Special City of Pyongyang and South Pyongan Province are voluntarily taking an active part in building the University. Before long you will be studying in this magnificent building.

The people have such great affection for the University and expect so much from it that a great responsibility rests on its teaching staff and students.

This University aims to train excellent native cadres well versed in science and technology and politically disciplined, who will work devotedly to build up our democratic fatherland

and for the prosperity and development of our nation. You students should learn, learn and learn with devotion with this aim in mind, and you teachers should make every effort to train such cadres for the nation.

For the University to discharge this solemn mission precisely, I would like to remark on a few matters here.

First, you should strive to eliminate the survivals of Japanese imperialism from your way of thinking, and to foster ardent patriotism and democratic ideas for nation building.

You should get rid of the servile spirit, an ideological hangover from the days of Japanese imperialist rule, and foster keen ideas for nation building to pull through a difficult situation while working for the country and the people with all devotion and fighting resolutely against reactionaries of all kinds.

Secondly, you should become staunch fighters who have a correct understanding of the path ahead of our nation and our historical mission and work for it with determination. To this end, you must constantly raise your political awareness and study the internal and international situations and the policies of the people's government.

Thirdly, you should study hard and make every endeavour to master science and technique and to equip yourselves with Marxism-Leninism. The responsibility you bear is great indeed: you have to bring about an improvement in Korea's farming and further develop Korea's industry so that it produces enough goods and materials needful to the lives of the people and the building of the nation, to advance our fine national culture and firmly defend our country. You have to build a prosperous country by your own efforts. You have to produce trains, cars and ships on your own and also create a splendid literature and art.

You have to study hard to acquire the knowledge, techniques and ability needed for this purpose.

Fourthly, by your deeds you have already set an example for all schools in north Korea. However, you should not rest content with this. You should tighten school discipline, combat bad tendencies and do your best to improve your scholarly achievements, so as to make the University a model for the world.

Lastly, you should endeavour constantly to become cadres of the nation who lead the people with a high national pride and revolutionary stamina.

Our youth and students participated in the recent world youth festival held in Prague and had the great honour of winning the contests for football, basketball, and music and dance. This demonstrates the resourcefulness of our people who boast a long history and brilliant cultural traditions and the great abilities of the sons and daughters of the liberated new Korea. By waging a valiant struggle with a strong feeling of national pride and moral stamina, all our youth should hasten the building of a prosperous, independent and sovereign state and add to the glory of our country.

The schools of south Korea are now in a sorry condition. Progressive and conscientious teachers and students are arrested, imprisoned, tortured and murdered, and schools are closed down or turned into dens of the reactionaries. We cannot suppress our national indignation at this. Seeing that the south Korean youth and students are denied the opportunity of learning, you who are studying happily in the northern half should redouble your efforts to become well educated.

The prosperity and development of our country depend on the training of large numbers of sound and able native cadres. That is why the people as a whole expect much of you. Deeply conscious of the heavy responsibility you undertake before the country and the people, you should fulfil the great expectations of the whole nation without fail. The people feel quite sure you will do so, and I too feel quite confident.

No matter what wild attempts are made by the traitors in south Korea who are selling out the country, they will not be able to block the road ahead of our people. A broad avenue to victory is open before you. I wish you greater success in your future studies and activities.

Long may the University prosper, the pride of our nation!

Long live the People's Committee of North Korea, the people's government!

Long live the building of a Democratic People's Republic of Korea!

BE THE COUNTRY'S FINEST WORKERS FOLLOWING THE WILL OF OUR REVOLUTIONARY FORERUNNERS

Speech Delivered before the Teachers and Pupils of the Mangyongdae School for Bereaved Families of Revolutionaries

December 11, 1948

In spite of a busy life, today I have spared the time to visit your school. It is not long since our country was liberated from the colonial yoke of Japanese imperialism and we have many things to do, so, although it is a short distance away, I have been unable to come to your school often. I think in the future when our work becomes a little easier, enough time will be found and there will be many opportunities to visit your school.

We have just seen the performances of your art circles given by the companies. In the past we have also seen your artistic performances several times, but the performances by your companies this evening are way better than the ones given before. If one were to mark them, it would be hard to say they are excellent, but they are above average. In future you should practise diligently and raise your artistic level. This school should excel in the activities of art circles and be superior to other schools in everything.

Availing myself of this opportunity, I would like to tell you a few things.

While fighting in the past in the armed struggle together with us against the villainous Japanese imperialists on Mt. Paekdu-san and in the wilderness of Manchuria, your parents were killed in anger before they could see the liberation of the country. All of your parents bequeathed me their wish to educate you, their sons and daughters, after the country's liberation in the future and to bring you up to be fine revolutionaries. Remembering this wish all the time, I had long thought of building a school for the sons and daughters of revolutionaries. Under the warm care of our Party and the Government of the Republic and thanks to the sincere efforts of our people, a fine school was built here at Mangyongdae for the bereaved children of revolutionaries. Thus, your parents' wish has at last been realized.

I am very glad to see you, the bereaved children of the revolutionaries, leading a vivacious and cheerful life in the school acquiring modern knowledge to your hearts' content.

In bygone days just because their parents were destitute and were revolutionaries, the bereaved children of our revolutionaries, far from going to school, had to wander the streets aimlessly with an empty stomach, while the children of the rich were well-fed and were studying. Indeed in the past, you were subjected to all sorts of humiliations by the Japanese imperialists. That is why today our Party and the Government of the Republic have built such a fine school for you and are giving you education, feeding and dressing you as well as everybody else; they treasure, value and love you, regarding you as being as precious as gold granules.

Under such conditions it is possible that you, bereaved children of revolutionaries, could grow idle and forget your former plight. If you forget your lot of days past, you will become persons oblivious of the revolution and the country.

Today the American imperialists who are occupying the southern half of our country have banded together a handful of landlords, comprador capitalists, pro-Japanese and pro-American elements and other national traitors and have set up the puppet regime, and are preparing like mad for a war against the northern half of the Republic. Even now, there are thousands of children in the southern half who find themselves suffering the same fate as you in the past. We should drive the American imperialists out of south Korea as soon as possible and bring close the day when all people in north and south Korea will live a harmonious and happy life like a family.

Even in the difficult and trying circumstances of the anti-Japanese armed struggle your parents did not cease from revolutionary struggle but fought resolutely to the last minute of their life for the liberation of the country and the happiness of the people. You, bereaved children of revolutionaries, should inherit the lofty revolutionary spirit of your parents and become ardent revolutionaries.

If you are to become revolutionaries, you must have a passionate love for your country and people as the anti-Japanese guerrillas did and you must arm yourselves with an indomitable revolutionary spirit of fighting to the end against whatever odds, for the victory of the revolution. In particular, you must hate class enemies, you must always keep a sharp lookout for the aggressive schemes of the American imperialists and their lackeys and must diligently train yourselves both in body and in spirit to be able to fight against the enemy with determination.

To this end, first of all, you must study hard. You should study politics and military affairs and many other subjects in the field of general science. Remembering that you had no opportunity of learning in the past, you must study harder than anyone else. Thus you should become able cadres for political, military and various other types of work.

You should take good care of state property and treasure it. When they were fleeing from our country, the Japanese imperialists demolished all the factories, even though they were insignificant. At present our working people, including the working class, are stepping up production, tightening their belts, to build a new life. But our country is not yet abundant in all supplies. Although the country's situation is difficult, our Party and our people have provided this school with everything in abundance because they love and treasure you, bereaved children of revolutionaries, like gold granules. Therefore, you must spare even pieces of thread or a nail instead of throwing them away, wear clean clothes and wear your shoes with care. You should cultivate from childhood the quality of prizing and caring for the property of your country and people.

All of you pupils should love work, be well-disciplined, display the beautiful spirit of helping and pulling one another along and thus build the school into a fine collective of revolutionaries. You should obey your teachers and be exemplary in your life in the organization so as to grow up to be reliable pillars of our new country.

The teaching staff should bring up our precious pupils with care. In the past the pupils of this school lived in humiliation as orphans, and so some of them are dejected. Therefore, it is essential to heighten their self-respect. The teachers should love them like real brothers and look after their studies and all other aspects of their life with meticulous care.

At present all pupils, big and small, are given an equal amount of food in the dining hall, so the younger pupils leave some of it while the bigger ones appear to feel that their appetites are somewhat unsatisfied. The teaching staff of the school should attach meticulous care even to the dietary life of pupils like that. In my opinion it is advisable to regulate the quantity of meals properly, giving the younger pupils as much as they can eat and providing the older ones with some more if

they wish, instead of serving the same portion of rice to all pupils. In this way we would make sure that all pupils are eating their fill and are growing up strong and healthy.

An ample supply of living necessities should be guaranteed for the teachers. The teachers should always be neatly dressed and be of good appearance. If they are slovenly in their dress, they cannot maintain their dignity before the pupils. They are teachers in charge of bringing up the bereaved children of revolutionary martyrs, and so we must see to it that they are well-dressed. In view of the nature of this school, I think it will be good to put them in military uniform. If the teachers wear military uniform, it will help the education of the pupils as well.

To sum up, I hope that all of you pupils will be healthy and study hard and become fine workers of the country following the will of the revolutionary forerunners.

ON THE DUTY OF EDUCATIONAL WORKERS IN THE RAISING OF CHILDREN AND YOUNG PEOPLE

Speech Delivered at a National Conference of Active Educational Workers

April 25, 1961

You are successfully carrying out the honourable work of educating and training 2,500,000 children and young people, our country's future masters, to be Communists worthy of complete trust.

On behalf of the Party Central Committee, I would like to begin by expressing my gratitude to you teachers who are devoting yourselves to the education and training of our country's children and youth and by wishing this conference great success.

I would like to avail myself of this opportunity to speak briefly about a few questions related to the education and raising of children and young people.

As many comrades stressed in their speeches, the Party has given the educational workers the important job of educating and training our younger generation to be reliable builders of socialism and communism, to be fully developed, excellent Communists. This is a very difficult and weighty task.

Upholding the Party's policy, you have fought devotedly

and are attaining significant results now in the carrying out of this difficult task.

I am pleased with the fact that the education of the children and young people is going well in our country, and highly appreciate what you have accomplished. Of course, our work has many shortcomings. To carry out this difficult job successfully, we should display more energy and enthusiasm and use all our intelligence to a greater extent.

We are now living in a new society. You yourselves are all new men who have grown up, educated in the era of the Workers' Party. You are Red educators engaged in the education and training of a new type of man in a new society. We must bring up men and women of the new society by applying new educational policy and methods totally different from those used in the old society. Our Party's policy on communist education is a correct one, that we must follow today in creating the new man.

The work of remoulding people along communist lines is of great importance in the building of a communist society where everyone can live well.

Socialist society is the first phase of communist society. To build this socialist society, the creation of material and technical foundations must go hand in hand with the transformation of man's consciousness. Even though the socialist transformation of the relations of production is completed and new technology introduced, we cannot claim that the building of socialism has been completed as long as the people, the masters who control society and technology, are not remoulded.

By the way, remoulding people is much more complicated and difficult than transforming the social system or developing technology.

The material conditions of society determine man's consciousness, and the latter changes more slowly than the former.

Old ideas and habits are very persistent. Even after the material conditions of social life are changed, old ideas and habits hang on for a long time, are passed on from one person to another and taken over.

Characteristic of the change in ideological consciousness is that, unlike the change in the material conditions of social life, it is less tangible. In building a factory, you clearly see the foundation being laid one day, the first storey going up the next, then the second storey the day after. In the case of building a machine, there is also a clear distinction between what has been done and what has not—today a certain part is made, another tomorrow, and then finally all parts are assembled. But man's consciousness is not visible, nor can we measure the degree of its transformation. After all, the kind of ideas a man has can only be judged by his behaviour. And the degree of development of consciousness varies with individuals, and the content of each man's thoughts is extremely complex.

Therefore, the work of transforming man's consciousness requires long and patient effort, and it must be carried out scientifically on the basis of careful study. Educational work is a very important and, at the same time, a very difficult job.

In any society schooling holds a vital place in educating people. Particularly, the farther socialist construction advances and the nearer we draw to a communist society, the greater becomes the schools' duty to fulfil the cultural-educational function of the state.

Home education, social education and school education cannot be separated from each other; they must always go hand in hand and must be properly integrated. The education of people starts at home, its foundation is laid at school, and then it is perfected in the course of social education.

Schools undertake the education of man in his childhood and youth, the most impressionable period of life, when mental and physical growth is rapid. Children and young people are

most eager to discover things that are new; they are filled with strong aspirations to do the important, the excellent, the extraordinary. They are ready to follow examples which deeply impress them.

Needless to say, in this period home and social education are also necessary, but teachers have the greater responsibility. It is no exaggeration to say that our children and young people's growth as valuable people depends on how the teachers educate them. Teachers have the heavy responsibility of replacing the parents in bringing up their children and young people into the competent men and women required by the Party and the state. From time immemorial, therefore, people have regarded teaching as a sacred job and have had great respect for the educators of the new generation.

In our society teachers are also respected, and the Party, the state and all people expect a great deal from them. You yourselves ought to have a greater sense of honour and responsibility in the light of the high expectations that the Party and the state have for you. As the principal of the Yaksu Middle School said in his speech just now, the job of teaching these days is an honourable revolutionary task.

To educate and train their pupils and students to be Communists, the educators themselves, first of all, should become fine Communists and revolutionaries.

There is an old saying: Example is better than precept. This means that your deeds should be a model for others. To educate children and young people, teachers must set examples by their own actions. The teachers themselves, therefore, must become excellent Communists equipped with communist ideology and the lofty moral traits of a revolutionary. If a teacher has ideological or moral defects, no one will respect him or believe his words, however fine they may be.

Our educators of the coming generation must completely throw off the many pernicious ideas left over from the old so-

ciety. They must stand on the educational front as Red revolutionary fighters armed with communist ideology.

Communists are not extraordinary people. Anyone who fights selflessly to emancipate people from all sorts of exploitation and oppression and to provide them with a rich life can become a Communist. Moreover, in our society where the people are masters of the country and society, it is not so difficult for a man to become a Communist. Anyone who resolutely combats the old ideology and makes sincere efforts to arm himself with our Party's ideology can become a Communist. There is not the slightest doubt that especially you, our educators, who have been constantly trained by our Party and have continuously worked hard to carry through its lines ever since liberation, can become fine Communists. I firmly believe that all of you, without exception, will become excellent communist educators armed with our Party's Red ideology.

Now, a few words about the communist education of the children and young people.

Many people think communist education is something mysterious. In the past they considered it an almost impossible task to accomplish. But, actually having faced the issue and carried on this work in earnest, we realized that there is nothing mysterious about it at all. We have already accomplished a great deal and accumulated rich experience in this field.

Our experience shows that the cultivation of a spirit of love for people, friends, the organization and the collective in the children and young people is of prime importance in their communist education.

In a capitalist society, individuals compete with each other and struggle to beat the other man down in order to enjoy an abundant life exclusively for themselves. In a communist society all people are equally well-off. We are not building communism so that only a few people can live in luxury; we are building it so that all the people can work and be prosperous.

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In a communist society, people have common interests and aims and form a close, comradely relationship of mutual assistance. In this society, all the people are one big family, harmonious and united, helping each other and sharing joys and sorrows under the slogan of "One for all and all for one."

In this society selfishness, which means seeking only personal enjoyment and glorification, cannot be tolerated. A person who has this kind of selfish mentality can neither build a communist society, nor live in it. To become a Communist, one must get rid of selfishness and learn to love other people.

Our children and young people must love their parents and brothers and sisters in the home, love their teachers and friends at school, and, after going out into society, love all the working people. We must educate our future generation to acquire this habit from childhood on. Only a person who loves others will enjoy the love of others and get along harmoniously in collective life.

Sometimes we come across people who prefer a solitary life. There are those who would like to live in isolated houses by themselves, enjoy themselves alone and avoid the company of others. This type of person is very cold and indifferent to others' happiness and misfortune. Such people cannot become revolutionaries.

To become a Communist, you must place the interests of the people and the collective above your own. You must not be concerned only about yourself but learn to care for your comrades and the people. In fact, in carrying on revolutionary work together with our comrades over a long period of time, we become more attached to them than to our families. No one is dearer to us than the revolutionary comrades whom we have rescued or who rescued us from adversities, with whom we have shared life and death, the bitter and the sweet. That is why the collective of revolutionary comrades is more united and harmonious than any family. Revolutionaries fight for

their comrades and their revolutionary collective even at the risk of their lives.

Such collectivism is, in the final analysis, based on the love of man. Only those who love their comrades and the people can love their collective. It is necessary, therefore, in communist education to cultivate in our children and young people the spirit of love for their friends and the people so that they may develop the spirit of collectivism.

Individualist heroism characterized by self-importance, and arbitrariness marked by hugging only one's own opinions while belittling those of others, are both expressions of capitalist selfishness and harmful to the unity and amity of the collective. To root out these evil ideas completely, it is necessary to cultivate the habit of loving the collective from the earliest years possible.

The home and school are also collectives. At home children and young people ought to love their parents and brothers and sisters, at school their fellow students and teachers, and in the community their neighbours. Thus, they must learn to love their country and people and devote themselves completely to the struggle for the Party, the state and the people. Only those who are educated in this spirit can overcome every difficulty with ease, contribute to the rapid development of society and live in harmony and happiness in a communist society.

What is important in education for collectivism is to convince the children of the great strength of the group. From the days of kindergarten and the Juvenile Corps' life, we must clearly demonstrate to children that when the collective pools its efforts, it can fully accomplish tasks which go beyond the power of any individual. Thus, everybody must be trained to have faith in the strength of the collective, to rely on it in their everyday life and to fight for it.

Another important thing in communist education is to

teach the younger generation the spirit of valuing and caring for common property.

In our society all valuable property is the people's common property. All the means of production and transport—factories, mines, forests, fields, railways and ships—belong to the people, and all the cultural and public health establishments such as schools, hospitals and theatres also belong to the people. All this property belongs not to any individual but to all the people; it serves our present generation and will also serve future generations. This common property is a priceless asset indispensable for the enjoyment of a good life by all members of the collective. It follows, then, that if you are to love the collective, you must learn to protect its common property.

We must also treat our roads, buildings and streets, and all the property of the state and society with great care. The houses we live in today may be occupied by others tomorrow. The chairs we use today may be turned over to others tomorrow. We are obliged to take good care of our houses, our chairs and our desks; we must love all of our schools and factories.

In the final analysis, patriotism is an expression of collectivism. The patriotic spirit is manifested, above all, in love of the people and careful attention to the people's property. To become a patriot you must love your family and friends, love your neighbours and the inhabitants of your native village and love your people; you must love your school, factory and village and take good care of all the property of the state.

To neglect common property while only looking after your own possessions is an expression of bourgeois ideology.

We have built many houses, schools and theatres. But there are examples of buildings becoming unserviceable within a short space of time because people do not value them and take good care of them. This is highly regrettable.

Even when we plant a tree, we must be well aware that

it is for our own well-being and that of our descendants, and therefore, we have the obligation to care for it well. They say that at the Yaksu Middle School the pupils have been taught not to make even one mark with their knives on the chairs from the first day at school until graduation. This is a very good thing. I was told that once when a visitor to the Yaksu Middle School began sharpening a pencil to write something, a pupil watching him immediately extended his open palms to catch the shavings. The pupils are so anxious to keep their school, which they clean with the utmost care, neat and spotless. They told me that the man who was sharpening his pencil was deeply moved. All of our youngsters should become like that pupil.

Patriotism is not an empty concept. Education in patriotism cannot be conducted simply by erecting the slogan, "Let us arm ourselves with the spirit of socialist patriotism!" Educating people in the spirit of patriotism must begin with fostering the idea of caring for every tree planted on the roadside, for the chairs and the desks in the school. You have to begin with what is within the grasp of the younger generation, things that relate to their lives, and then gradually move on to educating them to defend consciously the interests of the country and the people. There is no doubt that a person who has formed the habit of cherishing common property from childhood on will grow up to be a valuable patriot.

Another important thing in communist education is to educate the children and young people to love work.

In a capitalist society, working people are mistreated and work is regarded as humiliating. Accordingly, they unconsciously think that an idle life is a good thing. In our country, too, many people used to think that the luckiest man was he who did not work. When admiring a handsome baby boy, people would remark that he was destined for an easy life without work. And when it was a pretty girl, they would say she was good enough to be the first daughter-in-law of a rich fami-

ly. Our forefathers, who suffered from back-breaking toil, envied those who ate bread without working and wished that good luck would come their way so that they, too, might live this way.

Even now, some think that in a communist society all people can live by just loafing. This is an erroneous view. A communist society is not one in which people eat the bread of idleness.

A communist society is one where everyone works and lives happily. As a matter of course, work in such a society will become much easier as technology develops. Then, all arduous and difficult labour will be mechanized and automated; distinctions between heavy and light work and between mental and physical labour will disappear. Work will become joyful and pleasant, not painful; it will be a necessity of life. Even then, however, work will still be required. All wealth is the product of labour. Without work society cannot be maintained or advanced.

The point is, who is the work done for? In capitalist society the working people work for the capitalists, not for themselves. The fruits of labour do not become the possession of the people but are appropriated by the exploiters. In such a society the workers have no reason to be zealous and work is only a painful thing. In socialist society, however, the fruits of labour are at the disposal of the workers and the popular masses. Therefore, in our society work is a sacred, creative thing; it is an honourable task serving the prosperity of the entire people and of the country. Under our system those who are exemplary workers command the people's respect and love because they are doing so much more than others for the good of the country and the people. We can say that our country's Heroes of Labour are fine patriots who faithfully serve the country and its people.

There are many loafers in capitalist society. But in our

country all exploitation of man has been eliminated and no loafing is allowed. Idlers, in a word, are parasites of society who live off others. As there are many such parasites in capitalist countries, the working people cannot be well-off. But in our society everyone works. Therefore, we can produce more wealth than in capitalist society and everyone can live prosperously.

Those who used to be wealthy in the past complain that their life is worse today than it was under capitalism. Of course, at that time, the landlords and capitalists were better off than now because they appropriated for themselves the fruits of many people's labour. The exploited masses, however, lived miserably. The only ones who complain that they are worse off now than before are the former landlords and capitalists who have not yet been reformed.

Some people think study has nothing to do with work. But this is wrong. In the final analysis, we study to acquire the knowledge and techniques essential for work. We have no use for impractical knowledge.

Formerly, some people could not even write a letter properly, although in old-fashioned private schools they read through the *Analects* of Confucius and *Discourses* of Mencius like priests chanting sutras. There were educated persons among the anti-Japanese guerrillas before, but some of them did not know how to apply their knowledge. So we called them "locked chests of knowledge".

Mental labour is as useful to people as physical labour. Those doing mental labour can invent good machines. But if it is to be fruitful, mental labour must necessarily be combined with physical labour. To invent a machine a person has to become acquainted with machines by actually handling them and he must listen to the views of the workers. Mere fancy at a desk will get you nowhere.

We learn in order to work, and we can improve our learn-

ing through work. Therefore, our studies should necessarily be combined with work.

We must get the pupils and students to realize that work is sacred and very precious. We must educate them to hate the landlords and capitalists who do not work and live in luxury by exploiting others. In addition, we must cultivate in our students the habit of industriousness from the earliest years, impart knowledge in correlation with work and help them to consolidate their acquired knowledge in the course of work.

Another important matter in communist education is to bring pupils and students to understand the superiority of the socialist system.

The socialist system which has been established in our country is the greatest revolutionary gain won by our people. They can be happy and our country can prosper and develop rapidly because we have set up a socialist system which is free from exploitation and oppression and under which the people are the masters of power. We must tell the pupils and students how many of our patriots and revolutionaries underwent harsh struggle to establish this social system, and we must bring them to understand clearly how far superior our social system is to the old one.

It is important to tell the younger generation about life under the old system and contrast it with our people's happy life today. Let us take education, for example. The difference between pre-liberation days and the present is very great. Before liberation the sons and daughters of workers and peasants could not go to school or even imagine receiving a college education. But now everyone in our country goes to school without paying and anyone who wants to can go to college. We must give many such examples to our children and young people so as to explain the superiority of the socialist system and teach them that they must love this system and struggle to defend it.

Today the younger generation has a vague notion of land-

lords and capitalists and does not clearly understand what our people's life was like before liberation.

The revolution is not over yet in our country, and the exploiting system of landlords and capitalists still remains in the southern half of our fatherland. We must fight them there and also build socialism in south Korea in the future.

Consequently, by comparing our country's past and present, by differentiating the contemporary northern half of the Republic from south Korea, we must bring the pupils and students to a clear understanding of distinctions between the landlord and capitalist system and the socialist system, and we must educate them to fight to defend our socialist system and carry the Korean revolution through to its conclusion.

Furthermore, it is important to imbue the younger generation with the spirit of cherishing the future.

To love the future is an important feature of a revolutionary. Revolutionaries fight, not for the sake of an easy life for themselves, but for the sake of a brilliant future, a new happy life for the generations to come, surmounting all hardships and trials and devoting all that is precious to them.

But the philistines are only interested in themselves and shun the struggle in an effort to preserve their own safety and pleasure, playing up to and yielding to the old forces.

In south Korea the US imperialists are now preaching to the people that the way to guarantee the securest and happiest life is to throw away their ideals, adapt themselves to conditions as they are, and seek momentary pleasure. In this way they try to paralyse the revolutionary consciousness of the working people and corrupt the youth. Men without ideals, men who do not love the future, cannot become revolutionaries.

Revolutionaries always struggle energetically against what is old for the victory of the new because they love the future and the new. Men and women who love the new, that is, the future, cannot be conservative and passive. They cannot be

content with only the present; they want to go ahead continually to a still better future.

Many Communists died without seeing the world as it is today. However, they fought stubbornly, firmly confident in the victory of communism. Though they did not survive to see our joyful existence today, they lived a lofty and worthwhile life, and their heroic exploits in the struggle have been immortalized.

Capitalism has outlived its day and is now falling to ruin. The future belongs to communism.

To struggle for the future today means to fight for the victory of communism. The people who love the new, who love what lies ahead, are sure to become Communists. A Communist is the kind of person who cherishes the ideal of building a communist society and resolutely fights to translate this ideal into reality.

In regard to the question of educating our children and young people to love the future, I would particularly like to stress the cultivation of revolutionary optimism.

The revolution is a hard and complex task. To carry out a revolution, that is, to eliminate the old and create the new, you have to overcome many difficulties and pass through many ordeals. If you lose courage, become pessimistic and despondent whenever faced with difficulties, you cannot become revolutionaries. The anti-Japanese guerrillas fought through immeasurable trials and hardships, but their lives were always cheerful and full of revolutionary optimism. The revolutionaries were not in the least disappointed, nor did they lose courage even when the enemy encircled them ring upon ring, or when they were thrown behind bars or mounted the scaffold. It was because they were firmly convinced of the justice of their cause, of the victory of the cause of communism and of the bright future. This is the attitude of a revolutionary who loves the future.

During the anti-Japanese armed struggle we met with many difficulties, but we never wasted tears in the face of these difficulties. We cried only when we were deeply moved. There may be times when the revolutionary struggle suffers a setback, but that is only temporary. Communism will certainly triumph in the end. Therefore, you should not be daunted by momentary failure. You must recover from it and win victory anew by displaying even greater revolutionary optimism.

Neither did we lose confidence in victory for a moment during our temporary retreat in the Fatherland Liberation War. Many foreign comrades who visited our country admired the Korean people for not showing the slightest signs of discouragement, and for being very cheerful and vigorous in spite of their country's crisis. We retreated temporarily at that time, but we knew very well why we were doing it—not because we lacked strength or fighting spirit, but because we were short of guns. We were firmly convinced that if we had more weapons, we could crush the enemy again because our people's fighting spirit was great and our People's Army courageous. We can get weapons anywhere. But such a fighting spirit, such confidence in victory, cannot be obtained any place else. Without such faith, difficulties cannot be overcome and victory is impossible.

After the armistice we also had many bottlenecks. The Yankees thought that it would take us about a hundred years to get on our feet again. Had we been defeatists, we probably would have thrown ourselves on the heaps of ashes and wailed. But our Party and our people, full of revolutionary optimism, struggled heroically, completed the job of rehabilitation in a matter of two to three years and then the immense tasks of the Five-Year Plan in two and a half years, thus radically changing the face of our country. Together with you, we all witnessed and directly participated in our people's great forward movement, and experienced their victory.

We must resolutely combat defeatism and pessimism, depression and stagnation. We must make sure that everyone works gaily and joyfully with redoubled courage at all times.

In educating our pupils and students, I think it is essential to pay profound attention to the matters I have just mentioned.

The object of our school education is to train builders of communism, armed with communist ideology and with the knowledge and technical skill necessary for building a new society. Knowledge detached from communist ideology is useless to us, because we are marching forward towards communism. We must further strengthen the communist education of all our students and guide them to live and study always in a communist way.

In educating children and young people it is important to overcome the negative by the force of the positive. Our long experience has firmly convinced us that this is a very effective method of educating people. Overcoming the negative by the force of positive example is the embodiment of our Party's mass line in educating the masses.

The masses aspire to the positive, and they are capable of overcoming the negative and creating the positive. Therefore, important in the education of the masses is to discover their strong points, widely popularize them and encourage them in every way to help the masses willingly rectify their deficiencies.

At school it is advisable to make exemplary facts widely known to the pupils and students and educate all of them through these examples. Criticizing the negative and punishing those who have committed errors is also a method of education. Nevertheless, it is more effective to use the method of positive influence in educating the broad masses. It is in the nature of things that good deeds are done voluntarily. Even when a person has done something laudable, he does not necessarily

become a good person if he did it under compulsion or pressure.

Imitating others, we once wrote satirical comments in our country to expose the negative phenomena. But this did not suit our real conditions. Our people, who have led a highly developed cultural life from ancient times, have a great spirit of inquiry into the truth and a very strong love of justice. We can say that to give value to truth and morality over wealth and power is a beautiful traditional trait of our people which has been handed down through the ages. For a nation with such a strong moral sense, influence through positive examples is much more effective.

The guardhouse system has been abolished in the army, and the policy of influencing by warm comradely affection and example has been adopted in its place. The result is that discipline has been strengthened and the unity between soldiers and commanders has been consolidated still further.

Transforming people in the Chollima workteams is also based on the method of influencing by positive example. By using the method of positive influence, the Chollima riders are now successfully transforming into good men, into trailblazers, those people who had been considered totally unmanageable. We can say that the method of influencing the negative by the force of the positive has already proved itself in practice as a very effective method of education.

Pupils and students especially like to follow teachers' examples. They are innocent and very sensitive. All of them want to take the right path and avoid the wrong one. Good examples make a very deep impression on them. The instructive tales teachers told us in our childhood still remain vivid in our minds. It is no exaggeration to say that whether or not the pupils and students quickly become Communists depends upon whether their teachers set them good, positive examples. We must actively promote the positive characteristics that are

developing among the children and young people and set as many positive examples for them as we can.

I would also like to stress another method of educating the children and youth: we must not neglect minor things but start with them and proceed to major ones.

Educating people in a communist way is a difficult and important question. In educating people, however, you must start from the little things. We cannot develop them into Communists by only stressing abstract principles, neglecting the concrete realities of practical life. Education of the children and young people especially must start with details related to their daily life. They may seem small, but they will gather and grow.

Therefore, teachers must delve into all details of the students' lives, correct and never overlook even minor shortcomings, and promote and never neglect even the minor positive examples.

In educating people as Communists, it is necessary to nurture the core and rely on it. This core must be encouraged among both teachers and students. When the ranks of the core are steadily expanded and strengthened, everyone can be educated in a communist way.

We have now laid down the new task of educating and transforming all the popular masses into Communists through the nuclear role of our Party members. We are striving to accomplish this.

In the education of the children and young people, the teachers, before anyone else, must play the nuclear role. If collectives of Red teachers are formed and go among the pupils and students and make strenuous efforts to build up the ranks of the core, great successes will be achieved in the communist education of the children and young people.

Finally, I would like to emphasize the need to strengthen physical education at school.

Physically weak people cannot fully participate in the revolution. That is why I have continued to emphasize the question of physical culture since the days of the anti-Japanese armed struggle.

In the army examinations are given in three subjects: tactics, shooting, and physical training. Tactics are wisdom in fighting the enemy; shooting is skill in destroying the enemy. In other words, they are concerned with the knowledge and techniques indispensable for fighting. But a person who is physically weak cannot fight the enemy and win, no matter how clever or how highly skilled he may be. However well a cripple has mastered the art of shooting, he cannot approach and fight the enemy.

The same is true of the building of socialism. Knowledge, skill, and a sound body must always go hand in hand. In order to put the science and technology taught at school to practical use, we must have a strong body. It is obvious that a weak and sickly person cannot do anything for the good of the country, no matter how excellent he may be at his studies. But there are some teachers who, ignoring this simple truth, make light of physical education in their work. We must correct this tendency.

There is a good reason why from ancient times on they have said that knowledge, morality, and a strong physique should go together. While educating the pupils and students in communist ideology and imparting to them the necessary knowledge and techniques, we must be deeply concerned about building their bodies. We must always guide them to keep themselves neat and clean and be active in training their bodies. Thus, we must educate all the pupils and students to be a new type of man, developed in an all-round way—good at studies, work and sports.

Our Party pays great attention to the education and training of the children and young people, and has established a correct policy to deal with it. Firmly united around the Party

Central Committee, you must strive with greater enthusiasm to carry out the Party's educational policy.

I hope that with this conference as a turning point, you will exchange and generalize the rich, useful experiences you have accumulated in the battle to implement the Party's educational policy thoroughly, thus bring your work onto a higher stage of development. I wish you new, splendid successes in educating and training our coming generation to be builders of socialism and communism.

THE DUTY OF MOTHERS IN THE EDUCATION OF CHILDREN

Speech at the National Meeting of Mothers
November 16, 1961

Comrades,

I have heard the report and speeches at this meeting of mothers with great interest, and am deeply moved. First of all, on behalf of the Central Committee of the Workers' Party of Korea and the Government of the Republic, I should like to express my gratitude to you Women's Union functionaries present here and to all mothers who are devoting themselves to the education of children and the building of socialism. I also extend my warm thanks especially to Mother Li Yong Suk and Comrade Kang Gyong Rim, the heroine in the Couple of Mt. Kumgang-san, for having displayed an exceptional patriotic zeal in embodying our Party's policies in actual life and for having set a fine example in the education of children.

The Fourth Congress of our Party proposed as an important task educating and rearing the young generation along communist lines.

With a view to successfully carrying out the task set forth at the Party Congress, the Women's Union has convened this meeting of mothers, who have primary responsibility for the education of children, and has brought under discussion

the problem of further enhancing their role as educators. I think the meeting is very timely.

Confident that this meeting will prove most successful, I would like to touch on a few matters.

We must know, above all, that the circumstances we are in now are fundamentally different from those in the past, and hence the duty and role of our mothers also differ from what they once were. Every mother loves her sons and daughters and wishes to get them along well in the world. Through all ages, ancient and modern, there is scarcely a mother who is utterly indifferent to the education of her children. But in the past, the mothers' hopes to bring up their children into fine personalities could not be realized.

In the exploiting society our people were exploited and oppressed by landlords and capitalists, and suppressed and humiliated by the imperialists. Since colonial slavery condemned them to hunger and poverty, oppression and maltreatment, it was utterly unthinkable for them to provide their sons and daughters with the proper education and training. In fact, even well-to-do families with a sizeable amount of money and land were not free from national oppression; they had to suffer the discrimination of the Japanese imperialist rulers against the schooling of their children. And this is without mentioning the children of the poor.

There were many prerequisites for entering a middle school. The applicant had to submit a document on his family's financial status showing there was enough money to pay his school expenses. The student was asked to make donations and attend school in nice uniforms, overcoats and leather shoes. Sending children to such a school was beyond the reach of the poor who lived from hand to mouth.

But times have changed. It is now 16 years since we were liberated from the yoke of Japanese imperialist rule. During this period our people not only carried out democratic reforms,

putting an end to colonial and feudal exploitation and oppression, but also completed the socialist transformation of relations of production in town and country and firmly established a socialist system where exploitation and oppression no longer exist. In our country the source of exploitation and oppression of man by man has been removed once and for all and everyone has come to enjoy a free, harmonious life.

After the war, through an arduous struggle, our people built new, magnificent towns and beautiful villages out of the ashes and laid a solid foundation for an independent economy. The problems of food, clothing and housing for the people have been generally solved, and everyone now lives without preoccupation. In our country today no one worries about food and clothing, nor do they find it hard to send their children to school or to receive medical care.

Our only regret is that we have not yet liberated the southern half. We feel deeply sorry for our compatriots in south Korea who are subjected to a life of misery under the yoke of US imperialism. That is our only big worry. Our minds are not preoccupied with any other care; we are now just concerned about our task of creating a better life and building a richer and stronger country in the future. Now everybody wants to live better and enjoy a pleasanter and longer life, and see his children better educated and more trained.

We now have all foundations for making the country wealthier and mightier and for enriching the people's life. Our living standards are rising day by day, and step by step we are approaching the crest of socialism.

Our ideal is to build a society where everyone is well fed, well clothed and lives a long life, a society where there is no laggard nor idler and all are progressive and work devotedly, a society where all people live united in harmony as one big family. Such a society, we can say, is precisely a communist society.

In a communist society, there is such plenty that people work according to their abilities and receive according to their needs. In other words, people can have as much as they want and their life's demands are fully satisfied. Further, in a communist society people will have still closer relationships with each other and the principle of "One for all and all for one" will be fully realized.

Can we build such a society? Certainly, we can. Our people can say so on the strength of the achievements they have made so far.

After the armistice our people started reconstructing over the debris. Things were very hard for us then. All cities and towns—from Pyongyang and other big cities down to small local cities and towns—were completely levelled. Factories, enterprises, railways, transport installations, roads, bridges and cultural establishments for which our people had shed blood and sweat over a long period, were totally destroyed. Reservoirs and irrigation facilities, too, were demolished and rural villages devastated. There were no draught animals nor farm machines; an acute shortage of manpower existed; and our rice paddies and fields were severely damaged. There was not a brick nor an ounce of cement to build houses; we could hardly even get a sheet of steel for construction.

Under these circumstances everyone was quite uncertain about how to get ourselves back on our feet. The Yankees believed it would take the north Koreans at least a hundred years to do it. They calculated that with all the material assets destroyed and large numbers of people killed in north Korea, we would be unable to rapidly rise to our feet again no matter what means we might employ.

However, only six to seven years after the war, instead of a hundred years, our people have completely rehabilitated the ruined national economy and, furthermore, have erected far more magnificent and beautiful towns and villages than

those of the prewar years and have built a socialist state with an incomparably stronger modern industry and agriculture than existed in prewar days. We have built several times as many factories and enterprises, housing units and schools as we had before the war. The looks of our towns and villages have changed beyond recognition and our people's standard of living has been immeasurably improved. This is a miracle. It is a stark reality no one dare deny. Even our enemies, not to speak of our friends, admitted this.

These achievements afford a striking example which clearly proves that our people, under the correct leadership of our Party and closely rallied around it, can display a truly inexhaustible strength in the rehabilitation and construction of the national economy, just as they did in the struggle against foreign aggressors.

Judging from the fact that our people, empty-handed, could work such a miracle in only six to seven years after the war, we can say with confidence that we are able to do anything today since we have an abundance of all material and spiritual assets.

The Fourth Congress of our Party set forth the perspective of the great tasks of the Seven-Year Plan aimed at attaining the eminence of socialism. The basic task of the Seven-Year Plan is to carry out technical and cultural revolutions in our country. We should mechanize all branches of the national economy to raise labour productivity and free the working people from arduous labour. Agriculture should be mechanized and even local industries should all be equipped with up-to-date techniques. We should further increase the ranks of our national cadres with modern scientific and technological preparation and raise the technical and cultural levels of the working masses still higher. We should thus provide our people with a far more abundant and modern life than exists at present. Then we will have reached the crest of socialism.

This crest of socialism signifies a socialist society where our living standard will be considerably higher than it is now. When we carry out the Seven-Year Plan, our people will be far better off than they are now and our country will have taken on the entire aspect of an advanced socialist industrial state.

To fulfil the Seven-Year Plan is a less difficult task than the struggle we have waged over the past seven years.

We shall come closer to communism when we fulfil the Seven-Year Plan, reunify the country and conquer new peaks.

It is wrong, therefore, to regard communist society as something of a mystery which can only become a reality in the distant future. By working hard at it we can concretize our ideal of communist construction in the not-too-distant future.

What, then, is the most difficult task in building a communist society, which is our ideal? Is it just the construction of factories? True, we have to build many factories, but that is not so difficult. If we strive with the same spirit displayed in the hard-fought battles against past adversities, we can successfully complete all construction works in a short space of time, including the building of factories, roads, irrigation facilities and dwellings.

To create material wealth is relatively easy and it quickly yields tangible results. To realize technological reconstruction in the countryside, for example, we need only introduce mechanization, irrigation, electrification and chemicalization, which are enough to bring about immediate results. Here we can see clearly what has been done, what has not yet been done and what is to be done in the future. We can steadily develop the national economy through planning according to the laws of development of socialist economy. At any rate, the work of laying the material and technological foundations of socialism

and communism can be accomplished if we push it ahead by fixing a definite time limit, say, 10 or 15 years.

What is difficult is to educate and remould people along communist lines. However great material wealth may be, we cannot say that communist society has yet been built unless people who enjoy its benefits are endowed with communist ideology.

Man's consciousness generally lags behind the transformation of the material life of society. Obsolete ideas persist in people's minds for a long time even after a change in a social system. It is 44 years now since the revolution was won in the Soviet Union. But there are still loafers who like to lead an idle life. So, sharp criticisms are being made there of those who idle away their time while others are working and take the biggest helping of the pie. We were told this when we attended the 22nd Congress of the Communist Party of the Soviet Union recently. It is needless to mention our own case since we were liberated only 15 or 16 years ago. Can any one of you here present dare say you have no obsolete ideas? All of you must have been affected by outmoded ideas to a certain extent.

But you cannot see or measure who is still influenced by noxious ideas and to what degree. Hospitals have devices that record how the heart functions but have no instrument that measures the number of evil ideas in the minds of people.

We can easily tell when worn-out implements used in feudal or capitalist society are replaced by the new machines of communist society, but we cannot tell by appearances whether a person retains feudalistic and capitalist ideologies in his mind or not. Whether or not outdated ideas remain in his mind can be judged only from his deeds, and obsolete ideology can be remoulded into the new only through persistent ideological struggles.

Nature can be rapidly and easily remoulded with the help

of machines, but the remoulding of man's consciousness cannot be helped by machines or any outsiders. This question will be solved successfully only through our protracted and tireless efforts. If we start remaking man's ideology after a sufficient amount of material wealth is produced, it will be too late. Even if the work of ideological remoulding starts with the first days of the socialist revolution, it may lag behind the transformation of material life in the long run. Our Party started this work long ago and has pushed it ahead, as a mass movement, more extensively in recent years. But in our case, too, the remoulding of consciousness falls behind reality.

To enter communist society, we must see that there is no one who has backward ideas. Communism is aimed at providing an abundant life for all, not for a few people. We cannot leave a person behind because he is a laggard. Even if there are some who refuse to enter communist society, we should remould them and take them along. Remodelling all people in communist fashion is far more difficult than supplying them with enough food and clothes. But this is a task which we must and can carry out.

The survivals of obsolete ideas manifest themselves in diverse forms. Let us enumerate just a few manifestations of antiquated ideas, which are our immediate objects of struggle.

We should combat the bad habit of shunning labour and loafing. It is a great mistake to think that communist society is a society where people live an idle life. There is no doubt that in communist society work will become easier, a necessity of our life and not onerous toil. Even then labour will remain a sacred duty of all people. Moreover, everyone must work with zeal until communism is built. The happy life of socialism and communism never comes of itself. All the material and spiritual wealth which makes people satisfied and happy can be attained only by their unremitting labour. The Communists strive to eliminate those idlers who exploit others and to make

all people work and enjoy a happy life. A man who shuns labour cannot become a Communist.

The inclination toward work-shyness and loafing emanates from the ideology of the exploiting classes. Loafing is alien to those who lived in poverty or toiled away as farm hands or to the workers of many years' standing. Work is repugnant to such mortals as landlords, capitalists and merchants who lived in luxury by exploiting others. Since they idled away their time before, they would like to do the same now. Even hard-working people used to envy loafing and regarded labour as humiliating. When people saw a good looking boy, they would say: "The chap is lucky. He is bound to enjoy an idle life." As for a pretty girl, they used to say: "The girl is very pretty. She should be the wife of the eldest son in a rich family." By the wife of the eldest son in a rich family they meant after all that she should live an idle life. No wonder people thought that way in the old society where the idlers lorded it over them. Still lacking class consciousness, they rather envied the idlers than hated and despised them, hoping that they would somehow become lucky and live an idle life. That was why they had no pride as working people and tried to do the easiest job possible and lead an idle life if they could.

Right after liberation I found our students were much inclined to prefer law to technology. They apparently thought it far better to study law and become judges of courts or prosecutors in public procurators' offices who hold trials sitting in big chairs rather than becoming engineers in factories. All this is a survival of Japanese imperialist ideas. In the days of Japanese imperialist rule the judges of courts and the police station chiefs led an idle life and wielded their power to appropriate many things that belonged to others. Since they had seen such practices before liberation, our students still had their sights fixed on law courses even after liberation. So we restricted their enrollment in the law course and made it incumbent upon

more than 75 per cent of the university students to pursue technical courses.

There are still those among us who like to do clerical and office work at a desk and dislike to sweat in a factory or in the countryside. The inclination to loathe toilsome work and live in idleness may be found in everyone to a certain degree.

Labour is most sacred and honourable in our society. It is a principle of socialism that everybody works according to his ability, and it is an important feature of people of a new type to work as much as possible and to volunteer for the arduous and difficult job. The Chollima riders always vie with one another in performing difficult jobs and display extraordinary devotion and creativity in socialist construction, and thus they are loved and respected by all people as heroes of our times. We all must become accustomed to a love of labour, regarding it as a joyous thing.

Next, we should combat selfishness. Selfishness means seeking one's own welfare in disregard of others. Everyone may be affected by this pernicious idea to some degree. Man is not selfish by nature. Selfishness originates in private ownership; it has been the idea of the exploiting class since the start of exploitation of man by man. Self-seeking is a very noxious idea. Selfish persons do not hesitate to do harm even to the lives and property of others nor do they have any scruples about selling the country and the people for their own interests and pleasures.

Unless you overcome selfishness, you cannot be a Communist or a revolutionary. Particularly in our socialist society today selfishness is utterly incompatible with our life. It is not for the sake of the exploiters but for the good of our own and of our country and society that we are working now. In this society there is no room for selfishness that protects only one's own things while being heedless of damage done to the things owned by the state and the collective. The property of the state,

after all, belongs to us, and not to anyone else. State and public property is more valuable than private since it is the common property of the entire people. Communists place state and public interests above their individual interests and fight to the end in the interests of the Party and the revolution, even at the risk of their lives.

Selfish ideology finds expression in home life, too. Some people want to divorce wives who fail to give birth to boys. It may be a matter of regret to have no son. But it cannot be a serious matter for Communists, can it? It is immoral for them to abandon their wives for such a reason.

Some backward women love only their own children and not others'. And yet they will say, "Even animals love their young." If people love their own children only and do not love others', they are no better than animals. They ought to have as much affection for the children of others as they do for their own. Only he who loves men deeply and regards others' troubles as his own can become a true Communist.

I regard Comrade Li Yong Suk very highly. It is no easy job to bring up nine children of others in the home. Selfishness is alien to her. Comrade Yong Suk is concerned only about helping all children and people to lead a happy life and making our country more prosperous. She did not discriminate between her children and others' but loved them all alike. I think she is a model to our women in that she is thoroughly imbued with genuine communist ideology and morality.

I do not mean that there will be no family nor any distinction between one's own children and others' in communist society. In oommunist society, too, a man will have his family and sons and daughters. But people in communist society will never love their sons and daughters exclusively. When communist society is achieved, the whole society will turn into a family and people will love and care for all children equally whether they are their own or others'.

Selfishness, that is, seeking only individual well-being, is fundamentally contradicted to the communist idea of living together in abundance. We must base ourselves on the premise that everyone of us has selfishness, and we must persistently strive to wipe it out.

Another question is that we should have collectivist ideas. Communist society represents a harmonious and united community. Everyone must become accustomed to loving the collective and the country, and their comrades. It is incorrect to prefer a solitary life isolated from the collective, transgress the norms of a collective life and be on bad terms with comrades, thus causing troubles and creating a gloomy atmosphere for the collective. One cannot be faithful to collective life if one is hardheaded paying no attention to others' advice, or despises and disparages others with an exaggerated sense of self-importance. From old times it has been a fine custom among us Koreans to live in harmony. We should promote such beautiful, traditional moral traits and create an amicable and bright atmosphere everywhere.

The next thing we should do is to fight against dissipation and frivolity. This, too, is a remnant of the old society. An end must be put once and for all to drinking and gambling and to the practice of corrupting the morals of men and women and leading a dissipated life. To enjoy oneself in no way means to become dissolute and depraved. We should know how to amuse ourselves on a loftier and more cultured plane, and we should lead a healthy life at all times.

We should exert strenuous efforts for a long time to eliminate all survivals of obsolete ideas.

Mothers play a really great role in combating outmoded ideas.

Generally speaking, men are educated at home and school and in public life. Home education constitutes the basis of

school and social education and acquires a very important significance in men's education.

A family is a cell of our society in which one's nearest kith and kin—parents, wife and children, brothers and sisters—live together. Here one is constantly educated from childhood by his closest relatives. At home we can properly conduct the kind of education that can hardly be done at school or in society.

Mother has to bear the major responsibility for home education. Her responsibility is greater than father's. Why? Because it is she who gives birth to children and brings them up. Mother is the first educator of children. She teaches them everything necessary, starting with how to walk, how to speak, how to dress and how to eat. Whether she gives them proper initial training or not is of great importance in their development. If mother gives her children proper education at home, it is very easy to educate them at school and in public organizations. Proper maternal education of children helps them study well at school and work well in society.

What is learned from mother in childhood is remembered throughout one's life. The things that remain longest in our memories are our mother's words and examples. The impressions mother gives have a great impact on the formation of man's character and habits. The mothers of the great men of all ages gave their sons a good education from childhood.

The mother of Comrade Ma Dong Hui is present here with us now. She educated her son and daughter tirelessly in the spirit of patriotism, which made them both, as well as her daughter-in-law, revolutionaries all. Comrade Ma Dong Hui was always faithful in the execution of the revolutionary tasks assigned to him. He was arrested by the Japanese imperialist police when he stepped into the Hyesan district to restore an underground organization. The enemy put him through all sorts of torture to find out the location of guerrilla headquarters.

At that time, the headquarters was not far off. Comrade Ma Dong Hui was well aware that if our headquarters became known to the enemy, it would be a grave loss to the revolution. He bit off his tongue for fear he might disclose the location in delirium when he fell into a swoon under torture. A man like that is a true hero. The Japanese imperialists murdered him in cold blood at a police station, saying there was no need to try such a die-hard Communist. The mother of Comrade Ma Dong Hui, however, did not lose heart; she buried her son and remained true to her principles for the sake of the fatherland. Only a Korean mother like that could give birth to such a heroic son.

The Communist must even be ready to lay down his life for the good of society and the people. The mother of Comrade Ma Dong Hui loved her son, but never in a selfish manner. She thought that her son was right to sacrifice his life without yielding to the enemy and that his death was a glorious one because it contributed to the revolution and the people. She treasured the fatherland, the people and the revolution even more than her son's life. If all mothers educate their children in a revolutionary way as Comrade Ma Dong Hui's mother did, the children will all grow into fine Communists.

Today there are favourable conditions for all our children to become ennobled people. There is no such thing as people of bad stock. The ruling classes in the past invented the lie of bad and good stock. Everybody is born with qualities that can make him a good man. Whether men are good or bad depends on the education or influences they receive. This is the crux of the problem and it is specifically the influence of the parents that plays a dominant role.

We take people's origins into account not to ascertain their lineage as was the practice in the past, but rather to understand fully what influences they have received. We say the son of a landlord is bad because he might follow in the

footsteps of his father who exploited others, beat and insulted his tenants and acted haughtily.

We have neither landlords nor capitalists now. Nor is there exploitation and oppression. Everybody is entitled to study at school and can receive a good education no matter where he works. So the children of any family can grow into decent people.

At present, our mothers are charged with the important duty of rearing their children into fine builders of communism. All mothers must be more keenly aware of their weighty responsibility and the honour of raising the future masters of communist society.

Now that conditions are generally favourable, mothers need only strive for the edification of their sons and daughters.

The edification of children requires no special methodology. It can be assured if you educate them by using many positive examples which are being made in our country now.

Men of a new type are now emerging everywhere, and all of us have heard many moving stories. I am sure all of you here present have heard the stories about the wife in Orang, about the Red medical workers who saved the boy Pang Ha Su, and about Comrades Kil Hwak Sil and Li Sin Ja.

If they are educated by these good examples, our children will surely grow into decent human beings.

In order to educate your sons and daughters properly, you mothers yourselves must become excellent Communists. You cannot simply ask your children to become good people, while you yourselves avoid work and study, and behave selfishly. In educating people, practical example is better than precept. To raise children into builders of communism, fathers and mothers themselves must become Communists.

Grandpa Om in Chaegyong-ri is known far and wide as a communist grandpa. This is not a story about a communist mother but it might be instructive to you. Grandpa Om is from

Rajin. Before liberation, I was told, he worked as a farm hand, and lived in dire poverty, but after liberation he was given land and became well-off. When the war broke out, he sent his sons to the front, telling them they should fight the enemy to the last in defence of their fatherland. After the war, his sons came back to study at school. One of them has already graduated from the university and teaches at the Kim Chaek Polytechnical Institute. His son, one supposes the teacher at the institute, wrote to his father, asking him to come to live with him in Pyongyang now that he was too old to work. So, Grandpa Om came up to Pyongyang to live in his son's flat. He flung open a window of the flat and looked out over the streets where cranes were at work here and there, new buildings were rising, and all people, not only the young people, were working with great vigour. Beholding all this, he felt it really shameful for him, a Workers' Party member, to depend on his son so soon and do nothing but eat the meals prepared by his daughter-in-law while everyone else was out working in socialist construction. So, he made up his mind to work again and went back to the cooperative in Chaegyong-ri. At the cooperative he worked more energetically than others and advanced many constructive suggestions as well. Some time ago, I visited Chaegyong-ri and attended a meeting there. When I asked the participants whether they could fulfil the task of producing one million tons more of grain this year, an old man rose from a back seat and answered confidently that they could definitely do so and must do so without fail. I was told that he was none other than Grandpa Om.

Comrade Mun Jong Suk of Chongsan-ri can be cited as another model. Her husband fell in action during the Fatherland Liberation War. She had children and it was hard for her to earn a living alone. Therefore, her two brothers—one was in the Ministry of the Interior and the other the chief engineer of a factory—respectively asked her to come and live with

them. But Comrade Mun Jong Suk did not go. She thought she, a member of the Workers' Party, should never allow herself to eat without working. She resolved to earn a living for herself, send her children to school, and work harder for the sake of the country. When I attended a meeting of the Chongsan-ri Party organization, she made a very good speech. She said that in her village there were still quite a few parasite housewives who favoured an idle life, and she used the wife of the schoolmaster as an example. True, her criticism was too sharp, for she compared the schoolmaster's wife to a belly worm; but it was necessary. The schoolmaster's wife who was criticized was not bad, either. She was not crestfallen by the criticism but broke with the parasitic life and began to work the next day. The criticism proved effective. I highly appreciate Comrade Mun Jong Suk for her strong will in solving all problems by herself without others' help and for her quality of tackling everything with tenacity.

We know many other model mothers. Communist mothers are not extraordinary women. Anyone can be a communist mother or a communist father if she or he bids farewell to selfishness and does as instructed by the Party. All our mothers should become communist mothers and educate their sons and daughters to become builders of communism.

Now let me speak about the problem of looking after children. Because we lacked proper conditions, we might have failed to adequately care for our children in the past. But today there can be no pretext whatsoever.

At present, conditions are adequate for keeping children neat and tidy. If it were two or three years ago, you could well have said you had failed to take good care of your children for lack of money. But now you cannot say that. The principal cause, I think, lies in the fact that mothers are still captives of the old habits and are not fully conscious of their duty to care for their children properly.

I have been to Changsong. With the construction of the Supung Hydroelectric Power Station, the fertile lands in Changsong County were all under water except for the plots at the foot of the mountains. So, the local inhabitants eked out a scanty living. The state furnished considerable funds and took various measures for the improvement of their living conditions. The living standard of the people in Changsong County has risen considerably now. There is a stock farm that we visit frequently. It was set up as a cooperative at first, but the state reorganized it into a state stock farm in order to assist it, since its economic foundations were extremely weak. Each employee on this stock farm earns an income of 40 to 50 *won* every month. Therefore, the monthly income of a household with two to three work hands approximates 100 to 150 *won*. This is not a small income. Despite such a large income, children are not properly looked after in some households.

I visited a house there. It was tidy. I looked into the room and found the floor and walls carefully papered and several suits of children's clothes hung on the racks. The family had four children and they were all neatly dressed. Flowers were planted in front of the house and everything around was in nice shape, too. As it was lunch time, the housewife was preparing tasty pumpkin dishes in the clean kitchen. I leafed over children's notebooks and found the letters written distinctly and various press cuttings carefully arranged for reference. I was told that the wife had no job, and her husband was the only breadwinner with monthly earnings of about 46 *won*. Despite the relatively small income and many children, they ran their household so nicely.

I visited another house which presented a contrast. It was very untidy and the way their children looked was appalling. The room was dusty all over and the floor and walls were not papered. The kitchen was in a mess and the children were undressed. In this family, too, the wife kept house and only

the husband worked; their income was twice as much as that of the former. I reproved the husband a bit for keeping the house so untidy and for not taking good care of the children. But he explained that his present life was incomparably better than before. When I asked if he was a Party member, he answered he was a Party cell chairman. He might have considered his present life fairly good because he had formerly lived in utter destitution. But it is very regrettable that a man who holds the post of a Party cell chairman is so slack in the management of household affairs. He earns more income and has fewer children than others, but he is quite negligent in looking after his home and children because he is still influenced by the old vice of a desultory life.

I dropped in at a shop to see whether there were fabrics. There were plenty of fabrics and the prices were not so high. Commodity prices are uniform in our country, whether in a village at the foot of Mt. Paekdu-san or in Pyongyang. About two metres of fabrics are enough to make a suit of children's clothes, they say. Even if two metres cost six *won*, the price is not so dear. They do not have to buy firewood or pay for water in a rural village, so I can hardly understand where he spends all his 90 *won*, and why he fails to provide his children with proper clothing. This is not, after all, a matter of income but a matter of man's viewpoint of life. So I reported this fact to the Party Central Committee and emphasized the necessity of developing a more cultured family and home life and scrupulously looking after children.

Under present conditions we have the capability of caring properly for our children if only we want to. As the chairman of the Sinmi-ri Women's Union organization rightly said in her speech a little while ago, the real problem is that our women are not yet enlightened. If women would just be a little concerned about a neat and ordered life, then everything would be settled. But some mothers do not do what they could well

do within their possibilities, nor do they consider that quite wrong. In some homes they even allow the children to go about with their hair uncombed, and they do not feel the need to provide them with caps and school knapsacks. It does not cost much to provide children with caps and school knapsacks. The problem is that there is a lack of sincerity. Only when children are reared to be tidy at home, will they keep everything spick-and-span at school and grow up into men of a new type who will live in a cultured way in the future. Mothers must understand better how important it is to their children's education to keep both the house and children neat and tidy.

State organs are also to blame, of course. I talked with the officials concerned; I cannot but admit that children are not scrupulously cared for. There are not enough clothes, shoes, socks, toothbrushes, school supplies, toys and literary works for children.

At present there are not many interesting novels and story-books for children; juvenile films are also few in number and we have no children's theatre worth mentioning. The functionaries of state institutions have already been criticized for their defects, which are being corrected.

But still, the important thing is mothers' sincere effort to keep their children tidy. In our childhood we could hardly afford to buy a toothbrush. But we cleaned our teeth with salt everyday. A lack of material things cannot be a good reason for allowing children to be unclean. If only mothers have a high sense of responsibility for the proper upbringing of their children, they can find solutions to any problem.

For whom on earth are we working so hard to build a new society now? Needless to say, it is for our own sake, and chiefly for the good of our generations to come. We may pick and eat fruits from the apple trees we have planted now, but it would be more correct to say that they are rather for our coming generations than for ourselves. To construct splendid

promenades along the Taedong-gang River is now costing us much effort. This is because we were left with so little. Despite some hardships, we, the present generation, should work hard so that we can hand on good things to future generations.

Infant mortality has dropped considerably in these years. I think it is attributable to the overall improvement of the people's living conditions, to the rapid increase in public health and medical establishments, to the heightened awakening of mothers and the efforts of the Women's Union organizations.

Mothers' efforts constitute a decisive factor in the promotion of children's health. Mothers should keep their children neat and bring them up in a hygienic way. They should have a knowledge of hygienics and know how to prevent and cure illnesses. They should thus feed their children properly, dress them appropriately for each season and always take preventive measures against illnesses. Today we disseminate hygienic knowledge through the media of newspapers, magazines, radio, etc., and impart necessary knowledge in mothers' schools. If they study earnestly in their spare time, they will become excellent mothers who know how to manage their homes and rear their children in a modern and hygienic way. From now on, we should develop an extensive campaign to take good care of children, keep houses neat and tidy and protect children from diseases.

Lastly I should like to speak briefly about the work of the Women's Union.

In view of the very great role assumed by women in socialist construction, particularly in the communist education of children, we deem it necessary to further strengthen the work of the Women's Union.

The Women's Union has made considerable progress in its work. Now, unlike the past, a large number of fine cadres have been designated to work in the organizations of the Women's Union. In the past, there were not a few women who went about

dressed to kill, carrying fancy handbags. They remained isolated from the masses and greatly impeded the progress of Women's Union work. These women have been removed from their posts and the ranks of the Women's Union cadres have been built up with Party nuclei who are firm in their class position. This, I think, was a very correct measure.

Some people considered that only those intellectuals who graduated from universities or colleges in the past were qualified to become Women's Union functionaries. They were gravely mistaken. It is the labouring women in factories and rural villages that the Women's Union organizations should work with. And how can Women's Union work be conducted by the so-called enlightened women, if they are ignorant of the factory and rural life and only know how to apply make-up and hair curlers? To tell the truth, it is not so essential to have curly hair and wear pretty dresses, and neither are these things difficult to learn. Even rural women can learn these things easily once they are taught. But it is not an easy task to train those women who like to dissipate their time carrying fancy handbags into Women's Union workers, who must participate along with other working women and resolutely fight to bring the Party's policies to be carried out by women. Therefore, it is advisable to make cadres of those steadfast comrades who have been tempered in the course of practical labour in factories and the countryside. As for the comrades who took the floor yesterday, they are women who led a hard life in the past, working as hired hands for others. It is natural that such people should become core elements. Our Party is strong, and so is our country precisely because such people form the core in all domains. In the future, too, we should constantly cement the ranks of Women's Union cadres, holding fast to the Party principle in the selection and allocation of cadres.

I am certainly not against intellectuals being appointed cadres. We must select steadfast intellectuals as cadres, and

in the future everyone should become an intellectual. There is nothing extraordinary about intellectuals. Intellectuals are not always those with college diplomas. The comrades who made speeches here yesterday and today can all be called intellectuals. True intellectuals are not those who have diplomas but those who have knowledge essential for life. The intellectuals who attended college putting on square caps can probably recognize the books they used to read in those days but they are quite ignorant of what we need today. On the other hand, those intellectuals who have learned through practical work possess an accurate and rich knowledge of all subjects.

It goes without saying that those who have no formal education must study more. They can study through college correspondence courses or by themselves. In this way, all the Women's Union cadres should become new intellectuals. In the future, too, we should build solid ranks of Women's Union cadres with those who have grown up among the workers and peasants and can go deep among them in order to work efficaciously and strive with tenacity to carry out the Party's policies. These comrades should be made to work tirelessly to raise their qualifications.

Another important task facing the Women's Union is to make all women communist mothers and fine communist educators for the new generation and induce them to take an active part in socialist construction. To become a communist mother and to become a socialist builder are inseparable. Idlers cannot become communist mothers. To become a communist mother, she should, first of all, participate with enthusiasm in socialist construction. Only by taking an active part in socialist construction can she keep abreast of ever-developing realities and quickly acquire communist ideology. In our country today there are more than a thousand women college graduates who do not work but just idle away their time at home. College graduates are virtually under a legal obligation to work for more than

five years. The state did not give them a college education for the purpose of having them look after children and cook meals at home. Since women college graduates do not take jobs, cadre-training institutions have even hesitated to admit women students. It goes without saying that women should be given an education. Among women there should be many with master of science degrees and with doctorates. But no woman has yet received a doctorate. This is a matter of regret. Greater numbers of fine women cadres should be trained in all the political, economic and cultural fields.

Not a few of our women think that giving birth to children and keeping house is more useful than going out into the world to do important jobs. They always tease those who get married late and gossip about those whose marriage is delayed because of studies. The Women's Union should carry out a powerful ideological struggle against these negative attitudes.

We do not mean that we are opposed to women getting married and having children. This is a natural and good thing. What is bad is the false notion women have that learning and everything else they do are for the purpose of getting married and giving birth to children. Women can and should become masters of science or receive doctorates by continuing their studies, even after they are married and have children.

Conditions should be provided to help women make steady progress in their social life after marriage. Many nurseries, kindergartens, laundries and so forth should be built to help women take part in social activity. The state is directing particular attention to the construction of such establishments. However, those establishments now under construction at state expense may not be adequate to fully satisfy the requirements of women, because vast constructive work is going on in all fields at present. Of course in the future the state will assume full responsibility for the construction of all the facilities needed for women's public activities, but it will not be in a position to

cope with all this for the time being. However, women can solve many problems for themselves by pooling their efforts, if the Women's Union makes proper arrangements.

The experience gained at Sosong-dong in Pyongyang, I think, can serve as a fine example. The Women's Union had better organize a concerted women's campaign to have nurseries, laundries, public dining-rooms, etc., built. In this way, adequate conditions should be provided for women to take part in social activities, and the role of the women in socialist construction should be enhanced still further.

An important question in Women's Union activities in the past was to wipe out illiteracy and eliminate the feudalistic ideas that oppressed the women. But this work no longer seems to be of major importance in our society. Today the Women's Union should actively campaign for women's participation in socialist construction and bend its efforts to provide conditions that will allow them to work well.

As pointed out in the report to the Fourth Party Congress, the work of the Women's Union is an important part of our Party work. The Party organizations at all levels including city, county and ri Party committees should give active guidance and assistance to strengthening the work of the Women's Union organizations.

The present meeting of mothers will be a good opportunity for further strengthening and developing the work of the Women's Union. I hope this meeting will mark a turning point in the education of children by mothers and in the work of the Women's Union.

ON IMPROVING AND STRENGTHENING THE WORK OF GENERAL EDUCATION

Speech at the Fourth Plenary Meeting of the Cabinet of the Democratic People's Republic of Korea
October 16, 1962

Now I would like to tell you about some questions which have arisen in improving and strengthening the work of general education.

Today our educational work is taking long strides forward. Before liberation, education was in a very backward state owing to the Japanese imperialists' policy of colonial slave education. As a result, when liberation came, we had no native trained staff of our own. At the time of liberation our country had only a few intellectuals with higher education. Under such circumstances we had to develop education rapidly before anything else so as to make our country a prosperous and civilized state on our own. Therefore, ever since liberation our Party and Government have always laid great stress on education. As a result, a great change and progress has been made in education.

But, in spite of the rapid development of education as a whole, control of education fails to keep pace with it, and particularly the people's committee officials at all levels fail to guide education well.

The greatest problem is that education is left entirely to educationalists, while the people's committees pay no attention to it. These days, quite a few of government officials think that work in education will make progress if they merely issue directives and ensure the construction of school buildings. So, at best they go out to schools to find out whether there are too few classrooms and see that a few classrooms are built. But they pay little attention to such important questions as the quality of education, whether the ranks of teachers are solid enough, whether sufficient textbooks, school supplies and equipment and materials for education are provided, whether educational discipline is maintained, whether communist education is conducted properly, whether education is combined correctly with productive labour, and whether technical education is given in the right manner.

The reason why government officials are indifferent to education may indeed be that they are occupied with other matters, but the main reason is that they do not fully understand the importance of good education.

Education is a very important revolutionary task and there is nothing more important in the activities of the people's committees.

We are now fighting to build socialism and communism. To be successful we must ensure that while the material and technical foundations of the country are built up solidly, the people's ideological consciousness is remoulded along communist lines. Therefore, our Party is continuing the struggle to lay the material and technical foundations and at the same time the struggle to remould the ideological consciousness of people.

In building socialism and communism, it is important to lay the material and technical foundations, but still more important is to remould the ideological consciousness of people along communist lines. Our experience of socialist construction shows that working efficiently, one can build up the economy

quickly to lay the material and technical foundations. But the work of remoulding the ideological consciousness of the people, in other words, the work of rooting out the survivals of all outmoded ways of thinking from people's minds and arming them with communist ideology, is a very difficult, complex and time-consuming process. Generally, the remoulding of people's consciousness falls behind the development of the material conditions. We should therefore direct especially great efforts to remoulding the thinking of people along communist lines.

Proper education is more important than anything else in communist remoulding of people's thinking.

Those educated after liberation now form a large proportion of the working people in our society. The people who had finished primary school after liberation and received secondary or higher education are now middle-aged and are working as cadres or playing an important role in various fields. And those who were six or seven at the time of liberation are now 23-24 years old and are participating in the building of socialism. Those who were born at the time of liberation have now finished secondary school and are going out into society to work. We have already introduced compulsory primary education and are carrying out compulsory secondary education. So, if we had given proper teaching in schools in the past, we would have been able to bring up all members of the rising generation to be a new, communist type of men and women. But things turned out otherwise in reality.

Remnants of bourgeois and feudal ideas still remain to a large extent in the minds of those who received democratic and socialist education at our schools after liberation and are contributing to society. Although they went through the course of compulsory education, they were largely influenced by the old ideas of their parents and some of their teachers in their school days. Therefore, in many respects they are still greatly swayed by the morality and customs of the old society—in do-

ing physical labour, in managing common property, in participating in collective life and modern living.

In our country now compulsory nine-year technical education is partially in force and before long it will be enforced in full. Under such circumstances, if the officials of the Party and state organs pay careful attention to education and guarantee good education at schools, it will be possible to train all members of the rising generation into a comprehensively developed new type of people equipped with considerable scientific and technical knowledge and communist moves.

It is foolish to expect the appearance of new communist-type men and women while ignoring education. Government and Party officials at all levels should fully understand the importance of education in the building of socialism and communism and pay careful attention to school education. This is the first question I want to emphasize at today's meeting.

Next, educational discipline should be intensified.

Educational discipline is, in a nutshell, the discipline needed to make the pupils and students study hard. Strengthening educational discipline is one of the most important facets in education. Only when it is established thoroughly in the schools of general education will the pupils study well and, after leaving school and going out into society, live and do all their work, including the fulfilment of state plans, as they should. If the schools of general education fail to enforce strict educational discipline, boys and girls will not observe good discipline even after entering college or university and going out into society. Those who are not accustomed to a life of discipline are unpunctual in reporting for work and leaving the workplace every day, absent themselves from duty at will and fail to perform their duties without compunction. Therefore, it is very important to strengthen educational discipline at schools to make the pupils familiar with a life of discipline from their childhood.

The most important thing in strengthening educational discipline is to carry out the education programme thoroughly.

To fulfil the national economic plan is the legal responsibility of factories and enterprises, and to carry out the education programme is the legal responsibility allotted by the Party, the state and the people to the schools. At schools all subjects should be taught strictly according to the curricula and the teaching schedules and, thus, the education programme should be carried out 100 per cent.

In order to implement the education programme thoroughly the role of teachers should be heightened. The teachers should teach all subjects strictly according to the programme and strive to afford a clear understanding of the contents of their teaching to the pupils.

The pupils and students should observe educational discipline scrupulously.

The first revolutionary task of the pupils is to study. They should attend all lessons without omission and study hard to become honour pupils. At schools discipline should be enforced and the pupils should be compelled to fulfil their duties satisfactorily.

Above all, discipline in attendance should be enforced thoroughly among the pupils to prevent them from playing truant. And whilst at school the pupils should be subject to strict discipline under the guidance and control of teachers.

Next, it is essential to combine education in science and technology properly with communist education.

Otherwise, it is impossible to train the pupils and students to be the excellent persons needed in socialist and communist society.

If compulsory nine-year technical education is introduced completely in the future, everyone will receive compulsory education for nine years at school after leaving nursery and kindergarten, and then go on to higher technical school and col-

lege. Thus, our new generation will lead a collective life during lengthy school-attendance, and effective teaching will enable all members of the rising generation to acquire a rich scientific and technical knowledge and a lofty communist moral quality.

In order to strengthen communist education we should introduce the new subject of communist education. In fact, the textbooks from which boys and girls are now taught contain a great many elements of communist education. But these alone are not enough to give a satisfactory communist education. For this we must have separate communist education conducted in proper conjunction with scientific and technical education, while at the same time incorporating the elements of communist education in the general subjects.

The most important thing in communist education is to cultivate a communist attitude towards labour.

Labour is the most sacred and honourable of things. All the wealth of society is created by the labour of people. Fine and beautiful houses and up-to-date machines including motorcars and planes are all made through the labour of the workers. Without labour nothing can be made in this world. The workers can be said to be the ablest, most civilized, and the most learned people, and there can be no more proud and honourable people than the working class who serve society and the people by their labour in a socialist society. Therefore, it is very important in socialist education to teach all people to have a correct attitude towards labour.

In the old exploiter society people were imbued with the evil idea that it was best to live idly. So, people who had a daughter wanted her to become the eldest daughter-in-law of a rich family to live idly, and those who had a son intended him not for a labourer but for a trader who squeezed others or a sub-county officer or a scrivener and the like. Such backward ideas still remain in the minds of some people who lived in the exploiter society of the past. While engaging in farm work, some

peasants, though very rarely, intend to send their sons and daughters to cities after they finish school, instead of making them do farming in the countryside.

We should completely eradicate the old thinking and bourgeois morality from the minds of people and implant in everyone the communist ideological viewpoint and ethic to love labour and to like work. For this, we should strengthen the work of education before anything else among the pupils to infuse the new generation with a correct outlook and attitude towards labour.

It will not do to try to overwork the pupils thoughtlessly on the pretext of teaching them to love labour. Even when they are put to work at school, this should be in keeping with their physical development. In accord with the development of their physical strength, the schools of general education should let them do such work as to keep their classrooms clean, maintain the playground, tend flower gardens and, after school, give their parents a helping hand and keep their houses and village clean.

Another important thing in communist education is to induce people to care for the common property of the state and society, oppose selfishness and acquire the collectivist spirit.

In the old exploiter society people were educated to value only their private property. As a result, they had no collectivist spirit but were imbued with ideas of extreme selfishness caring only about their own well-being no matter what may become of others.

People are often urged to value common property as their own. This comes of the old habit of holding one's own property dearer than common property. We must implant in the people the habit of caring more for the property of the state and society even if they have to sacrifice their own private possessions.

The education of the pupils in collectivism should be strengthened.

Now some pupils think that if only they study well and become honour pupils, they can disregard everything and everyone else. This is a manifestation of the absence of the collectivist spirit. Admittedly, it would be good if all pupils were to study well and get full marks by themselves. But since there may be backward pupils it is necessary to cultivate the habit of helping the laggards collectively.

Many of the cadres who have grown up through our school education, work using administrative methods, instead of skilfully conducting political work to enlist the collective power of the masses. This is because they have not been properly educated in collectivism in their school days. If, by giving priority to political work, they educate people and rouse the collective body to action, everything will progress smoothly. But they fail to do so because they do not fully understand the advantages of collectivism.

We cannot say, of course, that education in collectivism was unsuccessful in the past: on the contrary, it scored considerable successes. We can cite as an instance the work of an agitator in Rihyon-ri, Sungho District, Pyongyang. Since she thought of her collective first and thought more of her village than herself, she devoted herself fully to educating and remoulding backward people. In this way, she converted the backward village of Rihyon-ri into a harmonious, united collective, an exemplary cooperative farm.

Education in collectivism should be further strengthened and pupils should be firmly equipped with the collectivist spirit. They should thus all be induced to value common property, hold the interests of the state and society dearer than their own and sacrifice their personal interests to the good of the collective.

An important aspect of communist education is to teach pupils to live in a cultured manner.

Only then can they be made to form the habit of keeping clean, keeping a good appearance and leading an orderly and

disciplined life with a high sense of responsibility for society from their childhood. If the schools fail to educate the pupils properly, they will lack this sense of responsibility and, accordingly, will act wilfully—failing to have their hair cut, cocking their caps and violating propriety.

The Yaksu Middle School, Changsong County, properly teaches its pupils to live smartly. When I visited a worker's home in Changsong County some time ago, I looked into the exercise books of his son, a pupil of the school. His exercise books were very clean and in good order. From the exercise books I could judge that the Yaksu Middle School was educating its pupils well. The pupils of this school have good manners, dress themselves neat and trim, wallpaper their houses cleanly, raise flowers in front of their houses, and live in a cultured manner.

The pupils of the school which fails to give them proper education put their schoolbags and caps all over the house, keep their exercise books in poor condition, and neglect their home leaving it in disorder. It is hard to believe that the pupils, who are used to living in this way from their childhood, will keep their workplaces clean and lead a cultured life when they finish school and go to work at factories or public institutions.

Schools must teach their pupils to keep themselves neat and trim, to wear their caps straight, to walk along the streets in line, and to lead an orderly, cultured life at all times.

The next task is to give living knowledge to the pupils.

This means teaching the pupils to tell rice from barnyard grass in the countryside, to handle machines at factories and to use what they have learned wherever they go.

Capitalist education does not give living knowledge to the pupils and students. In the period of Japanese imperialist rule students in mortarboards strutted about with brief-cases under their arms, but they knew nothing. During the anti-Japanese revolutionary struggle I met a graduate from an

imperial university of Japan and also a graduate from Beijing University of China, but they could not tell wheat from barley, goose from duck and cow from horse. At the time, I made up my mind firmly never to train students like them after taking power.

Yet, our schools fail to impart living knowledge properly, so now some pupils scarcely know drilling machines from surfacing lathes, and have no clear idea why we reduce high tension to low tension when we use electricity. Furthermore, the pupils in urban communities have a poor knowledge of domestic animals such as cow, horse and rabbit, and those in the countryside are unfamiliar with factories and machines.

It will not do to educate pupils like this. We should give them live, working knowledge, if we give them any. In particular, we should teach things concerning our own country properly to the rising generation. We should inform them clearly of what kinds of animals and plants there are in our mountains and fields, what kinds of fish in our rivers and seas, and what kinds of factories in a given locality.

As for techniques, it is important to teach them live, practical techniques. Our Party is now working under the slogan that the entire working people should master at least one kind of technical skill. Nobody can serve society and the people without at least one technical skill. When all working people have at least one kind of technical skill, our country will rapidly become rich and powerful. The schools must give proper technical education so that all pupils and students master at least one kind of live, working technique.

In order to impart living knowledge to pupils it is necessary to take measures for the teachers and pupils to make frequent educational field trips.

The teachers and pupils cannot acquire living knowledge purely from books. For living knowledge they must make field

inspections. An educational visit to a factory is much better than reading a book about it. If they visit the factory personally, they will be able to grasp the content of the book with ease, but ii they only read the book without visiting the factory, they will not be able to understand its content clearly. If the teachers and pupils make study tours of many factories, they will come to know what kinds of factories our country has, and will learn about the lathe and drill press, blast furnace, open-hearth furnace and electric furnace, hydroelectric power station and thermal power plant.

Without this kind of practical experience pupils will all become "locked chests of knowledge", which, as I have always stressed, is undesirable. Knowledge should be practical; knowledge hidden away in the chest is of no use.

Study tours are essential both in educating the pupils and raising the qualifications of the teachers.

Such trips should be organized regularly, particularly in spring or winter, taking advantage of vacations. The teachers and pupils should thus visit factories, enterprises and cooperative farms, climb mountains and go to the sea, too.

In capitalist society the bourgeoisie go on spring or winter tours to have a fine time, in a grand style. However, our teachers and pupils should make spring or winter trips to gain living knowledge.

When I visited the Yaksu Middle School in Changsong County before, I told its principal to organize many trips of inspection to factories, enterprises and cities for the teachers and pupils. Yaksu-ri, Changsong County, was originally called Kanam-ri because it was situated in the midst of rocks. There were just a few houses in the ravine, which was studded with large rocks. There was nothing else to see. It was obvious that the pupils could not acquire live, working knowledge no matter how hard the teachers might explain to them the contents of the textbooks. So, I saw to it that the teachers and pupils of the

Yaksu Middle School visited the nearby Kusong Textile Mill, Kusong Machine-tool Plant, Supung Power Station, Changsong and Sakju county seats and Pyongyang. As a result, their qualifications improved considerably. This played a great role in raising the general cultural level of the people in Yaksu-ri, too. It is important in the building of communism to eliminate the distinction between town and country. If the teachers and pupils make frequent study trips to cities, they can broadly disseminate urban culture to the countryside.

It is necessary to organize frequent practical training for the pupils to gain living knowledge. In particular, the need for practical training is great in technical schools. If the pupils receive frequent practical training in factory production they will acquire broad working knowledge. The technical schools should organize practical training at factories often so that the pupils acquire live, wide technical knowledge.

Technical education should be strengthened.

Since the young people who have finished the middle school or the senior middle school possess no technical know-how, they cannot work properly when they come to work at factories.

When I gave on-the-spot guidance to the Taean Electrical Machinery Plant I had a talk with two women workers of the same age in a coil shop. One of them was a fifth-grade worker and the other, a third-grade worker. So, I asked them why there was such a difference in their grades in spite of their ages being the same. The fifth-grade worker replied that she had finished a technical school and the third-grade worker, a secondary school. The secondary school leaver had come to the factory two years earlier, but she was still a third-grade worker, while the technical school graduate was a worker of the fifth grade although she had only recently joined the work force. So I asked the workshop manager which of them was the better worker, and he answered that the technical school graduate was much better although she was only a newcomer. This proves

that our Party's line of strengthening technical education is correct.

The graduates from technical school have a start of two or three years compared with secondary school leavers in obtaining skill grade licences. Since those who have finished junior or senior secondary school lack basic technical knowledge, they have to work for three years at least in a factory to become fifth-grade workers, but every technical school graduate has one kind of technical skill, and so he becomes a fifth-grade worker as soon as he enters the factory. It is true that when we switch over to the system of compulsory nine-year technical education, the pupils will have to attend school for two more years than when they go to secondary school. But this will be an improvement. Those who have left secondary school go to work at factory two years earlier, but they become third or fourth-grade workers at best in this period.

The technical education system is advantageous both to the state and the pupils. It enables the students to acquire one kind of technical skill while imparting general knowledge to them. Thus, it will greatly contribute to the development of the country's technology and productive forces as a whole. The technical education system is highly effective and the Party is quite correct to enforce it.

The question remains, how best to conduct technical education. If it is done only formalistically, the sole result will be that the students are kept idle for two years.

Success in technical education demands, above all, adequate conditions for practical training in technical schools.

Technical education cannot be effected merely by changing the name of a school to "technical school". Only when the conditions for practical training are provided to match the name of "technical school" will technical education be possible and the schools assume the character of technical schools as such. At present technical schools and higher technical schools must

be given higher priority in this respect than colleges and universities.

It is essential to build good study workshops in all technical schools and supply them with enough equipment and materials to teach effectively.

Our country is now fully capable of providing the technical schools with the conditions for practical training. Almost all counties of our country have respectively one or two industrial enterprises under central authority and every county has more than ten local industry factories.

The city and county Party and people's committee chairmen should assume the responsibility for mobilizing factories, enterprises and cooperative farms within their jurisdiction which function as the supporters' organizations of schools to furnish the technical schools with the conditions for practical training. If the Party and people's committee chairmen organize the work efficiently and the supporters' organizations work conscientiously, it will be possible to build study workshops in all technical schools and supply them with equipment and materials for practical training within one or two years.

Agro-technical schools should be given farming plots for production training. If they have two or three *chongbo* of plots respectively, the students will be able to get good practical training in tending them.

The technical schools should, with the help of their supporters' organizations, make vigorous efforts themselves to create such conditions through the mobilization of the teachers and students.

In this all schools should follow the example of the Yaksu Middle School. The teachers and pupils of this school transplanted around the school various plants found in the Changsong area and are raising herbivorous domestic animals that are kept in Changsong. We can see in the school geese, rabbits, sheep and all other herbivorous domestic animals raised in the

locality. Pupils of the Yaksu Middle School will go from there to the agro-technical school, so it is important that they learn about animals and plants.

Rural schools need not raise too many herbivorous domestic animals on the pretext of creating conditions for practical training. It will be enough to raise a few of each species as samples, depending on facilities.

It is essential to increase the production of school supplies and improve their quality.

We are going to complete the introduction of compulsory nine-year technical education in the period of the Seven-Year Plan. For this, more schools should be built and textbooks printed in large quantities, but still more important is to produce good-quality school supplies in sufficient quantities.

At present school supplies are produced insufficiently and, moreover, their quality is very low. Set squares, compasses, pencils and the like, too, are poorly made, and schoolbags are rough-and-ready.

It is time to raise the quality of the school supplies in our country. Now our situation is different from that of two years ago or last year. If the personnel responsible buckle down with determination, it is fully possible to improve the quality of school supplies. Because a large quantity of high-quality vinyl chloride is now turned out in our country, it is well within our power to make decent set squares, pencil cases, schoolbags and so forth. We can also make various nice pencils, compasses and others as we wish.

We should build factories exclusively designed for the production of increasing quantities of high-quality school supplies. Provinces will do well to build a factory for every few counties for the exclusive production of pencils, set squares and other school materials.

There must be one paper mill in every county. As I have already said at the Joint Conference of Local Party and Eco-

nomic Functionaries in Changsong, if every county has a paper mill, the problem of exercise books and paper will be solved completely on its own.

Schoolbooks must be printed in large numbers.

It is said that every school year new textbooks are in too short supply to go round all the pupils. Even if we fail to do other things, we must print large numbers of textbooks and give all pupils new books in the new school year.

In order to print these textbooks there must be enough paper. It is said that paper has been supplied till now firstly for printing newspapers and then for printing textbooks. Now, however, we should reverse the order. It is more important to print schoolbooks than newspapers. In future paper must be made available first for the printing of textbooks, secondly for newspapers and then for magazines. If the Kilju Pulp Mill turns out some 20,000 tons of high-quality paper next year, we should first earmark about 10,000 tons for the printing of textbooks and the rest should be for newspapers and magazines.

If the paper situation is very strained, we can print textbooks partly on paper turned out by the local industry factories.

We should print primary school textbooks with the best paper. Although middle school textbooks can be printed on somewhat lower-quality paper, we must definitely provide primary school pupils with textbooks printed on high-quality paper.

We should also reinforce the printing equipment so as to put out large numbers of schoolbooks for general education.

We should build more schools. At present residential buildings are being built extensively, but many schools should also be built. We should energetically push ahead with the construction of residential and school buildings simultaneously. I think it advisable to divert 15 per cent of the construction funds for 100,000 rural houses to the building of schools, and in urban areas, where the housing situation is acute, to divert 5 per cent of the funds earmarked for the same number of flats.

The building of schools in the countryside should be undertaken by the city and county rural construction corps without mobilizing the peasants. This is essential to guarantee the quality of construction.

One of the problems demanding careful attention in technical education is the proper distribution of technical schools.

The technical schools should be distributed proportionately with due regard for regional peculiarities and the economic development of the country as a whole. If we allocate the agricultural and the industrial technical schools without taking into consideration the development of the national economy as a whole including industry and agriculture, this will possibly bring about the result that we have to assign graduates of agricultural schools to industry, say, engineering, and graduates of industrial schools to agriculture. Therefore, we should examine the distribution of the technical schools generally to ensure a correct balance.

Next, the ranks of teachers should be built up solidly.

For this, the work of teacher training should be strengthened before anything else, so that the normal and the teacher-training colleges turn out large numbers of competent teachers.

These are institutions exclusively training teachers. Unless they train many fine teachers, it will be impossible to build up the ranks of teachers.

In order that these colleges may turn out able teachers it is essential to raise the qualifications of their faculties and, in particular, to admit good students to them.

It is said that at present the best students are enrolled at other colleges and universities, in preference to the normal and teacher-training colleges. If this is so, they will not be able to train competent teachers. In future, the factory Party and Democratic Youth League committees and other Party and DYL organizations at all levels should select the best young people

and send them to the normal and teacher-training colleges in preference to others.

I have heard that some people do not think it an honour to teach and dislike it. This is a very misguided attitude. Teachers are important workers on the ideological front, responsible for training our rising generation into Communists. The Party and the DYL organizations at all levels should clearly acquaint young people with the Party's intention, so that many excellent young people go to normal and teacher-training colleges.

The normal and teacher-training colleges should improve and strengthen the work of educating and training all students to be fine Communists. These colleges ought not to send out graduate teachers who lack the qualities of Communists. However many teachers they may train, they are useless without such qualities.

It is necessary to increase the numbers of normal and teacher-training colleges and overhaul the system of teacher training.

Even though the burdens of the state are growing, we should increase the number of these colleges, setting them up in every province. If we are to train a large number of teachers, we will have to increase the enrolments of the normal and teacher-training colleges considerably. If that is the case, we had better set up these colleges in every province and admit as many students as are needed.

A college consisting of the normal and the teacher-training college should be divided into two. Even if the two colleges are housed in one and the same building, they must be divided into two systems working under different presidents. This is indispensable if the students are to receive a high-quality of teaching.

In order to strengthen the ranks of teachers it is also essential to re-educate the teachers on the active list.

The most important aspect of this is turning all teachers

into Communists by further strengthening their training in the Party spirit and thoroughly establishing in them the Party ideological system, the communist ideological system.

Unless teachers themselves become Communists, they cannot rear the students to be Communists. Now, some teachers do not fully understand the superiority of the socialist system, the reactionary nature of the capitalist system and the true nature of the landlords. Such teachers cannot be said to be equipped with the Party ideological system, the communist ideological system, and while such people remain in the ranks of teachers, the schools cannot fully perform their mission.

Defective teachers should not be dismissed on the pretext of building up the ranks of teachers with people armed with the Party ideological system. Instead of expelling backward teachers from the ranks of teachers, they should be re-educated by the joint efforts of the teachers' collective. The agitators on cooperative farms are re-educating even erstwhile merchants into fine people, so how can the teachers' collective fail to educate a few lagging teachers by their joint efforts? Our invariable principle in work with backward people is to re-educate them.

If there are teachers who purposely imbue the students with bourgeois and feudal ideas whilst teaching or by their example, then such fellows cannot of course be left within the ranks of teachers.

It is necessary to open a reorientation class for teachers in the communist colleges.

If a reorientation class is set up in every communist college and competent fine teachers are enrolled and educated in it, they can be trained into teachers fully equipped with the Party ideological system. In future, the better teachers should be sent to communist colleges to study more and to temper their Party spirit, so that they may be eligible for the posts of principal or head teacher.

While the teachers are tempered politically and ideologically, their practical qualifications should be markedly raised.

Only when they have reached a high intellectual level can they teach the students well. Teachers who have had no college education should enrol and continue to study in college correspondence courses to raise their qualifications.

It is wrong to think that if teachers attend college correspondence courses, this will interfere with their teaching. They can take the correspondence course without difficulty while teaching their allotted classes. The experience of the Yaksu Middle School, Changsong County, is eloquent of this. When I first visited the school, it had only one teacher who had graduated from a college. So, I told the teachers that they must regard teaching as a revolutionary task and continue to study in a college correspondence course in order to raise their qualifications. The teaching staff followed my advice while teaching their classes as usual. Now almost all of them have graduated from the normal or teacher-training college, and those who have finished the teacher-training college are now following the correspondence course of the normal college. As a result, their qualifications have risen noticeably.

Schools should be staffed with a sufficient number of teachers.

Now there are many cases in which the work of education is hindered in schools by lack of teachers. Naturally, we should neither waste labour by overstaffing the schools, nor cause difficulties by allocating too small a number of teachers to schools.

Women should be widely admitted to the ranks of teachers.

Although the south Korean puppet clique sell off people to many countries of the world including Brazil because they have a surplus of manpower, the northern half of our Republic is short of labour. Moreover, men are largely needed in heavy industry and other hard and arduous areas, and so they cannot

be assigned to the field of education in large numbers. Therefore, women should be employed widely as teachers, especially in general education.

If women teach, educational work can be more successful. As they are meticulous and careful, women can teach pupils better than men. But some cadres are still reluctant to take on women as teachers, so that at present there are few women in education. It is necessary to eliminate the remnants of the backward feudal attitude that nothing can be done without men, and to accept a large number of women as teachers.

Some officials think it annoying that women take maternity leave, but this is a mistake. Schools with a large proportion of women teachers should be allocated more teachers so that the classwork is not impeded even if the women teachers are duly granted maternity leave. And nurseries and kindergartens should be so organized that women teachers can conduct lessons without worries.

Women should be more frequently promoted to higher posts in the field of education.

It is a wise step to promote boldly women of about 40, who have taught well for scores of years, to higher posts in education. Since such women know the mentality of pupils well, and have rich experience in teaching, they can supervise educational work efficiently.

The social conditions of teachers should be improved.

It is said that in some places teachers are not provided with good living conditions, so that they suffer inconvenience. This is intolerable. The Party and people's committees at all levels should take care to keep the houses of teachers always in good repairs and to supply clothes of good material. If the people responsible organize things properly, this is quite within their power.

The state should supply the teachers with winter and sum-

mer clothes. Their clothes must be of good material and be better tailored than those of college and university students.

Teachers should be socially respected and treated with courtesy.

It is important, of course, to supply them with fine clothes, but more important is to pay them social respect and improve their social position. Only when the social atmosphere is established in which they are respected and treated warmly can the teachers do their work well with a sense of pride and honour.

From ancient times Koreans have greatly respected teachers, but this excellent custom is now disappearing. The fine time-honoured code of morals should not be left to disappear just because socialism and communism are being built.

Some Party and government officials including chairmen of county Party and people's committees give the cold shoulder to teachers and do not invite them to sit on the platform at meetings. Worse still, I have heard, they abuse them in the presence of pupils and their parents. This is utterly absurd. The Party and government officials should treat teachers politely and encourage the pupils and their parents to respect them. If teachers display certain shortcomings, they should meet them personally and admonish them courteously. At meetings teachers should be invited to sit on the platform and should be given the floor. The Party and government officials should take them along when going on a fact-finding trip to ask advice on work, and should respect their opinions.

Further, the work with pupils and their parents should be carried out properly.

The most important aspect of work with the pupils is education by positive example.

It is often said that nowadays the schools educate by means of positive example, but they fall short of the mark. Coercive methods such as punishment should not be used in school. Rather, pupils should be encouraged positively.

Education of people by positive examples is a very superior method. This method is most effective for the Koreans because of their character. The method of punishing, abusing and threatening does not fit their character. When they are encouraged and educated by positive examples, Korean people are soon influenced by them into avoiding transgressions. That education of people by positive examples is the best method, is a conclusion I have drawn from my practical experience in the course of a long revolutionary struggle. In recent years, we have seen to it that positive educational methods are generalized, and the results have been very favourable.

In schools there should be extensive education with exemplification from heroic battles in the period of the anti-Japanese armed struggle, the Fatherland Liberation War and socialist construction. Many such impressive examples should be published in newspapers and magazines, for the pupils to follow.

It is also necessary to create positive examples within the schools and extensively educate the pupils by them.

The experience of a teacher of the Changjon Middle School in Pyongyang in educating the pupils by this method offers a good model for all teachers. This teacher's experience should be widely generalized among the education workers of the country.

In education, work with the parents is as important as work with the pupils themselves.

In the education of pupils, parents play a big role. Upon investigating the cause of violation of discipline by pupils or of defects revealed in their lives, we find in most cases that their home education is wrong somewhere—either their grandmothers have been overindulgent to them or their mothers have imparted bad habits to them.

In order to educate pupils properly, work with the parents should be strengthened. If work with the parents is conducted well, they will not only exert a good influence on their children by their exemplary life but also keep them under control and

out of mischief at home. This will greatly assist the work of the teachers.

Teachers should help the parents as educators and the parents should assist the teachers as the guardians of the pupils. In this way, they should help each other to organize the education of pupils.

If work with parents is conducted effectively, it is possible to educate not only the pupils but also the parents themselves. The Yaksu Middle School of Changsong County has achieved great success in work with parents by introducing the system whereby one teacher takes charge of five families of pupils. Under the guidance of the county and ri Party committees, the teachers of this school take charge of five families each and educate the pupils and their parents as well. They regularly visit the houses in their charge and work with the parents, not only to solve problems arising from the education of the pupils but also to educate the parents themselves.

It is necessary to organize regular parents meetings to ensure closer cooperation.

It is not a bad idea to set up a committee of parents and call frequent meetings. In an exploiter society like south Korea the school authorities call meetings of parents for the purpose of exacting money and taking bribes from them, but in our country parents meetings are called to discuss educational matters.

The schools should regularly hold meetings of parents after consultation with the ri or factory Party committees. I think it proper to call meetings of parents at least two or three times a year.

It is not good policy simply to criticize the faults of pupils at these meetings, for then the parents will become loath to attend them.

A short time ago I saw a theatrical performance by pupils of the Yaksu Middle School, Changsong County, and the pupils

in the mountainous region played *kayagum* skilfully and performed gymnastic dances well, too. As their performance was so commendable, I gave instructions for it to be shown to their parents. I am told that all of the parents wept to see the performance of their children, and could scarcely believe that it was really their own children on the stage. After that, their interest in the school increased and they hold the teachers in high esteem, they say.

Instead of just criticizing the faults of pupils at parents meetings, the teachers, having prepared their pupils, should let those who are good orators make speeches, those who are good singers sing songs, those who are good at gymnastic dancing perform gymnastic dances, and those who are good fairy tale narrators tell fairy tales. Only then will the parents attend parents meetings willingly and with interest, and be concerned about the education of their children.

In conclusion, let me summarize some of the points that have been raised.

It has been proposed at today's meeting to set up a preparatory committee for compulsory nine-year technical education, but it is unnecessary to set up a separate body. If such a committee is set up, the role of the chairmen of people's committees will be weakened. The people's committees are expected to give guidance in education, trade, public health services, city administration and construction work, and, most important of all, to supervise education. Therefore, the job of enforcing compulsory nine-year technical education should naturally fall to them.

School buildings should be properly repaired.

Splendid schools have been built but they are in a bad condition due to poor maintenance. Although their window-panes and chairs are broken, nobody admits responsibility for them and so they are not repaired quickly. The state makes a considerable appropriation for school repairs, but in some places

the money is diverted to other purposes and the schools are left out of repair. In future this kind of thing should not recur. And greater repair expenses should be allocated where necessary depending on the specific conditions of schools.

The repairs of rural schools should be put in the hands of the county rural construction corps. Each corps should have a workteam purely for the regular repair of schools and kindergartens. If the rural construction corps are short of manpower, we can give them as many work hands as are needed.

Schools should be provided with sufficient gymnastic apparatus. According to investigation, some schools are not adequately furnished with gymnastic apparatus. Next year some money should be spent on making such equipment as iron bars, parallel bars, basketball stands and so on according to the national standards for schools. In addition, schools should have teachers specializing in physical culture and sports.

Technical schools and higher technical schools should have full-time Democratic Youth League workers. It is very important to strengthen the DYL organizations in schools which have no Party student organizations. Schools should have the requisite number of full-time DYL workers in accordance with the numbers of DYL members.

The provincial, city and county Party committees should convene a plenary meeting and discuss the question of improving and strengthening the work of general education and take any steps necessary to these ends. They should not confine themselves to discussing the matter once at plenary meetings but always pay careful attention to education to bring about a change in the work of general education.

I am firmly convinced that Party and state officials and education workers will bring about great improvement in the work of general education by thoroughly implementing the decision of today's plenary meeting of the Cabinet.

ON IMPROVING EDUCATION IN UNIVERSITIES AND COLLEGES

Concluding Speech at the Meeting of the Heads of Departments of the Central Committee of the Workers' Party of Korea

April 18, 1963

This time we have heard the work report of the University's Party Committee; great successes have been achieved in the work of the University.

The University has trained a large number of cadres, and this is a great achievement, of course. However, what is more important is that solid foundations have been laid for training technicians, specialists and scientists at our universities and colleges by their own efforts. This is a most precious asset that cannot be bartered for anything.

Especially conspicuous among the successes gained in the University's work is that the Party ideological system has been established among the faculty members and students and that Juche has been built up in education. They are now armed with our Party's ideology and education is conducted in the basic direction required by the Party. It is true that some people still retain flunkyish attitudes. However, we can say that tendencies towards national nihilism are basically non-existent; that is, tendencies to look up to others and think that only they are

capable of training technicians and specialists equipped with advanced science and technology. Moreover, unlike in former days, the students, as well as the teachers, are now able to distinguish right from wrong immediately when someone gives lecture contrary to the Juche idea. All this is good.

Although the University has achieved great successes in its work, there remain a number of shortcomings. But they are shortcomings revealed in the course of advancement and, they do not imply that the University's work has retrogressed or that they are doing a worse job than before. For example, the poor qualifications of the teachers have been keenly discussed at this meeting. This does not mean that the quality of the University professors is lower than before; it means that their scientific and theoretical level is low compared with the requirements of the rapidly-developing world. With the speedy expansion of the University, many young teachers have been appointed. However, the present scientific and theoretical level of the teaching staff as a whole is incomparably higher than right after the armistice, not to mention the early days of the University. The defects revealed in the work of the Party committee and the educational administration of the University, as well as in the supply service are minor ones. They are caused by the leadership personnel of the University who, lacking a clear understanding of the Party's requirements, did not pay due attention to these problems or worked in a slipshod manner. They can be easily corrected. We must quickly rectify these shortcomings, put the University's work system to rights and further improve education to meet the demands of our revolution.

1. ON CONSOLIDATING THE ROLE OF THE UNIVERSITY PARTY COMMITTEE

Intensifying the University's educational work needs, above all, the increased participation of its Party Committee. The Party committee is the supreme organ of leadership in the University. It should control and guide every aspect of the work of the University and take responsibility for education, the University's fundamental duty.

What, then, is the basic duty of the University Party Committee?

It is to firmly establish our Party's ideological system among teachers and students and, rallying them to the last man around the Party Central Committee, to train all students to become fine cadres, excellent builders of communism as required by the Party. Therefore, it should put stress on organizational and political work to establish the Party's ideological system among teachers and students.

The central concern of the University Party Committee, as with other Party committees, is to work with the people. It is by no means exceptional in this, and it should regard this as its first duty. In other words, it should work with teaching staff and students, and concentrate on tempering their Party spirit and rearing them to be revolutionary fighters unswervingly loyal to the Party.

The University Party Committee should be tactful in its work with students.

However skilfully the University may teach science and technology, students cannot become revolutionaries unless they arm themselves with the ideas of the Party. Even if a person

has a wide range of knowledge, he is of no use if he does not equip himself with the ideas of our Party and serve our revolution. In the past there have been cases in which a very few university students have been badly behaved and have not soundly established the Party's ideological system. Such phenomena should not be tolerated at the University, an important cadre-training centre of the country. So the University Party Committee should work carefully with student Party members and make great efforts to firmly build up the ranks of students.

Building up the ranks of students means arming all students, through good instruction, with our Party's ideas, rallying them closely around the Party and training them to be its true fighters, Communists. Trouble-makers should not be expelled from the University at random on the pretext of building up the ranks of students. School is an institution to educate people. It should educate, reform and train even trouble-makers to be fine persons.

Of course, the University makes it a rule to enrol good people and train them. Everything is not settled merely by enlisting good people. Even though his class origin is sound, a student may degenerate, influenced by evil ideologies in his school days. Survivals of old ideologies still remain in the people's minds, we are encircled by capitalism and, in particular, our country is divided into the north and the south. Under these circumstances, capitalist ideas constantly penetrate from without. So students may be contaminated by evil ideologies if proper education is not given. The University Party Committee should therefore intensify ideological education among students so that at school they may eradicate the survivals of old ideologies and arm themselves firmly with communist ideas.

During their university days people mature physically and mentally and their character and world outlook form, so it is very important to educate them properly. Of course, it is by no means an easy job to train university students who have not

yet passed the test of society and think themselves important. But if the Party committee instils students with good habits and educates them circumspectly from the outset, they will all be set on the right track. It is worth the Party committee's while to do this; but the committee has nothing to do if the University enrols only Communists fully equipped with a revolutionary world outlook.

The University Party Committee, in particular, should urge students to take part voluntarily in the life of the Party or the Democratic Youth League. In this way students should be encouraged to value their organization and accustom themselves to participating loyally in organized life during their university days.

The main job of teachers is the education of students. They should become Communists first in order to train students to be Communists. Sometimes, ideologically unsound students may enter university. But the main reason why students make mistakes at university is that, in many cases, their teachers' ideology is unhealthy. That is why the University Party Committee should intensify work with teachers and pay close attention to tempering them in a revolutionary way.

The report of the University Party Committee chairman shows that the committee has failed so far to work with teachers properly. They say that some teachers are nervous about whether or not the Party has trust in them and even think that when their degree theses are not approved because of their poor quality, it is due to the Party's lack of political confidence in them. There is no more important and honourable undertaking than bringing up students to be cadres of the nation; the Party shows great political confidence in teachers by entrusting them with the education of the rising generation. Needless to say, those who are doubtful about the Party's political confidence in them are wrong. Yet, the University Party Committee should also find shortcomings in its work.

The University Party Committee should work with teachers properly so that they have a high sense of honour and pride in their work. It should tell them what their shortcomings are, if any, inside and outside work, so as to remedy them in good time. If a teacher's degree thesis is too poor to be passed, the committee should inform him of the reason for its failure that it lacked adequate ideological content and scientific value because he did not arm himself thoroughly with the Juche idea of our Party. And it should help him strive to equip himself with the revolutionary ideas of our Party more solidly and to raise his scientific and theoretical qualifications.

Trusting, educating and taking intellectuals into communist society is our Party's consistent policy. The University Party Committee should work carefully with intellectuals, thereby rallying them closely around our Party and inducing them to be faithful to our revolutionary cause to the end.

As we always emphasize, in work with older intellectuals it must be assumed that they have an anti-imperialist, revolutionary spirit but, at the same time, that they may waver because of their class position. It is a mistake to think they would be revolutionary of their own accord without being put to the test, because they have anti-imperialist, revolutionary leanings; it is also wrong to doubt them for no reason at all, merely being swayed by the fact that they may vacillate. Taking these two points into consideration, we should trust and educate older intellectuals, and test and steel them in practice.

In peacetime, unlike wartime, it is difficult to check people in a short period. In the Fatherland Liberation War, particularly in the hard days of temporary retreat, we could test many intellectuals. Many of our intellectuals went to the sector of Rakdong River, and then followed the Party, scaling steep mountains, during the period of temporary retreat. In such a trying period, a hard-and-fast line can be drawn between those following our Party and those going over to the enemy side.

But in a period of peaceful construction like today, it is rather difficult to fathom their revolutionary spirit without testing people for quite a long time. Moreover, it is hardly possible to evaluate teachers in an all-round way merely from the fact that they are good lecturers. Under the present peacetime conditions it is necessary to work with intellectuals more profoundly to understand them closely and give them a revolutionary education planned in detail.

The University Party Committee should, in particular, work carefully with teachers from south Korea.

Those who came from south Korea, trusting and following our Party in the days of the Fatherland Liberation War, are precious people; their following us is one of the great victories of our Party's policy towards intellectuals. We should treasure, love, trust and pull them forward; we should enlist those eligible for membership into the Party. Of course, admittance of people into the Party should follow the principles and procedures stipulated in its Rules under all circumstances, and no violation should be allowed. But it is wrong to doubt them and hesitate in accepting them into the Party simply because their past records in south Korea were complicated. Those who have not yet been ready for membership should be helped for better preparation and those who are eligible should be boldly admitted in the Party.

Organized life is of great importance in tempering people in a revolutionary way. In particular, the intensification of organized life is more urgent in giving revolutionary tempering to the intellectuals who are separated from production activity. The University Party Committee should properly guide the teaching staff to participate conscientiously in life in the Party or other organizations.

It is said that some intellectuals are reluctant to take part in Party meetings, complaining that there are too many of them. This attitude is wrong. Party meetings are a school for

Party members to temper their Party spirit. To participate actively in Party meetings is the duty of every Party member. He should contribute to all debates at Party meetings; he should implement Party decisions unconditionally and execute Party assignments faithfully. He who shirks from participation in Party meetings and fails to carry out Party assignments is ineligible for membership. The Party committee should vigorously oppose any tendency among intellectuals to neglect organized life.

The University Party Committee should not supplant educational administration or supply work, but it should regularly and untiringly conduct work with teachers and students. There may be various ways of doing this: individual education through talks, assignments given to Party members to educate each other, collective education through meetings and studies, and many other ways. This has always been emphasized, so I shall not discuss it further.

The next thing for the University Party Committee to attach importance to is the establishment of a habit of study among students and teachers.

The first and foremost task both for all Party members and for working people is to establish the ideological system of the Party. And moreover everyone has his own main revolutionary task. Therefore, all Party members and working people should strive to establish the Party's ideological system and, at the same time, make vigorous endeavours to discharge their own revolutionary tasks faithfully.

The main revolutionary duty of students is to study hard. The word "student" means literally "a person who studies". The Party has sent students to the University to read assiduously and study hard. Students should hold fast to the study-first principle, and the University Party Committee should give proper guidance for students to study diligently.

The habit of study should be established among teachers,

too. The main revolutionary task of teachers is to teach well. To this end teachers themselves should study a great deal. It is of course by no means easy to prepare a good syllabus for any subject. Since teachers cite many examples in lectures and set exercises to be discussed, they should read many reference books and study actual problems at all times if they are to compile a good syllabus.

The loyalty of students and teachers to the Party should be manifested in their studying and teaching, the main revolutionary tasks assigned them by the Party. The University Party Committee should always pay attention to establishing the habit of study among students and teachers, and should evaluate them according to how they show Party spirit in carrying out their main revolutionary tasks. Students should be rated by whether they study hard or not as required by the Party, and teachers, by whether they conduct teaching in the direction that the Party wants.

Further, the University Party Committee should direct efforts towards the communist education of students.

One of the important objectives of higher education is to encourage students to acquire communist moral traits. However much knowledge and technology they may have, they cannot become revolutionaries, the commanding personnel of the revolution, without noble communist moral traits. The University Party Committee should intensify communist education among students, so that all of them, during their four to five years of course, become fine workers in the service of the Party and state, with strong Party spirit, a wide knowledge and communist moral traits.

At present, not a few young people lack due moral qualities. Some fail to observe even primary etiquette and public morality. As a result of struggle over a definite period, there has been considerable improvement. Yet, some university students are slovenly and their gait is not right. Some even smoke and

drink. The University Party Committee should strengthen communist moral education among students so that they abandon obsolete customs, have pride in themselves and self-confidence as revolutionary fighters for the Party, love their comrades and collective, lead a frugal life, dress neatly and act politely.

Education in socialist patriotism should also be intensified among students. In the past this was so inadequate that some of the graduates lacked national pride and self-confidence. It is obvious that those without national pride and self-confidence cannot show patriotism and that those without patriotism cannot do duty as national cadres. The University Party Committee should intensify education in socialist patriotism among students, encouraging them all to ardently love the homeland and people and devote their all, with national pride and self-confidence, to the struggle for the country's prosperity and development, the welfare of the people and the cause of communist construction.

It is also of importance to educate students to take due care of the property of the state and society. Now some students and young people are not well aware that the precious wealth of the state and society is the fruit of the bloody struggle of their revolutionary forebears and the devoted labour of our people. That is why among university students there are found many practices exhibiting a lack of economy and love for property of the state and society. Some not only treat the precious property of the country without due consideration but do not even mind if school children break roadside trees and crush street-lamps. Those students who use desks and chairs carelessly at the University will do the same with furniture at home and, after graduation, with the valuable property of the state and society. Failing to value and love the state's precious property, the fruit of the labour of the working people, and mishandling it is an expression of a lack of love for their country and people and communist attitude towards labour and its results. The Univer-

sity Party Committee should educate students to take good care of the property of the state and society and manage the economic life of the country assiduously and frugally.

Next, the University Party Committee should encourage students to take part extensively in social and political activities.

Social and political activities are one of the important means of tempering students through practical struggle. Our technicians and specialists are the proud masters of the state and society, unlike those employees selling their knowledge and skills in capitalist society. University graduates will have a leading role in the revolution. Therefore, it is necessary to equip them with communist ideas and science and technology and, at the same time, prepare them for social and political activity during their university days. The University Party Committee should pay great attention to this and encourage them to conduct such activity faithfully while studying diligently.

It should assign to students the tasks of conducting propaganda work among the masses, giving lectures in factories and rural villages, and propagandizing at home during vacation.

The city Party committee, too, should show interest in the social and political activities of university students. In contact with the University Party Committee, it should select good students and let them give lectures, and step up the activity of the present students' propaganda corps.

In particular, when the Party puts forth a new policy, the University Party Committee should send out students of social science among the masses to propagate the policy and to mobilize the latter in the campaign to implement Party assignments. I have emphasized many times that Party schools and the National Economy Institute should arrange such work extensively; it is also advisable for the University to follow suit.

If students conduct public and political work extensively among the masses, including giving lectures, they will not only develop the art of oratory and composition but also notice their

own shortcomings and are thus given an impetus to study harder. When university students learn a little from books, they are apt to think they know everything. But if they frequently go among the masses, they will encounter various knotty problems. Then they will realize their incompetence and study more diligently.

The University Party Committee should encourage student Party and Democratic Youth League organizations to compel the students themselves to maintain order in the University, keep it tidy and clean and arrange colourful cultural activities such as entertainments and sports. In many cases, this is left to the teachers, but in future, students themselves must be given assignments to organize their own life properly. This will increase their creativeness and self-consciousness and improve their discipline.

To these ends, the University Party Committee should enhance its role as an organ of collective leadership.

The Party committee should be responsible for steering correctly the educational work of the University. It should discuss collectively all the important problems confronting the University so as to take appropriate measures, and conduct organizational work for the successful implementation of the Party's educational policy through the mobilization of Party organizations and members, and constantly monitor the execution of the Party committee's decisions and assignments.

To enhance its role as an organ of collective leadership, the University Party Committee must be built up well. It must be composed both of teachers, prepared politically and qualified scientifically and theoretically, and of upper-class students who have a firm class stand, study hard, behave well and have an ability to organize social activity. Only then can it understand the opinions of teachers and students quickly and function properly.

Since the University Party Committee has a very important

and considerable job to do, I think it necessary to enlarge its apparatus a little. The Party committees of big institutes of higher learning with a larger enrolment of students such as the University and Kim Chaek Polytechnical Institute should be invested with the same authority as a county Party committee; they should each have organizational, propaganda and youth work departments. Either the chairman of the university DYL committee or any other person, if necessary, may serve as head of the youth work department.

It is advisable for the city Party committee to guide, under its charge, Party committees of institutes of higher learning in Pyongyang. At present there is virtually no one who is responsible for the control and guidance of these committees. The district Party committees dare not guide these, while the Party Central Committee fails to give day-to-day guidance to their work because it has little contact with them. More staff should be allotted to the educational department of the Pyongyang City Party Committee so that it directly guides university or college Party committees.

2. ON STRENGTHENING EDUCATIONAL ADMINISTRATION IN UNIVERSITIES AND COLLEGES

The basic task of universities and colleges is to educate the students, and educational administration is the most important of all their work.

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The basic task of universities and colleges is to educate the students, and educational administration is the most important of all their work.

Educational administration simply means directing and supervising educational work so that it is sure to go through the pedagogical processes necessary to train revolutionary intellectuals.

Just as production needs technological processes, so education should go through definite pedagogical processes. If, in a factory, products do not go through adequate technological processes, there will be rejects. The same is the case with education. If universities ignore the essential pedagogical processes, they cannot develop the personnel required by the Party. Fundamentally speaking, there is no difference between production and education in that both rely on necessary processes. We must not conduct education in a random way, ignoring pedagogy. In most cases, however, the institutes of higher learning are now conducting educational work in a haphazard way, according to worn-out conventions and experience, instead of basing this work on a strictly scientific system. Today one of the most urgent problems in putting educational work on the right track is to establish a scientific system of guidance so that the training of personnel at universities will run the necessary pedagogical course.

The educational administration staffs of institutes of higher learning must direct and supervise the whole course of education—from the selection and enrolment of the students to their launching into the world after graduation—so that it meets the requirements of socialist pedagogy. The main content of educational administration is this: to prepare proper education programmes consisting of curricula and teaching outlines and to direct and supervise the teachers to prepare themselves well for teaching and conduct it satisfactorily in different forms, so that the knowledge of science and technology envisaged in the education programmes is accurately imparted to the students and completely mastered by them.

An education programme involves preparing and giving instruction, mastering what is taught and examining how much it is understood.

Teaching preparation is something like technical outfitting at a factory; whether it is done well or not is one of the basic

factors deciding the success of education. Therefore, the university administration must first direct and supervise teachers in making full preparation for lectures.

The administration must check their lecture plans. The plans must first be discussed through model or demonstration lectures and perfected before being delivered to the students.

In the army the model lecture is first given to commanders before they go down to train their men. For example, lectures are held for company commanders, where they are asked to answer theoretical problems, draw maps and make actual movements. Then they are made to prepare lecture plans to train their soldiers.

Such lectures must also be arranged frequently for teachers in higher education, especially for those teaching a new subject and lecturing on problems which have arisen recently. Some comrades assert that teachers have insufficient time to do so. This is untenable. A teacher of the institutes of higher learning is supposed to deliver 1,000 hours of lectures a year, so he has plenty of time to arrange model and demonstration lectures. And since they afford precious opportunities for the teachers to raise their qualities, all teachers, including those newly appointed, should be made to attend them.

In addition to making teachers adequately prepare for teaching, the educational administration staffs must ensure appropriate supervision for them so that they can conduct their teaching as they should.

The supervision of teaching is indispensable. If there is no supervision, we cannot find out whether they write lecture plans for themselves or simply copy others', whether they impart necessary knowledge to the students and whether they lecture in the set time.

The educational administrations of universities and colleges should monitor not only lectures but all other forms of

instruction, so that they will be conducted without any deviation.

In higher education the lecture is the most important form of teaching. This is true. But we cannot achieve the objectives of education through the lecture alone. Only when you not only imbue the students with definite knowledge but also have them master it and apply their acquired knowledge in practice, can it be said that higher education has achieved its aims. Therefore, all forms of instruction scheduled in the curriculum—lectures, class discussions, experimental training and the presentation of theses—must be carried out conscientiously.

However, in many cases class discussions and experimental training are neglected. Teachers only organize lectures, thinking that they are free to ignore other teaching methods. This is fundamentally wrong.

The qualifications of the graduates of our institutes of higher education are low. Some officials that have graduated from the faculties of social sciences cannot even write a brief thesis or a good lecture plan or make a speech. The main reason is that in their school days they did not have enough opportunity to train themselves in practice and that the instructional work to help the students consolidate their acquired knowledge was not done properly. The leadership personnel in universities and colleges must correct the harmful tendency of concentrating on lectures at the expense of other forms of teaching and must make sure that every form of teaching is adequately conducted.

Another important aspect of educational administration is correct assessment of how much the students have grasped what they have been taught. At present examination is the principal method of assessment employed at universities and colleges and the students' academic attainments are assessed only by the marks they get in examinations. But it must be admitted that this method of assessment is quite formalistic. To pass

examinations students simply learn by heart in the space of a few days what they were taught in classes, and forget it all immediately afterwards. The educational administration must make it a rule to check closely, through a variety of assessment methods, how much the students have digested what they have been taught, whether they are armed with the Party's ideology, whether they have a revolutionary world outlook and whether or not they are prepared to apply in practice the theories, knowledge and techniques they acquired at universities and colleges. The students' attainments must not be appraised only by exam marks. An overall assessment should be made on the basis of their performance in class discussion and experimental training, their theses on study subjects and their social and political activities.

It is also important to tighten discipline in higher education. At present discipline is lacking in the execution of school curricula, and this is a serious defect. I was told that sometimes there is not even a clear-cut plan to carry out the curricula and, what is more, that because the timetable is changed at random, the students do not know what subjects they are going to study the next day and cannot make proper preparations. These undisciplined practices in educational administration must be totally eliminated. Just as it is a legal requirement to carry out the state plan in factories and other enterprises, so the education programmes must be implemented at institutes of higher education as a legal requirement. Strict discipline must be established to ensure that these institutes will carry out scrupulously the curricula approved by the Ministry and decided on by their Party committees and that no one will alter them at will.

Improving teaching methods is of great importance in achieving the objectives of education. Therefore, the administration of the institutes of higher learning must devote considerable attention to this matter.

In the report and debate you have dealt with the heuristic method of lecturing and other improvements in teaching methods. This is good. The heuristic method should be applied to every subject and, especially, visual aids should be widely used for lectures. Teaching through visual stimulus is well-developed at military schools. They are using plenty of moving visual aids. For instance, tanks and communication devices are dismantled so that you can even see their inner structure. In higher education too, we must deliver vivid lectures by using various visual aids. As for machines and equipment, arrangements should be made to display not only their exterior but their interior as well.

Along with lectures, we must see to it that class discussions are properly organized. Discussions are a major form of teaching used to consolidate the knowledge the students have obtained at lectures and raise their academic level, so we must interest the students in them. They say the students are not interested in them at the moment. There are two reasons for this. One is that they are not very profitable because of insufficient preparation on the part of the teachers; and the other is that the teachers are just as fastidious as when giving exams. In a discussion they should let the students express their views freely and take an active part in the debate. Having prepared themselves carefully beforehand they should dig into one problem after another, skilfully leading the debate. Then discussions will be highly enjoyable, instructive and popular.

Supplementary lectures and lectures on scientific subjects should be organized to help students in their studies in addition to a good many seminars. It is a good idea to have many students speaking in turn at a seminar. If the students prepare themselves well with the help of the teachers, it will be helpful not only in increasing their academic abilities but also in encouraging other students. Seminars must be made obligatory for all students. In this way, through different media, we must

cultivate an interest in study and in reading and an enterprising and serious attitude in scientific research.

Increasing teachers' qualifications is another important aspect of educational administration.

Guaranteeing proper teaching as well as the high ideological content of education at universities and colleges depends mainly on the improvement of the teachers' qualifications. If they are to give heuristic lectures and lead class discussions properly, the teachers must raise their academic level. Only then can they give good comprehensible lectures.

At present our institutes of higher learning do not have many teachers with the academic degrees of Doctor, Master and so on. Generally speaking, the academic level of the teachers in the realms of both social and natural sciences is not very high. The University, a huge collective of intellectuals, should have produced many theses elaborating on the achievements scored by our Party in the revolution and construction, but it has failed to do so. This single fact is enough to show that the academic level of our professors is low.

As I stressed at the conference of scientists and technicians held some time ago, our academic level is generally not yet high; we have no ground whatsoever to be complacent. We must make strenuous efforts to rapidly improve our academic standards. Universities and colleges must take active measures to raise their teachers' academic qualifications.

This must not be left to teachers themselves. As our experience shows, there are not many people who study hard voluntarily. Even the cadres find various pretexts not to study hard, if they are not strictly supervised. There may be some professors who are reluctant to study. Therefore, we must establish a strong discipline of study among them, instead of leaving it to teachers themselves.

University and college teachers have in the past been al-

lowed to stay at home to study, but this is wrong. Domestic homes are not provided with suitable conditions for their study. Moreover, we cannot check whether they really do study at home or not. They must be compelled to attend the schools every day and they must study in the libraries.

Some scientists and university and college teachers claim that they have not enough time to study because there are too many meetings, campaigns and business trips. It is true that they should not be randomly mobilized for other work but should be provided with sufficient time for study. But their claim that they have no time to study is an empty excuse: a diligent man studies at every spare moment. And it is not that they have no time for study. The point is, they do not study on the plea of having no time.

We must establish a strong habit of study among them and quickly raise our general academic level to advanced standards.

The university and college administrations should organize frequent model and demonstration lectures and conduct seminars and various other activities to enhance the teachers' academic level.

At the same time, better facilities should be provided for the purpose.

The Party Central Committee and the ministries should show concern for this matter and take measures to publish many more books for teachers and scientists. At present we are unable to print many books because of the paper shortage. We must strive to produce more paper. And if we still lack it, we must even cut down the circulation of newspapers to a certain extent, in order to publish enough books on science and technology. We must also purchase extensively from abroad. We should set up a translations publishing house to translate and publish large quantities of foreign scientific and technical books. It is also

necessary to publish a journal of translations on the natural sciences. And we must supply the University with printing equipment so that it can print all the books it needs.

In order to speedily acquire advanced science and technology, it is also necessary for the teachers and students to raise their proficiency in foreign languages. In the past all the institutes of higher learning and schools of different levels in general education only taught Russian. To quickly acquire advanced science and technology we must master many foreign languages. From now not only Russian but English and French must be taught widely both in general and higher education. It is also necessary to teach Spanish, German, Chinese and Japanese.

Universities and colleges must be provided with better conditions for experiments and training. We must not be stingy with experimental apparatus and equipment. We cannot train capable intellectuals and develop our science and technology without spending money. Military schools have planes, tanks and different artilleries for educational purposes. So it is quite easy to equip each institute with just a few machine tools. As for the requirements of universities and colleges we must be liberal and give them everything. And since we have not enough experimental apparatus and equipment, it will be a good idea for several institutes to pool their laboratories. All the apparatus owned by the Academy of Sciences must be made available for teachers and students in higher education.

In order to reinforce the teaching staffs of the University I think it necessary to assign capable scholars to it. We must recall some scholars from the Academy of Sciences to make up the numbers of teachers and let them engage in their scientific researches while teaching at the universities and colleges. Also, scholars in the Academy of Sciences should be made to give lectures at the institutes of higher learning.

The central task of educational administration is to ensure

the ideology of education. In a nutshell, this means establishing Juche in education.

Higher education is aimed at training revolutionary intellectuals of the working class needed for the completion of the Korean revolution and for the building of socialism and communism in Korea. Our education should be in accord with the interests of the Korean revolution and the Korean people and should serve the successful fulfilment of our revolution and construction. This is precisely Juche in education.

The Koreans must complete their revolution and build socialism and communism in Korea and live on Korea's resources. Even after the worldwide victory of communism Koreans will be living in Korea and no other country.

The theory of the revolution and construction taught at universities and colleges should be one which is indispensable for our own revolution and construction and natural science teaching must show how to build a strong and prosperous country by making use of our natural resources.

The same is true of music and arts. We need arts which suit the Koreans' temperament and tastes, and no matter how good the music of other countries may be, it will be useless to us if it does not fulfil this condition. Recently our artists produced an opera based on a foreign work which was adapted to Korean folk songs. This opera won great admiration from our people. However, previously, when they staged a foreign opera unadapted, it was not so popular among the working people because its music was alien to Korean sentiments. Our music and arts should be in the service of Koreans and congenial to their sentiments.

The Juche that we are emphasizing is by no means nationalism. By establishing Juche we mean to solve all problems posed by the revolution and construction in conformity with our revolutionary requirements and the interests of our people. We must develop both social and natural sciences to meet our

revolutionary demands and our actual conditions. The arts must also be developed to harmonize with the Korean people's feelings.

I was told that because they do not know much about our history and geography, some foreign-educated teachers in their lectures can cite examples of factions in other countries but none of ours and inform the students of foreign granite and marble but not of ours. This is wrong. The Koreans must know Korea above anything else. It may be necessary for you to know about foreign granite for your reference in comparison with ours. But, however hard we may make a study of foreign granite it will be of no use for us if we do not know about our own.

It is also incorrect to take chauvinistic attitudes and reject foreign science and technology on the plea of establishing Juche. In a historically brief period of time we have liquidated our centuries-old backwardness handed down from the previous society and made a great leap forward in all the political, economic and cultural realms of life, but our science and technology are still lagging behind. We must strive to introduce advanced science and technology in order to assimilate them and uplift our science and technology to world standards as soon as possible. We never reject the introduction of advanced science and technology. What we are opposing is the nihilistic attitude of looking down upon our nation, while looking up to others, as well as the dogmatist attitude of uncritically swallowing up foreign things in disregard of the actual conditions of our country. Establishing Juche is not contradicted with the introduction of advanced science and technology. Only when we strive to introduce them and rapidly develop ours, can we thoroughly eliminate flunkeyism still persisting in the minds of our people.

Consolidation of Juche in all the political, economic, cultural and military fields is a matter of pressing urgency now that we have to step up the building of socialism in the northern

half of the Republic, complete the south Korean revolution and hasten the country's reunification.

Our Party's Juche idea and our people's struggle to establish Juche are exerting tremendous influence on the people in south Korea. Of late, we notice in the south Korean publications drifts of argument for an "independent economy", "Juche" and "opposition to foreign forces". This vividly shows how greatly the south Korean people are influenced by the achievements scored through our dynamic struggle to build an independent economy in the north and apply Juche in all realms.

The northern half of the Republic, which is striving to build an independent economy, is daily prospering and developing, while, in south Korea which receives US "aid" running up to billions of dollars, the economy is depending on others more heavily and the people live in dire misery. It is said that every year south Korea imports an enormous amount of flour from the US. However, the number of hunger-stricken people continues to increase. This stark reality convinces the south Korean people more and more that they will never be well-off as long as they depend on others. So south Korean intellectuals and other sections of the people are raising their voices ever higher for independence against US "aid"; they are asking, "Where has all the US aid gone?" and "How long must we live this way?"

The south Korean people are also criticizing more and more strongly the Westernization of Korean songs and the mixing of our spoken and written language with English. Even the south Korean rulers, hard pressed by the people, are obliged to advocate the development of national culture and arts. All this is a manifestation of the great vitality of our Party's Juche idea; it is also the result of our people's strenuous efforts to establish Juche throughout all political, economic, cultural and military spheres. The achievements of socialist construction in the northern half of the Republic are greatly inspiring the south Ko-

rean people. Inclinations to independence and self-reliance are constantly growing among the south Korean people. They say: "What they do in the north, we can do. We must chase out the US imperialists, oppose Japanese militarism and also build a strong and prosperous country relying on our own efforts."

When we continue with our dynamic struggle to consolidate Juche in all fields, when Koreans in Japan fight in support of our Juche stand and when progressive people the world over offer us powerful support, then the south Korean people's national and class consciousness will increase and US imperialism and its sycophants will be driven further into a tight corner. It is precisely because of this urgent revolutionary requirement that we are emphasizing the establishment of Juche.

The south Korean revolution cannot be carried through unless we educate the south Korean people in the Juche idea and wipe out the ingrained, servile worship of the US. We must establish Juche more firmly in all domains and continue to develop our independent economy in order to give revolutionary impetus to the south Korean people so that they will rise up courageously in the struggle for national liberation against flunkeyism.

Universities and colleges must meet these requirements of our revolution, and must make sure that the teachers fight against flunkeyism, dogmatism and revisionism and thoroughly establish Juche in their teaching. By establishing Juche in education we mean conducting all educational work in strict conformity to the demands of our Party policy. Teaching outlines and curricula must be prepared in such a way that all aspects of education may conform to Party policy. We must edit textbooks and teaching materials based on Party policy. Scientific research must also be conducted in accordance with Party policy. An energetic ideological struggle should be waged among the teachers to improve the contents and methods of teaching in accordance with Party policy. In this way not only

will education have a clear-cut working-class line politically and ideologically but the scientific content of the subject-matter taught will also fully conform to Party policy.

In order to improve educational administration we must set up a proper system of control and enhance the role of the administrative officials.

We can say the university vice-president for educational affairs is what the Chief of Staff is to the army. We must build up the staff office with the vice-president as its chief and establish a system of unified scientific leadership taking care of the whole process starting from the drawing up of the educational plan to its execution.

While putting the system of educational administration to rights at universities and colleges, we must enhance the role of the administrative officials.

The presidents or the vice-presidents must not only give a unified leadership to the educational administration of the universities and colleges as a whole but also personally organize and direct model or demonstration lectures on new important problems.

In order to ensure the adequate guidance of higher education it is important to improve the functions of the heads of faculties and chairs. Those heads must always lead and supervise the teachers' preparations for lectures and their teaching and organize demonstration lectures in good time.

Those who have rich experience in teaching and academic authority must be appointed as heads of faculties. If you think just anybody can be appointed to administrative posts, you are grossly mistaken. They should be the most capable and experienced members of the institutes of higher learning, because educational administration is their main task. Just as the factory's production processes cannot be properly guided by a manager who knows little about production, so the educational administration of universities and colleges cannot be correctly

guided by an administrative official who has poor knowledge of pedagogy and low academic level. The task of the faculty head is not just to find out whether the teachers give lectures in time and what the percentage of the students' attendance is, and to engage in paper work; he is supposed to check the teachers' lecture plans, organize demonstration lectures and always discuss academic problems with them. So one who is inexperienced in teaching and has no academic authority cannot work as head of faculty. For instance, if the head of the physics faculty of the University has no authority in the realm of physics, does not know how to organize demonstration lectures and is unable to clarify novel academic problems, how can he guide the teachers' work? Therefore, we must select people well versed in pedagogy and academic subjects as such.

From now, we must make it a rule for the heads of faculties to engage frequently in teaching and they should correct their erroneous opinion that they need not do so. We must set up a system under which they must devote some of their time to teaching, just as the chairmen of the cooperative farm management boards obligatorily participate in physical labour. The heads of faculties must deliver lectures to the students and, especially, many demonstration lectures.

Some people say that the faculty heads have so much office work to do that they cannot guide and supervise the teachers' work properly. This is because they poke their nose into trifling affairs which are none of their business. If they organize all their work well, they can do as much work with teachers as they want. If they do have too much office work to do for the faculties, let them select deputy-heads from among the young teachers and have them deal with the work. The faculty heads must direct primary attention to increasing the role of the chairs, the basic unit of education, and to improving the teachers' academic level and the quality of teaching.

3. ON IMPROVING SUPPLY SERVICE IN THE UNIVERSITIES AND COLLEGES

As we have always said, the supply service is a species of political work; it is very important to improve the supply service in the institutes of higher learning. The supply service providing food, clothing and shelter to teachers and students should never be neglected.

According to our investigation, the universities and colleges fail to provide teachers with adequate living conditions, and sometimes the students' hostels and dining rooms have leaks in the roof. No proper supply system has been established either in universities and colleges or in other fields as a whole.

The supply service is inadequate partially because the state fails to provide sufficient necessary materials, but mainly because the people in charge of it have not acquired a mass viewpoint. Even if the state provides necessary materials, in not a few cases the supply service is not satisfactory. We visited a factory some time ago to find beans stocked in the storehouse but workers were not served with cooking oil or bean curd. This implies that the factory management and supply workers failed to take care of the working class and look after them responsibly.

The same is true of a traffic problem in Pyongyang. The Party centre ordered the production of a large number of buses and ensured necessary materials lest the working people in Pyongyang should have to wait long in bus-queues. Upon this instruction, workers concerned turned out scores of

buses for some time only and no more, so that buses are in short supply and the working people are still inconvenienced.

The leaks in student hostels are due entirely to the workers in charge of the supply service. If they had had the proper responsible attitude towards the students' living conditions there would have not been such defects as leaking roofs because fine hostels built by the Party and the state are not kept in good condition.

Some of our workers still retain a great many old habits of haphazard working from the Japanese imperialist days and do not have the correct mass attitude to providing the workers of their own factories or students of their own universities and colleges with good food and rest and providing people with better living conditions.

Therefore, in order to improve the supply service, the attitude of workers in charge of this should be, before anything else, corrected. Party organizations at all levels should educate supply workers into showing a greater sense of responsibility for their work, honour and pride in looking after the life of working people in a responsible manner.

Another reason for the poor supply service is that our functionaries do not know how to organize this work. At present there are neither books explaining how to carry out the supply service nor a system for training personnel in this area. Since supply workers of factories or universities and colleges have read or learned nothing, they are simply making strenuous efforts, but this can solve nothing. In order to improve the supply service at factories or institutes of higher learning, the relevant domains should work out management regulations and in addition establish a system of training supply personnel.

The University is nearly 20 years old, and it is absurd that it has no proper university management regulations. The Ministry of Higher Education should take on the responsibility

of compiling the regulations for university and college management comprising regulations for managing buildings, storing and supplying materials, running dining rooms and the like, and offer instruction in them to the supply workers of all universities and colleges.

The Pyongyang City Party Committee and People's Committee should pay constant attention to the supply service of universities and colleges in the city. These committees are now interested in whether bean oil and bean curd are supplied to the working people in the city but they are little concerned about supply work for higher education centres. This is a mistake. Since universities and colleges are important centres for training revolutionaries, the Party and the state are duty bound to ensure supplies necessary for them.

In order to improve supply work for universities and colleges in Pyongyang, I deem it necessary to set up an organ exclusively for this work in the Pyongyang City People's Committee. As university and college teachers and students in Pyongyang number tens of thousands, it is by no means an easy job to cater for them. An apparatus specialized in supply service for universities and colleges should be set up, and under it a building repair station, a school equipment and subsidiary food supply office, a lorry station and the like established. And especially, glass, timber and other materials for the construction and repair of universities and colleges should be provided and they should not be allowed to be used for other purposes. The university and college supply and management department should be placed under and led by the chairman of the Pyongyang City People's Committee and ask the Party centre and the Cabinet for the timely solution of any knotty problems that may arise.

As for the city of Hamhung, it is necessary to set up a college supply and management organization because the city has a large number of colleges. It is preferable for a univer-

sity and college supply and management system to be established first in Pyongyang and then, on the basis of its experience, a similar system established in other provinces.

I hope that the leading officials of the universities and colleges will score greater success in the training of personnel by intensifying education as required by the Party.

ON REWRITING THE TEXTBOOK "INDUSTRIAL ADMINISTRATION"

Talk with Authors of the Textbook "Industrial Administration"

November 6, 1963

You have so far put in a great deal of effort and done a lot of work. However, the draft of "Industrial Administration" you are now writing contains not only many good points but shortcomings as well.

It should therefore be completely rewritten. It went amiss from the beginning.

What, then, are the fundamental shortcomings?

The first is that it has no system. Although it overlaps with political economy or industrial economy, industrial administration should have such a system that comprises all the basic questions concerning industry. But there is no such system in the draft textbook.

In other words, it refers a lot to trifling matters of technology and methodology, instead of the principle questions of industry. The draft starts with the question of the structure of the industrial enterprise such as the arrangement of sections and production processes. Writing only about industrial structure, methodology and apparatus in this way is of little value; it is too complicated to understand. Industrial administration

is industrial management, and it should therefore touch mainly on basic matters concerning the management of industry and take up questions like that of apparatus for their illustration. Nevertheless, you have only given a lengthy explanation of questions of setup and of production processes, and so missed out the basic principles of socialist industrial management.

The second shortcoming is that it has deviated from the Marxist-Leninist principle. The draft textbook misses out the basic problems of Marxism-Leninism in the area of industrial management.

What is the difference between the socialist and the capitalist industrial management?

It is that unlike capitalist industrial management, socialist industrial management should be to stimulate people's consciousness. What is basic to socialist industrial management is therefore working with people. But the draft textbook does not deal with such important questions as working with people and giving priority to political work.

The general information about the management of the industrial enterprise given in the first chapter of the draft is too simple and lacks substance. This chapter is only devoted to matters of industrial structure, workshops and the classification of trades.

Industrial structure can change as technology develops and the natural conditions alter. It is therefore unnecessary to write lengthily about it. The draft textbook "Industrial Administration" dwells only on industrial structure, instead of the fundamental principles of Marxism concerning industrial management. Accordingly, it has become a theory of industrial structure rather than industrial administration. Industrial administration should not become a theory of industrial structure.

The third defect is that the draft textbook fails to mention

the fundamentals of the general principle of industrial management.

In explaining the general principle of industrial management you should begin with the basic questions of socialist production relations. In other words, you should explain that in socialist society productive activities are for the working people, that the products go to the people, and how the correlation between accumulation and consumption stands. But it fails to refer to such basic questions.

The basic criteria of socialist industrial enterprise are touched on too briefly in the draft textbook "Industrial Administration", and the remarks offered in the draft about them are beside the point.

The "organization of workshops" which is also to be found in the capitalist industrial enterprise is explained as one of the criteria of the socialist industrial enterprise, but this cannot be so.

You pointed out that the unified guiding system is a criterion of the socialist industrial enterprise, but there is such a system in capitalist society too. Therefore this, too, cannot be a basic criterion of the socialist industrial enterprise.

Then, the section dealing with the collective leadership of the Party committee has nothing to say about its necessity. In other words, no mention is made of the fact that the Party committee's collective leadership is essential to ensure its steering role and to call upon the wisdom of many people to build socialism successfully.

In writing about the general principle of industrial management it is necessary to explain carefully the Party committee's collective guidance. And the draft textbook writes about the advantages of socialist industry in a separate section, but it is advisable to refer to them where the basic criteria of the industrial enterprise are dealt with.

To sum up, the political criterion of socialist industrial

management is missing in the draft textbook "Industrial Administration" because the question of work with people, which is its basis, is omitted. And while matters of Marxist-Leninist principle are left unsettled, secondary, minor things are touched on. As a consequence the main things are ignored. Further, the draft gives too much space to methodology making the content too complex to comprehend.

How, then, should the book be written?

The first volume of the book will do well to deal with, first, the fundamental principle of socialist industry.

Here you should give a definition of industry before anything else.

Industry represents the front where people struggle against nature. Industry is a human undertaking. Therefore, you must write "Industrial Administration" with the main stress on work with people.

What, then, is work with people in industry? It is work with technicians, with factory and office workers and with employees' families.

These people undertake all work from planning to factory management and the disposal of products. Therefore, work with them should be carried on tactfully, so that they work willingly and devote all their talents to their work. Only then can industry be run efficiently and socialism built successfully.

What is important in work with people is to encourage the workers to give full play to their knowledge and ability. For this purpose their levels of political consciousness, technology and culture should be raised steadily and their superiors should have specialized knowledge about the work in their own fields.

Good work with people is the key to the successful solution of the problem of prizing and taking good care of state property and equipment and of economizing in materials.

Further, it is advisable to write about the basic criteria of socialist industry.

In explaining these you should begin with the characteristics of the socialist relations of production. You should elucidate the fact that in socialist society the means of production and the products belong to the working people and that the products are divided between accumulation and consumption, the former going to the extended reproduction and the latter to improving the living standard of the working people. It is particularly important here to write correctly about the correlation between accumulation and consumption. It should also be mentioned that in socialist society everything is produced according to plan. In other words, you should convincingly point out that as many goods should be produced as the people need and consume, and that the extended reproduction is essential for the future betterment of the entire people's livelihood.

This question should also be explained in close connection with the problem of the correlation between accumulation and consumption.

At the same time, it is important to enlarge on the question of the correlation between heavy and light labour and of the need to gradually eliminate heavy labour and increase productivity.

Next, you will do well to write about the general conception of industry. It is necessary to clarify the correlation between heavy and light industry, and between the mining and processing industries. In particular, it is important here to expound on the question as to why priority should be given to the development of heavy industry simultaneously with the development of light industry and agriculture and why the mining industry should be kept ahead of other industries, in the context of the theories of accumulation and consumption and extended reproduction.

While elucidating the correlation between different branches of the national economy in this way, you should also give an account of the relations between industry and transport, between the power industry and other types of industry.

Secondly, it will be good to write clearly about the main task of industrial management.

The foremost task of industrial management is to conduct work with people skilfully. Since everything—planning, preparation for production, manufacture and distribution of goods—is done by people themselves, work with people should be defined as the foremost task in industrial management.

The most important thing in work with people is to raise their level of consciousness, so that they work voluntarily and better by devoting all their expertise and enthusiasm.

To do this you should bring home to people the fact that production is for the people and that they have their own share in the products. At the same time, cadres should be assigned to the right places according to their qualifications and preparedness, and good conditions for recreation be provided to the workers.

Satisfactory work with people makes for efficient operation of industry, good care of property and for well-regulated system and order.

Who, then, is to conduct work with people?

Party committees and cadres do this work. It is advisable to give a detailed account of work with people in the section dealing with the work of Party committees.

The second main task of industrial management is to maintain and operate the equipment efficiently.

For the good management of equipment, you should have a detailed knowledge of different kinds of equipment and of how to check up and repair them, how to arrange the processes, how to manage and utilize the equipment, and how to

keep their balance, that is, the balance between universal and single-purpose equipment.

Another important thing in industrial management is to take good care of raw and other materials, fuel and power. Therefore, in this section you should give a careful explanation of what raw material is, what kinds of raw material there are, and how to supply them, use and economize in them.

At the same time, it is important to give proper guidance to the organization and administration of production. For this purpose you should have a good understanding of the questions of production administration and technical processes, such as what is the organization of production, what is technical equipment, why trial production should be kept ahead of other things, and how to organize it, how to follow the standard methods of operation, and how to organize cooperative production. Besides this, it is desirable to explain dealing with goods—how to handle finished and semi-finished goods and how to pack them—as well as financial management.

Thirdly, it is advisable to refer to the methodology of industrial management.

What is most important here is to present a good theory of planning. Because in our country everything is turned out according to plan and cooperative production is organized widely, good plans should be drawn up before anything else.

In the section dealing with planning, you should explain how to work out plans and how to do work with people to map out good plans. And it will also be well to elucidate various methodological problems on production processes, organization of work, management of raw materials and finances.

Fourthly, it is desirable to touch on the problem of the administrative apparatus.

Here you should explain, on the basis of the Taean system, that in order to put into effect the principles of industrial management already mentioned, a certain amount of appara-

tus is necessary, including departments of production, technology, maintenance and repair, and so on. At the same time, you will also do well to make it clear that the administrative apparatus will be modified continually according to the technical processes, the development of technology and changes in natural conditions, and to give a general idea of the apparatus in the fields of the mining and processing industries.

Lastly, it is advisable to describe the duties and role of every department.

Here you should expound the duties and role of the Party committee, director, deputy director, chief engineer, workshop manager and workteam leader.

In writing "Industrial Administration" it is not processes but personnel that should be made the central subject. People learn in order to work better, so it is correct to write it with people as the central subject.

During the anti-Japanese guerrilla struggle, we captured a "Drill Book" of the Japanese army, and found it compiled with processes as the central subject. It dealt with what was to be done while on the march, what on such-and-such occasion, and so on. This is worthless. A military manual should prescribe, for example, what the platoon leader must do and what the company commander is required to carry out.

The same is the case with "Industrial Administration". It should describe what the director, deputy director and chief engineer do and how, and what are the duties of the workshop manager and workteam leader and how to fulfil them, and such like. Only then will the textbook be a lively, useful book.

Thus, "Industrial Administration" ought to consist of some five chapters. In the foreword you may say that industrial administration constantly alters and develops; the first and second chapters can deal with the basic principles of socialist industry and the main tasks in the management of in-

dustrial enterprises; the third chapter and thereafter the methodological problems of industrial management.

It is necessary to devote much space to principles and methodology in handling the contents. In the present book you should only give the principles, and in the future you should write about the methodology of different branches. Such in general is my view as to rewriting "Industrial Administration".

It is desirable that you study the problem in greater detail and rewrite the book.

LET US EDUCATE AND TRAIN PUPILS AND STUDENTS TO BE TRUE RESERVES FOR THE BUILDING OF SOCIALISM AND COMMUNISM

Speech Delivered before Workers in Education

March 14, 1968

After the 15th Plenary Meeting of the Fourth Central Committee of the Party last year, while guiding the work of the Ministries of Higher and General Education, we found there were serious defects in education work.

One of the grave defects in education work is that education has been conducted simply for education's sake, failing to train communist revolutionaries. Your report pointed out that in the field of education there still exists much poison in the shape of harmful ideologies such as the worship of great powers and those of capitalism and feudalism, the synthesis and analysis of which reveal that, after all, the old bourgeois methods of education have been used in our education uncritically. This by no means signifies that our educational institutions have simply provided a bourgeois education. However, it is hard to say that they have provided entirely communist education. In short, in many cases our educational bodies provided a hotchpotch education which was neither communist nor capitalist, in other words, an education which drew no

clear distinction between the working class and the capitalist class, and between communism and capitalism, that is, an education whose class edge was blunt. As a result, the minds of schoolboys and schoolgirls are full of wrong thoughts, and those who have been to school are unable to tell what exactly they are seeing, whether it is rice, rice cake or rice gruel.

In recent years Kim Il Sung University and other institutions of higher and general learning have trained a large number of people who are now playing a big role in socialist construction. But the educational bodies have failed to bring up many people with a firm communist outlook on the world. This is not because people of bad social origin were accepted by the schools. The point is not that people's origins were good or bad, but that the contents of the textbooks were not clear in drawing class distinctions, nor were the teachers fully prepared from the class viewpoint.

Our Party put forward a correct educational policy, and the Political Committee of the Central Committee has also several times discussed ways of improving education. But in the past while guiding education work, some scoundrels did not present Party policy properly and even distorted it and carried it out as they pleased. Whenever a meeting was held, they claimed that the Party's educational policy was being carried out successfully, and lied to the effect that the whole field of culture and education was "dyed completely in red". If they were right, how is it possible for persons to appear who act against the Party's ideas, and write things contrary to its aims in the sphere of education?

The poor quality of education work in the past shows that our Party failed to have a good grip on this work. This is a serious defect in our Party work.

We should sum up our performance in the field of education during the past 20-odd years, and take steps to improve the work as required by our Party.

In order to build socialism and communism, it is not enough to lay the material basis alone; at the same time, the ideological revolution must be carried out in order to remould people's consciousness along communist lines. It is true that the building of a sound material basis will make it possible to consolidate the victory already won and to prove fully the superiority of the socialist system. However, without the ideological revolution socialism and communism cannot be built, no matter how immense the material wealth that is produced. In the period of transition from capitalism to socialism or communism the acceleration of the ideological revolution after the elimination of the exploiting classes and the establishment of the socialist system, is the most important task facing the dictatorship of the proletariat.

After it seizes state power the working class should change the ideology of the whole people according to its own pattern and should make them acquire working-class and revolutionary consciousness. Only by so doing will it be possible to destroy the virus of capitalist thinking and prevent the restoration of capitalism. That is why we should pay due attention to the ideological revolution.

On a world scale, socialism has triumphed only in some areas and the capitalist system still exists in other places. Moreover, in our country a fierce class struggle is going on, since American imperialism occupies the southern half. Our situation urgently demands that the ideological revolution be further stepped up.

At present, however, our officials are only talking a lot about the ideological revolution but do not advance it vigorously through sufficient organizational work.

In the field of education the tasks of the ideological revolution are also not being carried out satisfactorily. Now our enemies are writing textbooks and teaching students in such a way as to make people meekly obey them and maintain

the capitalist society. In direct opposition to them we should naturally educate and train all pupils and students so that they will hate and fight capitalist society and completely acquire communist ideology. However, workers in education teach in a confused way, instead of endeavouring to implant in the students communist ideology. Worse still, some workers at the Ministry of General Education, while prattling that it is not necessary to teach children revolutionary ideas, said that they should be taught only what is red, blue and the like. They advocate, so to speak, naturalistic education. This is sheer nonsense.

It is said that at present some workers in the sphere of higher education are selling their precious books in order to raise a few pennies. With such people guiding education our students could not help but be imbued with selfishness. Selfishness is, unequivocally, capitalist thinking and has nothing to do with communist ideology.

As we always say, you should learn the lofty revolutionary spirit of resolutely fighting against selfishness and for socialism and communism from the revolutionaries who fought against the Japanese. In the past the anti-Japanese guerrillas fought for as long as 15 years, climbing up and down mountains and eating the roots of grass. By no means did they do so in order to receive a salary. We fought with singular devotion not for our personal interests but only for the revolution.

However, the practice of thinking only of one's own interests is now widespread among our officials. When their wages are lower than those of others, they do not like that, and even when they write a few pages of an article or give a two-hour lecture somewhere, they take money. We should wage an ideological struggle to eradicate this old way of thinking for good.

If the ideological revolution is to be carried out success-

fully, we should ensure that all organizations are working as actively as possible. In this revolution educational institutions and cultural establishments play a very big role, together with Party and government bodies and working people's organizations such as the trade unions, the Union of Agricultural Working People, the League of Socialist Working Youth and the Women's Union.

People are educated at home, at school and in society. Of these home education acquires great significance in a society where private ownership of the means of production predominates, but in socialist society this is not the case. True, home education is also important in our society but since our children enter kindergarten and school when very young, they have little time to be taught by their parents. In a socialist society people are educated from childhood at kindergartens and schools, spending much time there and, after school, they are educated in the army and in society, so they are educated mostly at school and in society. Accordingly, the educational institutions, Party bodies and working people's organizations mainly carry out the ideological revolution on the basis of the Party's line and its revolutionary ideas.

An important basis for training people to be revolutionaries should be laid through school education. The educational institutions ranging from kindergarten and primary, secondary and higher technical school to college and university, are one of the basic means of carrying out the ideological revolution. In other words, the educational institutions, as a means of directly fulfilling the cultural and educational functions of the state, are an important weapon of ideological education.

Since educational institutions occupy a very important place in the ideological revolution, Party organizations and government bodies should naturally control education work,

so that these institutions will be built up properly and teachers will have intimate knowledge of the Party's policies and train revolutionaries and Communists. So, as a weapon of the ideological revolution, educational organs should be given a sharp edge.

Above all else, workers in education should be clearly aware of the purpose of education in socialist society. It seems to me that some workers at the Ministries of General and Higher Education are at present not fully aware of the fundamental distinctions between the purposes of education in socialist society and capitalist society.

The purpose of education in socialist society is to bring up revolutionaries who will fight to realize the communist principle of "One for all and all for one", in other words, to bring up Communists who will struggle against exploitation and oppression and for the good of society, the people and the working class. We should see to it that the younger generation is determined to carry out the revolution for the working class and for all other people, and that they work for the people and manufacture even an item for the working class and the people.

All workers in education should, without exception, strive to achieve this aim. If any one thinks that the aim has nothing to do with him because he teaches mathematics or physics, this is a great mistake. Every science should obey the revolution, and knowledge which is of no service to our revolution is utterly useless.

In bourgeois society, quite unlike socialist society, people are taught to pursue their own interests, such as fame, a career and money and to live a life of comfort and plenty. As a result, people are made to think that if only they live well and are promoted and if money goes into their pockets alone, they will be happy, whether or not others live or die. They are also made to devote themselves entirely to becoming

capitalists, or well-to-do peasants, or landlords after having achieved the status of middle peasants.

The purposes of education in socialist society and in bourgeois society are thus in fundamental opposition to and a negation of each other. This reflects the contradictions between the working class and the capitalist class and between socialism and capitalism. Therefore, the struggle against old bourgeois educational methods in our education work means an important ideological struggle against capitalism.

In order to improve education it is necessary to start with improving pedagogy. At present you refer to pedagogy once too often, regarding it as something mysterious, but, in fact, it is nothing special. It should be formulated from the point of view of the aim of education. Under no circumstances should you try to employ the pedagogy which you learnt at normal schools of the old bourgeois society as the pedagogy of socialist society.

The pedagogy of bourgeois society is made to serve capitalism. Therefore, it stresses the fostering of selfishness in order to make people serve the capitalist system, become capitalists through exploiting others, yield to capitalists like docile sheep, and lead a corrupt life of someone dazzled by personal comfort but indifferent to the people, to society and the state.

Our pedagogy should be the diametrical opposite of that. Since we are endeavouring to reunite the country, to accomplish the Korean revolution and to build socialism and communism throughout Korea, pedagogy should also serve our aim. Our pedagogy should lay emphasis on educating people so that they love work from childhood, cherish common property, enjoy living collectively, hold the interests of the whole dearer than those of the individual and thus serve society and the state, and become convinced that they have a stake in the good of all and can be happy only when all

people lead a happy and decent life. We should give all members of the younger generation an education which combines the individuals with the collective so that they all become revolutionary, working-class and communist. Persuading people to render active service to society and the people and making them revolutionary, working-class and communist is precisely the principle and the basis of pedagogy in our socialist society. This is also the fundamental meaning of the ideological revolution during the transition period from capitalism to socialism or communism.

At present some comrades are trying to formulate our pedagogy by making use of obsolete mixed-up theories. This is wrong. It is a mistake to prattle on about what is red or blue in reference to child psychology. It is of course necessary to teach children according to their mentality. But on this pretext you should not give a haphazard education. In every respect, we should bring up the young generation to be true servants of the people.

The revolutionization, working-classization and communization of people is the basic policy in education which we should pursue vigorously. We should develop methods of education and compile school textbooks to teach pupils and students in accordance with this policy.

Obsolete ideas such as feudal and capitalist thought constitute a most serious obstacle to the instruction in communist ideology which we give the younger generation. The poison of obsolete ideas, an old poison which continues to exist for hundreds or thousands of years, can be found not only in the minds of people but also in books and in parts of our heritage. This poison has penetrated deep into the habits and customs of people as well.

Let me cite an instance. People in our country have a memorial service when some one dies. True, it is impossible to oppose totally the observation of proprieties because peo-

ple are attached to each other. But of what use is it to burn incense and make an offering of rice-cake to the deceased, though it is a different case if bouquets of flowers are placed in his memory? All this is a manifestation of the old thinking and the habits of the feudal age.

Remnants of obsolete ideas and outdated habits can be found in everyone. Although when writing or talking you use revolutionary expressions, old thinking is manifested unconsciously in various aspects of life.

The old ideas were born with the establishment of a class society and have spread since, but the intensification of the ideological revolution in future will purge our rising generation of them. It is impossible to say now when this will happen, whether in the second or third generation or in the fourth or fifth, but anyway it is true that ideological poisons will be eradicated for good. However, they will not disappear unless a struggle to eliminate them is waged.

The feudal and capitalist ideological poisons, which still exist in different forms, cannot be wiped out in a day or two but can only be destroyed after a protracted and determined ideological struggle.

We should not make Right or "Left" mistakes in the struggle against obsolete ideas.

We are opposed to the ultra-"Leftist" method of hurriedly doing away with all obsolete thought in one or two days; at the same time we are opposed to the method of "liberalization", used by the revisionists, which allows everything to go its own way in a careless fashion, without carrying out the ideological revolution.

Advocacy of "liberalization" is, after all, nothing short of the abandonment of the struggle against the bourgeois ideological poisons and of paralysing the dictatorship of the proletariat and throwing away the weapon of the revolution.

The theory of "liberalization" is a bourgeois theory. Some

south Korean pressmen who came to Panmunjom raved in front of our journalists about bourgeois freedom. It was reported that they said, "In north Korea journalists go to the office every day and can only return home at a set time, after working for eight hours, and they cannot write articles against Party policies, so how can it be pleasant? But south Korean journalists go to the office when they feel like it, can write any articles they like, and when they write a successful article and make a lot of money, they drink wine and make merry to their hearts' content for days on end, without interference from others, so how nice it is!" This is what they call "bourgeois freedom". If people live such disorderly lives, how can they find life worth living? People should never live in such a way.

A sharp struggle is going on at present between capitalism and socialism, so how is it possible to tolerate bourgeois liberalization? If we were to take the path of "liberalization", the Yankees would all the more dare to attack us in an attempt to swallow us up.

While guarding against Right and "Left" deviations, we should push ahead vigorously with the ideological revolution. However, the question of the actual method of eradicating old thinking is of great importance. First, we should wage a struggle to eliminate outworn ideas from the basic and central domains and then proceed gradually towards removing the vestiges of antiquity in customs, habits and the like.

We should not act in such a way, on the grounds of opposing the old, as we do not know all that belongs to the past. For us to press forward, we should be aware of the past. For instance, as for science, its present state can be discussed only after dealing with the question whether its past state was proper or not. It is the same in the case of the remoulding of people's ideological consciousness; the question will be solved only when it is brought home to peo-

ple that the old things are wrong, and they are made to know present ones and taught which path they should take in the future. Therefore, the ideological revolution should be carried out after making the correct decision as to the direction we shall take in the future, while taking a critical view of what is old.

What should we do concretely to improve education and train the younger generation to be true Communists?

The most important task is to write good school textbooks, properly assess the books and the heritage of the past and revolutionize the teachers.

We should produce good textbooks. Not only books on the history of Party policies and communist education, but all textbooks should be well compiled.

It is by no means an easy job to write good textbooks. For instance, a history book contains many questions which require the right answer. For example, the problem of patriotism is not a simple one. It is easy to decide what is aggressive and patriotic from historical incidents, but it is difficult to give a clear explanation of the relation between the patriotism of the past and present-day patriotism or between the former and the internationalism we talk about today.

Most of the books written by our scholars after liberation interpreted historical facts in our favour. True, this has its good points, but it also has bad points from the viewpoint of communist education. Since states and frontiers still remain, people should be encouraged to have great national pride but, in terms of world revolution, they should be given an internationalist education. It is therefore important to combine these two educations properly. We should take all of these problems into account when we write history books.

Various problems may arise during the writing not only

of history textbooks but also of textbooks for all other subjects; in particular, textbooks for the social sciences may pose many problems. We should solve them correctly.

Textbooks should not remain unaltered after they have been written, but should be constantly supplemented and improved. Recently I looked through the programme for the history of Party policies, which had good points as well as some faults. At any rate, it is a major success to have created such a programme in an endeavour to compile a book from scratch. It should be improved further through continuous collective discussion.

I looked over the draft code of the duties of the team leaders at enterprises drawn up recently by the National Economy Institute. On seeing it I inserted many corrections after asking ministers and inquiring at the Kangson Steel Plant about various questions, but we cannot be satisfied with this. Frankly speaking, it is impossible to say that any one, be he the author or someone who is actually a team leader in a factory, knows everything. Those working as team leaders at factories have experience but little knowledge, whereas the authors of the draft code may be expressing an impractical subjective desire because they have no experience as team leaders. Therefore, I intend to hold a consultative meeting and let the authors, as well as exemplary team leaders from different types of factories, participate in order to have an exhaustive discussion. They should consult and discuss in this way a great deal in order to write the book and, while using it, add new things all the time, and thus complete it step by step.

You should write teaching materials and texts by having wide-ranging discussions with the masses as well. Only the masses are good teachers. There are two ways of writing a teaching material through discussion with the masses. You may write it after putting together sound views obtained

through consulting many people first, and, on the other hand, you may sketch it out before calling together many people and listening to their opinions.

Furthermore. Old books and the heritage of the past should be properly assessed and dealt with skilfully.

All books belonging to the past should be examined and foul and trashy ones hidden from the public eye. And books which contain much information should also be read critically. Of the old books the necessary ones may be reprinted, but with an explanation included so that they will be used for communist education.

Judgements passed on old books by our scholars, including historians, so far seem too exaggerated in many cases. Especially the theories of the *Silhak* school were too highly regarded. Needless to say, we should not regard the role of this school as amounting to nothing. To deny historical facts and think that our nation achieved nothing in the past is to manifest nihilism. This would make it impossible to increase the national pride of the people and would be detrimental to the raising of the revolutionary spirit of our people. Nevertheless, events of the past should not be overemphasized. It is important to assess historical facts properly in order to give our new generation a correct understanding.

Besides old theoretical books, biographies and books dealing with individual persons should all be examined and read critically.

We should correctly evaluate the individual persons figuring in history. Let me cite Admiral Li Sun Sin as an example. From the point of view of the age when Li Sun Sin was active, we can say he was a great man. But we cannot compare him with our contemporaries. How can we compare with Li Sun Sin the patriots who, during the Fatherland Liberation War, made it possible for their units to break the

enemy lines by stopping the embrasures of enemy pillboxes with their own breasts? No matter how extraordinary a character he was, we should approach him critically. If we fail to treat him critically and give him unconditional prominence, that would amount to no more than propaganda for an aristocratic hero or for careerism. We should rather pay high tribute to the heroes who can provide examples to follow in our society today than to men of the past such as Li Sun Sin, and thus make good use of them for communist education.

While reexamining old books, we should assess correctly religions such as Buddhism, Christianity and the like and also Buddhist and Confucian culture.

We can say that in the northern half of our Republic the question of religion has, in the main, already been solved. In south Korea, however, quite a few people practise religion. So, if we are to make sure that some day, after the country is reunified, our people will go to the southern half and fight successfully against religion, we should now provide the students with an idea of its nature and its harmfulness.

At present our scholars are incapable of evaluating religion correctly. When we look through books written by scholars, we find that they fail to confirm that religion is evil, but, on the contrary, attempt to prove that it has played a big role. So they value highly Great Teacher Sosan and other Buddhist priests. In particular, the introduction of Buddhism or Confucianism is regarded as having been greatly conducive to the progress of our culture. We cannot reject all Buddhist or Confucian culture found in the culture of the past. But we should not think that the introduction of religion helped develop our culture. Primarily, they should say that our national culture was greatly impeded in its progress when Buddhism or Confucianism was introduced, but our historians solve the problem the other way round.

The way to treat religious culture is a question which requires much study from our scholars.

We should assess correctly various aspects of our historical heritage, including Buddhist shrines and Confucian temples which still remain. How to handle the heritage of the past remains an important matter.

The most important task facing us is the problem of revolutionizing teachers. Through the revolutionization of teachers we should train in great numbers those who will write good textbooks, those who will be able to make a proper judgement on the old books and the heritage of the past and those who will educate students well.

At present you choose as teachers people of good social origin, and of course this is also necessary. A son of a landlord may think of restoring the landlord system, but those of worker origin will think otherwise. However, they cannot be considered to be devoid of obsolete ideas or to be revolutionized simply because they are of working-class origin. If people of good social status do not develop their ideological awareness through constant education, they will also become an obstacle to the revolution. Needless to say, whether their social status is good or bad may matter to some degree, but what is important is whether or not they have a clear understanding of communism and possess a revolutionary world outlook.

You should not purge people indiscriminately on the pretext of strengthening educational institutions, but you should educate and revolutionize all people willing to march towards socialism and communism together with us. The question cannot be solved by selecting and accepting people of good social status and purging those of bad origin; the teachers should be revolutionized. If the person in question was given education under our social system and, determined to fight for the revolution, performs his tasks admirably,

even if his father was wicked, why should he be purged? If those with bad social origins are opposed to our system and do not want the revolution, that is another question. We cannot go together with those against us. But we should not have a uniform approach even towards people of problematic social origins. If any one, though his father may have exploited others as a landlord, sets himself against it and, at the same time, agrees that Marxist-Leninist theories are right, supports communist construction because it is making people well-off and follows us determined to take part in the revolutionary struggle, we should give him further education in order to make use of him. Even if he made a few mistakes before, we should test him while allowing him to work and remould him patiently through revolutionary activities.

In order to make teachers revolutionary, we need people who can educate them. At present, however, we have very few people who are well-versed in all fields and are sufficiently trained to be able to settle every issue skilfully along communist lines. Neither the workers of the Science and Education Department of the Central Committee of the Party, nor those at the Ministries of General and Higher Education have been so trained. First of all, we should reeducate and revolutionize the senior staff of this department and those ministries so that they themselves will attain the level which would enable them to give teachers a good education. At the same time, we should revolutionize teachers as well.

Revolutionization is the task set not only before teachers and those who educate them. All our officials should further revolutionize themselves. Among our officials there are few people who can be said to have fully developed a communist world view. Even the workers of the Central Committee of the Party should never regard themselves as fully prepared or only think they have the right to give guidance and no

duty to learn. Every one, irrespective of his post, should study at all times, settle every matter through consultation with the masses, and revolutionize himself further still.

At present some people simply think that if only they work in factories, they will all become working-class and revolutionary, but this is incorrect. In order to undergo revolutionization, everyone should persistently train and improve himself.

Certain people are against the theory of self-improvement, saying that the only method of revolutionization is through struggle. True, the revolutionization of people is a struggle. But we should not interpret the word "self-improvement" as merely meaning that we should confine ourselves to our rooms to read books like the scholars of the past. Self-improvement is an ideological struggle aimed at opposing the old and developing a revolutionary world outlook.

We should intensify the struggle to eradicate the poison of feudal and capitalist ideology and to acquire an intimate knowledge of the communist world view.

According to the report presented some time ago by the Chief Secretary of the South Hamgyong Provincial Party Committee, the Hamhung city Party organization guided work in the field of education after we visited Hamhung last year, when we called the teachers together and gave them the task of fighting to uproot old bourgeois thinking and to revolutionize themselves. The city Party organization cannot be considered to have provided satisfactory guidance, but, as that report pointed out, many teachers decided that they would continue to carry out the revolution, following our Party, while revealing their dossiers which had been kept secret before, and criticizing all that they had said against Party policies till then. This was a great success in Party work. However, it was no more than a first step and we should not rest content with it. In future we should organize

the ideological struggle among teachers with greater care. By the way, the ideological struggle should be aimed not at dismissing someone but at eliminating obsolete ideas in every way.

There are various ways to revolutionize teachers including that of making them go among the masses to learn and intensifying their activities in the organizations. By using every method, we should revolutionize teachers and ensure that they have a well-developed communist world view and see to it that only those possessed of a revolutionary world view write textbooks and educate and train pupils and students.

In order to revolutionize teachers, it is first necessary to urge them to go among the masses. They should see real life and, while teaching them, learn from people. During this process they should be criticized by the people as well as by their comrades and feel pangs of conscience when they behave wrongly. In my opinion, this method will be greatly helpful in the revolutionization of teachers.

We have already told Party school teachers to go among the masses. It is best that they divide themselves into two groups, one teaching students at school while the other goes to the villages for about two years to do Party work, undertaking the duties of Party secretary or vice-secretary in the ri. In this course, they will learn the shortcomings in Party work and the ways to organize and mobilize the masses in keeping with the Party's demand and, through their work, they will realize the points on which they had wrong views previously, and will be further disciplined. If they return to the schools and stand on the rostrum again after having learned from real life in this way, they will be able to teach their students far better.

And you can also employ the method of encouraging teachers to have frequent encounters with real life in the

company of Party workers and to learn there. When the head of the Department of Organizational Leadership of the Party Central Committee, for example, goes to direct Party work in a factory on the spot, he can take teachers with him so that they go among the masses to discuss various matters and learn from real life. This will enable the teachers to study the revolutionary spirit of the working class and to acquaint themselves with the needs of the masses, the correctness of Party policy and the methods of bringing this policy home to the masses and of educating students efficiently.

In order to revolutionize teachers, it is necessary to organize a system for reeducating them. Of course, it is also important to intensify life in the organization and to provide sound instruction and training for the students at existing normal colleges. But this alone is insufficient. We must see to it that a school is set up to reeducate teachers and send good teachers there so that they lead an organized life under rigid control for six months or a year and, at the same time, destroy the poison of obsolete ideologies by conducting the ideological struggle more vigorously.

In order to revolutionize teachers, it is essential, while intensifying their organized lives, to make them the propagandists of Party policy.

We have already dwelt on this problem long ago, but as yet they have failed to do what is required. In the past some people at the Ministry of Higher Education said that education was not being conducted well because teachers were drafted too often for social work. And now, because of a lack of proper understanding of the viewpoint of the masses, we find among college and university teachers the pernicious inclination to stand on their dignity and to consider agreeable only the reading of scientific and other lectures at an advanced level, while the reading of popular lectures to the masses is regarded as unimportant. That is why at present

they do not visit at all factories or people's neighbourhood units to give lectures.

Our teachers need not confine their work simply to school like the teachers at the old-fashioned private schools. We should make active political workers of them. To this end we should see to it that they are given specific subjects for which to prepare good lecture plans before going out to the masses to deliver lectures. This will be beneficial for the carrying out of the Party's policies because they will not only make a detailed study of them but will also become their propagandists. Furthermore, if they go out to give lectures they will be examined by the people and will be given a different incentive and, in the long course of doing such work, will develop a firm revolutionary world view.

Along with drafting them to give lectures, we should make sure that they often write theses and various other articles.

By unceasingly endeavouring to remould themselves according to the revolutionary pattern, all teachers should become revolutionaries fulfilling the tasks of the ideological revolution, instead of mere salaried men or women.

While revolutionizing teachers we should do away with old methods of education and correct all deviations being shown in education work.

Since ours is the age of revolution, all pupils and students should be roused to activity as revolutionary children or youths. However, at present you pay little thought to bringing them up as active political workers and vigorous intellectuals, but are turning them into "bookworms" intent merely on reading at home, and into "dead persons". In fact, because of the method which educational institutions are applying in educating students, I find it difficult to say that our pedagogy is revolutionary.

Certain people tell students that they must devote them-

selves only to reading books day and night, but, in the long run, this will turn them into fools. Needless to say, pupils and students should be persuaded to read many books. But if they don't know how to put their knowledge to good use, they are good for nothing, no matter how many books they have read.

Worse still, some people even come forward with the "genius theory", saying that the talented should only be made to read books. There is no born genius possessed of a special talent. Among people there may be people who are sensitive and have a measure of ability. But everyone, irrespective of whether he is sensitive or not, has both good and bad qualities. Sensitive people have the merit of conceiving some idea readily, but are not patient when they work; insensitive people, on the contrary, are not quick-witted but are good at girding their loins and getting down to seeing the job through, once they have grasped the problem. Therefore, we are against the "genius theory".

If students are to be turned into active persons, they should not be confined to their schools alone but should be persuaded to participate in various social and political activities. Before, in our secondary school days at the age of fifteen or sixteen, we went among the masses to give propaganda lectures and organize mass demonstrations and, after obtaining a mimeographing machine, we started publishing the newspaper of the Saenal Juvenile Union. The present conditions are different from the revolutionary situation of those days, so it is pointless to allow the students to conduct the same type of political activity. However, we should make sure that they conduct social activity in keeping with the present conditions.

We have always held that students should be drawn into various kinds of social and political activity. It is preferable to have them organize Party-policy propaganda teams, scien-

tific propaganda teams, learning propaganda teams, sanitary propaganda teams and the like and appear before the masses frequently. However, this kind of work has not been arranged to this day.

You are now educating pupils and students in such a way that scoring ten points at a successful examination is sufficient. You should not do that. Of course, they should score ten points at examinations. True, examinations are a control lever making them study. Yet, you should not go by examination marks alone. Students can easily succeed in exams if, after neglecting their daily studies and playing away all their time, they study diligently for a few days. At present our students have little enthusiasm for reading. In order to encourage them to read books, we should persuade them to take part in various social activities. Participation in social activities causes them to appear before the masses, so naturally they will read a large number of books.

Students should be energetically drafted to deliver lectures and the like. It is advisable that they be made to prepare lecture plans on designated subjects and visit factories and rural areas and, in case they are college students, visit secondary or technical schools, in order to give lectures. You will do well to encourage not only college and secondary school students, but also to encourage primary school children to speak before the masses.

Appearing before the masses when one is young is something one does not forget for a long time. Once when I lived in Kangdong, I, after learning by heart the lecture plan written by my father, made a speech at a commemoration meeting, as the congratulatory groups of the Juvenile Corps do today, and this is vivid in my memory even now.

We must see to it that primary school children also appear before the audience after they have rehearsed songs or various other games they are fond of. We have built chil-

dren's palaces so that they can do this sort of thing in a great way. They can make speeches before their parents and people from the vicinity of schools called together in school auditoriums and in other such places, if not in children's palaces. They can propagandize Party policy and health work and disseminate scientific and other knowledge with the help of lecture plans prepared by teachers.

Their frequent appearance before the masses will enliven their spirits and acquaint themselves better with the needs of the masses and with real life.

Pupils should also be drafted for campaigns to do good deeds. In the past there were many campaigns, but silence has prevailed recently. Pupils should launch various campaigns—campaigns to discover mineral resources by organizing prospectors' squads, campaigns to prevent infectious diseases, campaigns to form greenery guards and the like.

At the same time, arrangements should be made for pupils and students to gain extensive knowledge of real life in our country. At present schools fail to arrange inspection tours. Pupils and students are required to make use of books to study hard, but they should also inspect factories and the like.

Now our country has numerous factories and its industrial foundation is solid. However, they are not managed skilfully. Though we have created many orchards, we cannot pick fruit properly because of mismanagement. We have a swift horse, so to speak, but cannot make proper use of it, because we have not learned how to ride it. We should train large numbers of workers who will be able to manage the national economy efficiently.

Pupils and students will have to manage the national economy in the future. In order to bring them up to become fine workers in economic management, we should educate

them to become vigorous persons acquainted with reality, instead of turning them into "bookworms".

To continue. Subservience to great powers should be rejected and Juche established securely in science and education.

Some people still continue to worship other countries, saying that technology is developed in capitalist countries and that some countries have attained a high technological level. Others say that just as if one wants to learn the principle of music thoroughly, one must go to Italy, one must visit a certain country in the case of some branch of science because they are forerunners in science. As we always say, when a person turns to flunkeyism he becomes an idiot and a nation which takes to flunkeyism falls into ruin. The tendency towards flunkeyism should be thoroughly opposed.

Nevertheless, we should not pursue an insular policy or steer an isolationist course as Prince Regent Taewon did in the past; nor should we oppose the introduction of science and technology from other countries. We should energetically introduce advanced science and technology from other countries, and make them our own. But we should be cautious lest flunkeyism should appear because we are learning science and technology. If we try, we can surely overtake the advanced countries. Therefore, even when we learn science and technology from other countries, we should never aim to follow them but must be resolved to outstrip them by developing our own science and technology. We are thoroughly against flunkeyism in the field of science and technology; while learning science and technology from foreign countries, we should, according to the Juche position, hold fast to the principle of developing them to suit our reality.

In the social sciences, we should carry out research work relying firmly on our Party policy which is the creative application of Marxism-Leninism to our reality. The main

task facing the social sciences is to solve all problems on the basis of our Party's ideas.

Juche should be established securely in the natural sciences as well. Only then is it possible to develop our national economy and strengthen the foundations of our independent national economy.

As I have already stressed several times, if industry is to become stable and independent, more than 70 per cent of the raw materials it uses must come from home. It will be another matter when in the future the capitalist system disappears completely and communist society is established all over the world. But under present conditions, when states and frontiers exist, a state must have its own means, and only when it is in a position to meet nearly all its needs for industrial raw materials on its own will it be able to develop its national economy safely.

An industry depending on the raw materials of other countries is a dependent industry. In an attempt to rival us with the backing of the American imperialists, the south Korean puppets are now claiming that they are building their industry by attracting huge amounts of capital from other countries. But theirs is a dependent industry relying entirely on the raw materials of other countries. They are building only power stations working on heavy oil. If the Yankees stop supplying heavy oil, they will fail to generate electricity and, consequently, the work in other industries will stop. This alone is enough to show that the Yankees have a stranglehold on south Korean industry.

In building power stations the main stress in all circumstances should be made on hydroelectric power stations and one must ensure that more than 70 per cent of electricity resources are assured by home production. This is the only way to produce electricity safely.

It is true that the building of power plants working on

heavy oil has advantages compared with other types of power station. As for thermal power stations, the erection of coal boilers alone requires a huge construction project. The construction of hydroelectric power stations takes a long time and is very expensive because dams, waterways and various other complicated projects have to be undertaken. But oil-powered power stations can be built faster and require less expenditure on construction than other types of power station. We therefore plan to build an oil-powered power plant with a capacity of 100,000 kw this year and another with a 200,000 kw capacity in the future.

We must see to it that all branches of industry rely firmly on our own resources of raw materials. To this end, natural scientists must arm themselves with the Party's Juche idea and make greater efforts to provide all industries with our own raw materials.

In writing new textbooks and examining old books we should stick firmly to the Juche idea and we should equip thoroughly all teachers and students with the Party's Juche idea.

But on the pretext of establishing Juche we should not assume an attitude of narrow-minded national egoism. We should develop the relationship between the Juche idea and internationalism correctly. Only when people are thus properly educated can they avoid falling into flunkeyism and can become fine Communists.

To continue. We should instruct teachers and students well in the superiority of the socialist system.

At present we are not sufficiently good at teaching people the advantages of the socialist system.

Socialism is a system which is incomparably better than capitalism. Only landlords and capitalists dislike that system. In our society everybody is entitled to study and work, and everybody leads a happy life. No one starves.

Capitalist society, however, is not like that. Tokyo, Japan, appears to be flourishing and good to live in, but it is, in fact, a good place only for capitalists. Some time ago, a man from a socialist country stopped in our country on his way back from Japan. According to him, the streets of Tokyo present an ugly sight; the lanes are narrow and there are rickshaw boys, rear-car drawers and what have you. Tokyo has no park worth mentioning except the one where the Emperor goes for walks. Since the working people spend 40 per cent of their wages on rent, life is very hard. There are many geishas and beggars there. He said that in Pyongyang he indeed felt the flavour of socialism; streets are wide and everybody works.

Some of our people tend to have no pride in living under the socialist system. There is nothing in capitalist country we should envy.

Everyone alike studies, works and lives affluently; how good our society is! True, our people are not yet sufficiently provided with all they want. But if we make an effort, we will be better-off in the future. Since our country is free of exploiters, if we make greater efforts to produce large quantities of goods, the people will benefit accordingly.

We should make students clearly aware of the superiority of the socialist system, and educate them thoroughly so that they may take pride in the system under which they live.

We must see to it that not only students but teachers take pride in the fact that they live under the socialist system. It is said that now some teachers from former bourgeois families envy the teachers in capitalist society their fine clothes and dandified manner. This is the expression of a wrong idea. How good it is to be dressed as plainly as our people! We should educate teachers well so that they will not envy the life of old society but will realize clearly the advantages of

our socialist system and will take pride in living under this system.

At the same time, we should inspire confidence in teachers and students that revolutionaries can destroy a formidable enemy with small forces.

In the past our anti-Japanese guerrillas started fighting barehanded to capture weapons from the enemy, with which they armed themselves, and eventually won the battle against the redoubtable Japanese imperialists. The same is true today. We now stand face to face with the Yankees who boast of their being the most powerful nation in the world. Yet we are thwarting their aggressive manoeuvres at every step.

As you all know, at the beginning of this year we captured the armed spy ship *Pueblo* of the US imperialists and her entire crew. The Yankees demanded that we return them unconditionally. Why should we meekly return those who have carried out espionage activities within the territorial waters of another country? Of course, if the Yankees apoiogize to us, we can set them free. In fact, the self-styled "strong" United States would be ashamed of asking such a small country as ours for forgiveness for a transgression. The Americans first threatened to attack us, massing in the East Sea numerous warships including the large aircraft carrier *Enterprise.* But, not in the least frightened, we confronted the enemy saying, "Challenge us if you wish to". They dared not attack. This shows that even a small country can defeat the Yankees.

By giving such examples, we should properly educate teachers and students to have a conviction of victory.

And we must see to it that students acquire correct views on war. No one should ever be afraid of war. To be afraid of war is a manifestation of the revisionist idea. If we do not fear war but prepare for it fully, the enemy will

not thoughtlessly attack us. If the enemy starts an adventurous war, we will be able to hasten national reunification.

Today one of the most important problems that must be solved in socialist construction is the manpower problem. In accordance with the decision of the Party Conference, we should step up economic construction to improve the life of the people and, at the same time, should successfully build up our defence power. In particular, the situation requires that we strengthen the People's Army. Today we need a larger labour force than ever before. But, owing to the aftermath of the Fatherland Liberation War, we have few additional manpower resources. As you see, we have much work to do but not as much reserve manpower. On top of that, our workers are not enthusiastic about the technical revolution and not keen on planning and political work as required by the Party. So the problem of the labour force still remains unsolved.

If we organize work with care we can easily tap many reserves. This time Vice-Premiers have been sent to production sites and they are finding a lot of reserves. According to the report of Comrade Vice-Premier who went to the construction site of a thermal power station, out of the construction costs envisaged 3 million *won* plus 1,300 workers can be saved. This shows that our officials had failed in the work of planning, particularly detailed planning.

Since our officials have not done their work well, many reserves that could be available are left idle. Manpower is largely wasted in some places, whereas it runs short in other places, thus hindering construction. We should strive to mobilize all reserves in full.

This year we have a lot of new projects to start. In Pyongyang alone we must do a great deal while taking measures against flood damage. I do not think that such a flood as last year's will come again, but still we cannot rest assured. Therefore, we should deepen the bed of the Taedong-gang

River and build dikes properly at any cost before the rainy season. There are also many projects to be completed in North Hamgyong Province: the Kim Chaek Iron Works should be expanded, an oil refinery erected and a large railway station built. This requires an immense labour force. This year the electrification of the Hamhung-Hongwon railway line should be completed. Trains will then run from Pyongyang to Myongchon on the electrified line. If next year we electrify the railway sections between Myongchon and Chongjin and between Kilju and Hyesan, railway electrification in our country will in the main be completed.

Since the labour force is short, students should be to some extent drafted in order to complete successfully many construction projects. For this purpose work should be organized well. Tools and the like should be prepared before the students are drafted. If we send them out to construction sites without any preparations, it may prevent them from both studying and working and will only waste time. Therefore, the Ministries of Education or the schools should arrange work in a responsible manner so as to prevent this happening. They should provide students with good eating, sleeping and resting conditions during the period of the draft, and should supply them with boiled water to drink and make them take thorough health precautions so that they do not fall ill.

You should kindly inform students that since our labour situation is difficult, they should take part in construction work this year, so this may prove a bit of a hindrance to their studies. It is necessary to draw up a proper education programme in connection with the drafting of students and make them study a great deal during winter.

Today I told you about some of the tasks that need to be fulfilled to improve education work. Bearing them in mind, you should push ahead vigorously with your work. I wish you great successes in education.

LET US STRENGTHEN THE TRAINING OF TECHNICAL PERSONNEL TO MEET THE NEW REQUIREMENTS OF SOCIALIST CONSTRUCTION

Speech to the Faculty and Students of the Kim Chaek Polytechnical Institute

October 2, 1968

To begin with, I warmly congratulate the faculty and students of the Kim Chaek Polytechnical Institute on the 20th anniversary of its inauguration.

Over the past 20 years the Kim Chaek Polytechnical Institute has trained armies of technical personnel and sent them out to many branches of the national economy. They are now playing an important role at varied posts of socialist construction—in our factories and enterprises and state and economic institutions. This means that the Kim Chaek Polytechnical Institute has rendered great service, and this is a valuable result of the tireless efforts its teaching staff has made in upholding the Party's educational policy. The institute, whose growth coincides with the history of our Republic, has contributed greatly to the country's prosperity, development and socialist construction.

On behalf of the Central Committee of the Party and of the Government of the Republic, I extend warm thanks to the

faculty and students of the Kim Chaek Polytechnical Institute.

Our Party's educational policy is correct and our achievements in education are tremendous. This is clearly proved by life itself, and foreigners, too, have a high opinion of our policy and achievements.

Representatives of many countries attending our Republic's 20th anniversary celebration some time ago were unanimous in their unstinted praise for our educational system and very much envied our pupils and students. They particularly admired our students who were active in supporting and defending the Party's line and policies and who showed themselves firmly united around the Party.

In our country today, students are a source of great pride and a valuable asset, not a source of trouble and anxiety. This is a great victory won in the implementation of the Party's educational policy.

We have achieved great successes in the development of science and technology as well as in education.

True, we still have much to do to catch up with the advanced industrial countries. But under the leadership of the Party our people have performed a great miracle in a short historical period of time—abolishing technological and economic backwardness, a legacy of the old society, and building a powerful independent national economy with a modern industry and a developed agriculture.

Today our industry has a fairly strong foundation. The foundation of heavy industry is especially firm. This is graphic evidence of the correctness of our Party's line on the building of the economy, the line of giving priority to the growth of heavy industry while simultaneously developing light industry and agriculture.

Over the past years we have won truly great victories in socialist construction and, in particular, have achieved a big success in education. However, we must not become at all

complacent over this. We have much more work to do than we have done so far.

Our task now is to raise our industry to a higher level by relying on the industrial base we have already laid. This requires the continued, energetic promotion of the technical revolution.

The Party's Fourth Congress set the technical revolution as one of the central tasks of socialist economic construction. This task is now proceeding successfully, but it cannot be completed within the Seven-Year Plan period. The complete victory of socialism and the laying of the sound material and technical foundations of socialism and communism make it imperative to advance the technical revolution to a higher plane.

The first and foremost task in this is the development of electronics.

This is the age of electronics, and we must develop electronics quickly. The development of electronics is essential for the extensive introduction of automation in all branches of the national economy. This will enable us to produce more material wealth with less manpower while making work lighter. It will also help us eliminate the distinctions between heavy and light and industrial and farm labour and, furthermore, between mental and physical labour.

The rapid development of electronics is also necessary for the defence industry. With our present industrial base, we can produce all the conventional weapons we need. However, if we are to develop the defence industry to manufacture large quantities of modern automatic weapons, we must improve the automation system and electronics. At one time we told you to stop building helicopters and the like. But it is now high time to make helicopters and other types of planes and modern automatic weapons such as rockets in our country. You should now put your minds to producing such modern automatic weapons.

When we develop electronics, we will be able to manufacture as many of these modern weapons as we want.

As you see, the development of electronics is very important for the advancement of the country's productive forces, for the final emancipation of the working people from heavy labour and for boosting national defence power.

But electronics is a field which we have only just begun to explore because our country had a very weak industrial base in the past. The industrial base must reach a certain level for the development of electronics. In the complete absence of this base, electronics is out of the question. Today, however, a firm industrial base has been laid and the engineering industry, in particular, has attained a pretty high level. So it is with full confidence that we say it is high time to place the question of developing electronics on the order of the day. We should develop electronics on a large scale.

Another important problem in the field of science and technology, if the technical revolution is to be carried to a higher level, is to increase the production of light and pure metals and alloy steel.

Of course, the establishment of Juche in the production of iron is very important, and metallurgy should continue to concentrate on the work of strengthening the independence of the iron industry. But the production of light and pure metals and alloy steel should never be neglected. Without expanding production of these, it is impossible to make further advance in the engineering, electronics and defence industries or to carry out the tasks of the higher phase of the technical revolution successfully.

First of all, the work of establishing our own aluminium production base must be speeded up. Until recently no deposits of bauxite were found in our country and the technical problem of producing aluminium from nephelite, which we do have, was not solved. This compelled us to defer construction of an alumin-

ium factory. Our prospectors, however, found bauxite deposits recently. Therefore, we must speed up the construction of the factory and turn out aluminium ourselves as soon as possible. In addition to aluminium, we must produce magnesium, and further the production of alloy steel and various pure metals including titanium.

The new and higher phase of the technical revolution urgently demands a corresponding improvement in the training of technical personnel. So a very important and honourable task faces the Kim Chaek Polytechnical Institute, our country's biggest, integrated centre for training technological cadres. Up to now the institute has undertaken the duty of training technical workers needed in the stage of industrialization. Now it faces the task of training more technical personnel capable of carrying out the higher phase of the technical revolution.

We have quite a few fields of science and technology to be explored and many scientific and technological problems to be solved. That explains why we need larger numbers of competent technical personnel.

Let me take an instance.

To rapidly raise the cultural and technical levels of the working people as a whole, we are planning to cover the whole country with a TV network. We have already built a TV broadcasting station with a big tower. However, a broad section of the working people cannot watch television because there is a shortage of TV sets. Though we import a small number every year, this is not enough to bring the nation under a TV network soon. To solve this problem we must mass-produce TV sets by the hundreds of thousands every year. But we are still barred from this because our country does not have many electronics technicians and the electronics industry is underdeveloped.

In order to open up new branches of industry and advance industry as a whole to a higher level, technicians are needed

in every field. The training of technical personnel must be decisively improved so that our technicians will be able to meet the rapidly growing demands of socialist economic construction.

This is why the Kim Chaek Polytechnical Institute, an important training centre for technicians in our country, must strengthen its work. It must increase its enrolment to train more competent technicians.

We should continue to encourage night and correspondence courses. Since this form of education is an excellent one which enables working people to study and work at the same time, it must be consolidated. It is possible that students following these courses fall somewhat behind their counterparts taking regular courses, but this problem can be solved if the school term is extended a little.

Next, the work of revolutionizing the students must be carried forward unremittingly.

As everyone knows, the building of socialism and communism necessitates the capture of two fortresses, the material and ideological. Consequently, in addition to the technical revolution, the ideological revolution must be energetically pushed forward. It is incorrect to emphasize only the technical revolution and neglect the ideological one which is aimed at getting rid of the backward ideas in people's minds. Nor is it correct to emphasize only the ideological revolution and neglect the technical one. Undue emphasis on one or the other will prevent the successful building of socialist and communist society.

We must energetically struggle to conquer the ideological as well as the material fortress throughout the course of socialist and communist construction. In the training of technicians, too, the ideological education of the students must be intensified along with technological education. The colleges must revolutionize all the students, in other words, bring them up to be true Communists before sending them out into society. A dynamic struggle is now under way in our country to root out the bour-

geois, feudal-Confucian and revisionist thinking and all other unsound ideas remaining in the minds of the working people and to revolutionize and working-classize the whole of society.

Colleges, too, must thoroughly revolutionize all their students, not to mention the teachers, through an energetic struggle against the old ideas. They must not send half-baked graduates out into society only to become objects of remoulding. Some of the old intellectuals might need remoulding. But why should the new intellectuals who have been trained in our colleges be made objects of remoulding after graduation?

Experience shows that as long as the old ideas remain in their minds, people tend to become lazy and degenerate as economic growth gives rise to abundance and makes work easier. Consequently, the ideological education of the working people, and particularly of intellectuals, must not slack off in the least throughout the course of the building of socialism.

It is difficult for a college to revolutionize the students completely in four or five short years. Therefore, the proper combination of ideological education with science training and of social with natural science is important not only in higher education but throughout the school system, from the early stages.

Infected with the theories of time-worn bourgeois pedagogy, some people once asserted that children only needed the cultivation of the emotions confined to the appreciation of such things as the property of red, blue and other colours and that revolutionary ideological education should not be given them. They were entirely wrong. People must be systematically given revolutionary education from childhood so that their minds are kept free of all manner of unsound ideas, including bourgeois ideas, and they arm themselves firmly with the revolutionary world outlook as they grow up. It will not do to neglect ideological education and then try to rid people's minds of obsolete ideas only after they have already become seriously infected

with them. If proper college education is given to those who have received a systematic ideological education from childhood, cases where graduates become objects of reform will not occur.

The Kim Chaek Polytechnical Institute must not neglect politico-ideological education by giving only technological education to the students just because it is a technical college. All college life must be so organized as to give the students intensive ideological training to help them enhance their revolutionary world outlook while equipping them with a high degree of technological knowledge. The education programme at the institute should be perfected along such lines. Of course, many social science subjects are included in the institute's curriculum, along with technological subjects. In the future, too, importance should be attached to teaching social science, including Party policy.

In revolutionizing students it is important to adhere strictly to the Party's policy on college enrolment. Our experience proves the excellence of the system under which middle school graduates are tempered in the army or in society for a few years before they are admitted to college. We must continue to encourage this.

True, after a break of a few years in their studies, the students may have some initial difficulties in tackling technological subjects on entering colleges. However, if they are well taught in primary and middle schools, they will not forget what they have learned during their period of military or civilian service. Even if they have forgotten some, six months or a year of good individual tutoring in college will enable them to catch up quickly. Having been tempered in society or in the army, all of them will become fine intellectuals meeting the Party's requirements, provided they are given a good college training.

Some people used to say that to become a genius one needs systematic studies from childhood, and he should be kept away

from all other pursuits. They maintained that middle-school graduates should go to college immediately. We cannot agree with their concept. Indeed, if a boy enters college straight from middle school as those people insisted, he might show fairly good progress in certain technological subjects. But his revolutionization will be that much slower, because he lacks social training. This will inevitably lead to the turning out of a half-baked intellectual who will have to go through the process of revolutionization again after he goes out into society. No matter how many there may be, we have no need of genteel, half-baked intellectuals who have to be remoulded after graduation. We need Red communist intellectuals who have been working-class-ized and revolutionized. A few years of social training after secondary education will be of far greater benefit than any "loss" resulting from it. Some people used to allege that demobilized soldiers were only capable of taking a social science course at best, and that if they took a natural science course, they would not be able to cope. This does not hold water. Experience shows that demobilized soldiers can become competent technicians if they are given a good individual tutoring when they are admitted to technical colleges.

We must categorically reject the outmoded viewpoint which goes in for education of the best brains and stick to the Party's policy on college enrolment. Institutes of higher learning should thus turn out fully revolutionized intellectuals who befit this era of the Workers' Party.

To proceed. We must continue to establish Juche thoroughly in all fields.

Some of our people are not yet completely free of flunkeyism towards great powers. Intellectuals especially retain much of that tendency.

When, then, will our country be rid of flunkeyism? The complete establishment of Juche is conditional on the elimination of flunkeyism, and to abolish flunkeyism altogether we need

a higher level of economic development and standard of living and, especially, more advanced science and technology than other countries.

True, intensified ideological struggle alongside ideological education will help overcome flunkeyism to a considerable degree. But ideological struggle alone is not enough to wipe it out. Only when our country is far more advanced than other countries in all fields of science, whether social or natural, or has at least come abreast of them so that our people will no longer cast envious eyes at them over the fence, will flunkeyism finally disappear and Juche be firmly established in our country. Within our time we must put an end to flunkeyism which has been handed down through the ages in our country. This requires accelerated development in all branches of science and technology, concomitantly with the economy. A huge responsibility in this rests on scientists and professors.

Here the question arises: Is it possible for our country to outstrip developed countries in science and technology? It is our belief that we can definitely overtake and outstrip them if all of us put our shoulders to the wheel.

Are Koreans inferior to other peoples in intelligence? Cannot Koreans study and solve problems if others can? Cannot we develop science and technology when they do? If the entire Party and people buckle down to the job and tackle things with determination, we can and must get ahead of developed countries.

In the realm of social science, we can say we are now making rapid progress.

We have solved many difficult and complex problems of socialist construction in a unique manner suited to the actual conditions of our country. We have accumulated a wealth of valuable experience in the building of the state, the economy and national defence and in education, culture, the health service and all the other spheres of the revolution and construction.

Our Party's lines and policies are correct, and time is proving their great vitality.

But this should never make us complacent. We have yet to tackle many problems in the domain of social science. We must continue to develop social science. Society advances constantly and so do the revolution and construction. Thus we are confronted with many new problems. Look at our own situation. With regard to systems of management in industry and agriculture, we have formulated correct theories and policies and accumulated a certain amount of experience, but we still have a number of problems in regard to trade, for instance. Although the basic principle that socialist trade should be a supply system for the people has been clarified, we cannot yet say that a series of questions such as how to ensure quicker and more equitable supplies have been completely solved. We should never allow ourselves to become complacent, but should make further progress in social science and creatively solve the new, urgent problems arising in the revolution and construction.

Natural science in our country, we should note, is lagging behind social science. Our level is still low in the field of natural science and so are our scientists' and technicians' qualiiications.

Let me take an instance from several years back.

Some time after we gave guidance at the Changsong Joint Conference of Local Party and Economic Functionaries, we visited a stock farm and had a consultative meeting there with scientists and workers in the field of stockbreeding. I said at the meeting that a wide use of microelements was necessary if we were to improve our stockbreeding, and asked if we had any good solution to the problem. None of them could give a definite answer.

After the meeting, our scientists studied the problem in real earnest and succeeded in using microelements in poultry

farming. As a result, poultry raising made rapid progress in a few years. As is the case with all other scientific and technological problems, the use of microelements is not such a difficult problem to someone who has gone into it. Naturally, science seems difficult to the uninitiated, but you will find it easy as soon as you become acquainted with it. Science which is accessible only to a few persons serves no purpose, it is not science but magic.

We have hardly begun to explore many fields of science, such as electronics and the metallurgy of pure metals. Our scientists and technicians should make strenuous efforts to open up new areas of science so that they can conquer as soon as possible the new peaks of science which mankind has already reached.

In order to make advances in science we must lay a sound material basis for scientific research.

Despite our great efforts to promote the sciences, the economic conditions and tense situation in our country have prevented us from laying satisfactory foundations for scientific research.

Up to now you have worked hard to make a lot of apparatus for yourselves and to build your own laboratories. This is very good. But your experimental apparatus leaves much to be desired and you have a long way to go to equip your laboratories to the standards required by modern science and technology. In the future, you should equip your laboratories better. To do so, you must make all the apparatus you can yourselves and import only that which is beyond you.

Practical work and field trips should be widely organized. I have heard that you have not yet visited our electron tube factory and semiconductor plant. This is a great mistake. If it is necessary for you to go on inspection tours to foreign countries when it helps to push our science and technology forward, why then not go and see our own factories? If you

students of the Kim Chaek Polytechnical Institute visit these factories you might be able to make ingenious suggestions for improving their equipment. From now on, the institute should widely organize practical work and field trips. They are indispensable to scientific research.

It is also advisable for you to use foreign books on science and technology extensively.

You should thus take bold steps forward in your scientific research and soon overtake and outstrip advanced countries in science and technology.

The history of industrial development in capitalist countries such as Britain and Japan dates back a century or even a few centuries, but ours, even when counting from the establishment of the Republic, covers no more than 20 years. If we leave out the time spent on recovering from the ravages of war, our modern industry has a history of only a little more than ten years. This, however, should not lead us to think that it will take our country 100 or 300 years to overtake the developed countries. We must and can outstrip them in the near future.

Only a few years ago our agricultural workers considered the production of 4.8 tons of rice per *chongbo* in a foreign country something extraordinary. But now the average per *chongbo* rice yield amounts to 5.7 tons in Mundok and Sukchon Counties, South Pyongan Province, and in Anak County, South Hwanghae Province. So these counties have already outstripped foreign countries.

Now that sound foundations have been laid for it stock-breeding can make swift progress.

If we apply microelements and vigorously step up the chemicalization of agriculture, we shall be able to overtake and surpass the advanced countries in the next few years.

In metallurgy, too, we can reach world levels before long. Even now, for example, we are by no means behind others in alloy steel production. Steel plants in our country have a com-

paratively long history and have accumulated a considerable amount of experience in alloy steel production. The level of their workers and technicians is very high. The alloy steel produced in our country, though still limited in quantity, is not in the least inferior to that of other countries in terms of quality.

In the production of light and pure metals, too, we can quickly overtake and outstrip the advanced countries provided we tackle the job boldly and exert ourselves.

We must intensify our struggle to establish Juche in the iron and steel industry.

I think it necessary to introduce the semi-steel process which is being studied in the Kim Chaek Polytechnical Institute to production. Semi-steel is said to contain a considerable amount of sulphur. But that does not matter much. It is better to produce steel from domestic raw materials, though it is slightly inferior in quality, than to have to ask other countries to sell coke to us. Moreover, if we promote research on the elimination of sulphur, we will definitely be able to solve the problem. We cannot build up a Juche-motivated iron industry if we are passive, only worrying about the problem instead of daring to have a go at it. When the new iron works in the western region is completed, the semi-steel process must be boldly introduced. You should concentrate your energies on research on semi-steel and complete it at an early date.

In order to develop a Juche-motivated industry, those raw materials which we still have to purchase from other countries should be sought in our own country by stepping up geological prospecting. Intensified geological surveys will enable us to discover new sources of raw materials.

It would indeed be expecting too much to find every raw material we need in our own country. But in accordance with the Party's policy we must locate every single mineral deposit through intensified geological prospecting, and make substitute materials through the development of science and technology

or, if this is impossible, strive to use less imported raw materials. We should enhance the independence of our industry in every respect.

South Korea today depends upon the United States and Japan for almost all its industrial raw materials. If they stopped supplying them even for a single day, all its factories and mills would have to suspend operations.

We must not build industries that are entirely dependent on other countries for raw materials, as is the case in south Korea.

Let me emphasize once again that if we want to eliminate flunkeyism towards great powers completely, we must build a stronger economic base in our country and raise our living standards above those enjoyed in other countries. We should far surpass others in everything—policy and theory, science and technology. To do this, we must make faster progress in social and natural science. In other words, the ideological struggle alone is not enough to get rid of flunkeyism. It must be matched by the material base, the building of which requires the rapid advancement of science and technology.

Some people may ask: We are internationalists, so why should we constantly stress the need to get ahead of others? I would like to ask them in return: Why should we always tag along at the heels of others? We must catch up with the advanced countries in all spheres as soon as possible. There is nothing wrong in our being in the lead.

It is my firm belief that all the faculty and students of the Kim Chaek Polytechnical Institute, one of the biggest palaces of science and technology in our country, will make new and greater progress in their scientific research and in the training of technical personnel, fully living up to the expectations of the Party.

EDUCATION, LITERATURE AND ART MUST CONTRIBUTE TO ESTABLISHING THE REVOLUTIONARY WORLD OUTLOOK OF PEOPLE

Speech Delivered at the Consultative Meeting of Scientific, Educational, Literary and Art Workers

February 17, 1970

Many workers from the fields of science, education, literature and art are present here today.

I should like to take this occasion to speak about some of the tasks confronting these fields.

We are now faced with the important revolutionary task of driving the US imperialist aggressors out of south Korea, reunifying the country and building socialism and communism throughout the whole of Korea. In order to carry out this honourable yet difficult task successfully, we must make ardent revolutionaries and true Communists of all our working people, children and youth.

This means, in brief, turning them into people equipped with a revolutionary world outlook.

If people acquire this outlook, they can gain a scientific understanding of nature and society, analyse and judge everything from the working-class standpoint and fight in de-

fence of the working-class interests. They will not succumb to any difficulties or trials but will be able to struggle with all devotion to overthrow the landlord and capitalist classes and the exploiter society and to build socialism and communism.

Nor will they be shaken by the influence of such unsound ideologies as feudalism, capitalism, revisionism and the worship of great powers, but will be able to fight resolutely against them.

For this reason, it is of great importance to equip working people, children and youth with a revolutionary world outlook, and our educational work, literature and art must therefore set this as their primary task, and serve this purpose positively. Educationalists must see to it that education in all its contents and methodology conforms to the goal of establishing a revolutionary world outlook in their students, and writers and artists should use their pen to create revolutionary works of literature and art which will help establish the world outlook in working people, children and youth.

It is not an easy matter to establish a revolutionary world outlook. People cannot shape such an outlook in a few days by one or two preaching sessions. It is formed, developed and consolidated through some stages of ideological development by tireless ideological education and practical struggle.

The first stage is that of understanding. The shaping of the people's revolutionary world outlook starts with the understanding of the true character of social phenomena.

To establish the revolutionary world outlook means that people equip themselves with the idea of transforming the old society in a revolutionary way, in other words, the revolutionary idea and viewpoint of wiping out all exploiting classes and the exploiter society, and building socialism and communism, and that they have a firm resolve to struggle for the victory of the cause of communism to the end. In order to establish the revolutionary world outlook, therefore, people should

fully understand the true nature of social phenomena. It is particularly important here to have a correct understanding of the reactionary and corrupt nature of capitalist society.

Capitalist society is a society in which a handful of people, namely the exploiting classes comprising landlords and capitalists, oppress and exploit the working masses, the overwhelming majority of the population. In capitalist society all state powers and social wealth are in the hands of a few privileged classes, and the working masses have neither rights nor wealth. The exploiting classes live idly and enjoy an increasingly luxurious, wealthy life while the working masses who toil and moil become more destitute with each day. Falsity and deception, fraud and swindle prevail and money rules everything. Thus capitalism represents the most reactionary, corrupt and sick form of society. It is the root cause of all the miseries and sufferings of humanity today and is the obstacle to social progress.

Only when people understand the reactionary and corrupt nature of capitalist society can they hate it and, further, develop the revolutionary resolve to smash the capitalist system and to build a new society. Unless they know that capitalist society is a bad society, they cannot hate it or develop the will to shatter the capitalist system. To establish the revolutionary world outlook, therefore, people must go through the process of awakening to the reactionary and corrupt nature of capitalist society.

Subsequently, they must acquire hatred for the exploiting classes and exploiter society.

The process in which people foster a hatred for the exploiting classes including landlords and capitalists and for exploiter society can be called the second stage in the formation of the revolutionary world outlook. This stage comprises the process of development of consciousness, that is, the process of class awakening, when hatred for the exploiting classes and

exploiter society buds out and grows on the basis of the understanding of the reactionary nature of capitalist society.

This process of forming hatred for the exploiting classes and exploiter society is closely related to the process of understanding, and it constitutes a continuous process of development of ideological consciousness which is formed on the basis of an understanding of the nature of social phenomena. But hatred for the exploiting classes and exploiter society does not proceed of its own accord from the understanding of the reactionary nature of capitalist society. It is born only when people at the same time heighten their class consciousness by further strengthening their class education.

The basis for forming the revolutionary world outlook is generally formed when people develop hatred for the landlord and capitalist classes and for capitalism and imperialism. That is why it can be said that the processes of understanding the reactionary nature of capitalist society and of fostering hatred against the exploiting classes and exploiter society are preparatory processes in the establishment of this outlook.

Hatred for the exploiting classes and exploiter society does not by itself mean that the revolutionary world outlook has been established. With this hatred alone one cannot fight against the enemy nor, accordingly, become a revolutionary.

We know from past history that although there were many people who were aware of the wickedness of the landlords and capitalists and exploiter society and hated them, they failed to fight against these enemies, remaining inert and resigned. During the period of Japanese imperialist colonial rule, many patriots hated the Japanese aggressors and lamented over their ruined country, but they dared not launch out on the path of struggle; accordingly, they failed to play any role in the fight to regain their country.

In order to become a revolutionary, one should not only hate the classes and society of exploiters but also have a rev-

olutionary determination to fight to crush all enemies and build a socialist and communist society in which there is no exploitation or oppression. In other words, one must have the determination to make the revolution. This can be said to be the third stage in the formation of the revolutionary world outlook.

Depending on the circumstances and conditions of each country, the revolutionary determination of the people may differ from that of others. Those under imperialist colonial rule must first take the decision to crush the imperialist intruders and achieve freedom and national independence. Those under a capitalist regime should resolve to smash the exploiting classes, including the capitalists, and to build a new society free from exploitation and oppression. The people of a socialist country should resolve to frustrate thoroughly the manoeuvres of the surviving elements of the overthrown exploiting classes and imperialist aggressors to undermine the socialist system. And they should resolve to step up the building of socialism and communism and, further, to accomplish the world revolution by giving active support to other peoples of the world in their revolutionary struggle.

In the case of our people today, it is important to take a firm resolve to defend the socialist system from the aggression, subversion and sabotage of our enemies, and to further consolidate the revolutionary base in the northern half of the Republic by stepping up socialist construction, whilst at the same time, being resolved to smash the colonial rule of American imperialism over south Korea, to foil the Japanese militarists' plot for reinvasion, to reunify the entire country and to build socialism and communism throughout Korea.

In order to establish the revolutionary world outlook people must not only have a revolutionary preparedness but also a strong will, unyielding in the face of any difficulties, and must know the ways to carry out their revolutionary duty. They

should love their country and people, the collective and their comrades, and should learn to observe conscientiously revolutionary organizational discipline. In a word, they should acquire all the ideological and moral traits essential for a revolutionary, a Communist. Only then can they say they have completely established the revolutionary world outlook.

That people's revolutionary world outlook is shaped through this kind of process of development of ideological consciousness is supported by our own personal experience.

During childhood, I was taught by my parents that the Japanese imperialists and the landlords and capitalists were wicked and that colonial society was bad. And many a time we witnessed Japanese imperialists, landlords and capitalists trampling people underfoot and maltreating them mercilessly. In this way we gradually came to realize that the Japanese imperialists and the landlords and capitalists were villains.

When I was 11 years old I came from Badaogou to Pyongyang, and while attending the Changdok School, I realized ever more clearly the rotten state of Japanese imperialism's colonial rule. At that time, Pyongyang was really suffocating. The streets swarmed with beggars and people were in rags and starving. On the other hand, the wealthy and the Japanese imperialists were leading a luxurious, dissipated life, cruelly oppressing and exploiting the people. The sight of the wretched state of Pyongyang made me think deeply of the reason why only a few rich people lived well while the overwhelming majority of the population was in poverty, and why the Japanese imperialists had come to Korea and were tormenting the Koreans. In particular, when word came that father had been arrested again by the Japanese police, I was seized by an even more fierce, burning hatred against the Japanese imperialists.

And afterwards, too, while attending school back in China, I was an eyewitness to numerous cases of Japanese imperialists, landlords and capitalists ill-treating, oppressing and ex-

ploiting the people. One day, on our way home from school with some classmates, we saw two men quarrelling by the roadside. Upon inquiry, we were told that one of them was a jinrikisha-man and the other was a capitalist, who after arriving there in the jinrikisha had underpaid the fare. The rikisha-coolie demanded more saying that there was the "livelihood of humble people" to be considered. But, instead of paying the full fare, the capitalist fellow was beating the coolie. The sight was past bearing, and so we schoolboys closed in on the capitalist and forced him to pay up. Having witnessed many such absurd and inequitable social phenomena, we not only came to realize more clearly the reactionary nature of capitalist society but also resolved to wipe out the landlords, capitalists and Japanese imperialist aggressors who were oppressing and exploiting the people.

Revolutionary books played a very great role in the formation of my revolutionary world outlook. I was an avid reader from an early age, and having decided to become a revolutionary, I concentrated on various political books, including Marxist-Leninist literature, and revolutionary works of fiction, in search of the paths of revolutionary struggle. In my secondary school days, I read such classics of Marxism-Leninism as the *Communist Manifesto,* the *Capital* and the *History of the Theory of Surplus Value.*

In the course of our reading we hardened our determination to make the revolution at whatever cost. Thus, we marched step by step along the path of struggle, forming revolutionary organizations and carrying on the student movement. Later, we went among the workers and peasants to unite them through education in revolutionary organizations and we also conducted underground struggles. In this way we eventually came to take up arms and embark on the road of armed struggle with an inflexible determination to fight against the Japanese imperialist aggressors to the end.

This was how my revolutionary consciousness was shaped, and how I became a professional revolutionary.

After the establishment of a revolutionary world outlook it is important to continue to consolidate and develop it. Ideological consciousness changes just as everything else does and the change may either be for the better or for the worse depending on the influences and education people receive. That is why it will not do to stop at simply establishing a revolutionary world outlook: one should subsequently make tireless efforts to consolidate and develop it in the practical struggle. Only then can one become a true revolutionary and be unswervingly loyal to the revolution to the last moment of one's life.

After setting out on the course of revolution, with revolutionary determination, we continued the process of consolidation and development of our own revolutionary world outlook in the midst of the struggle.

In the past 40 years of revolutionary struggle we have certainly gone through many a storm and ordeal. Even after liberation, to say nothing of the period of the anti-Japanese armed struggle, there were many difficult times including the period of retreat in the Fatherland Liberation War. Whenever we were confronted with hardships and ordeals, we overcame them by relying on the people, confident in their strength.

Once, during the Fatherland Liberation War, we visited the Ragwon Machine Plant and attended a Party cell meeting in the casting shop. The war was nearly coming to an end, and the thought of rebuilding factories on utter ruins put us rather at a loss. So we asked the Party members present at the meeting: "The war may possibly end very soon. Do you think we will be able to rebuild the ruined factories by our own efforts afterwards?" At this, a woman worker stood up and said: "Dear Premier, please don't worry. If only we win the war, reconstruction will offer no problem at all. We restored even the severe destruction brought about by the fleeing

Japanese imperialists in a matter of 2-3 years and lived well enough, didn't we? When the war is over, we will be able to rebuild and live well again. So please don't worry yourself too much." After hearing her words, I could not get to sleep that night. We thought what she had said was quite right and drew fresh strength and courage from it.

The conditions in this country were also very difficult during the postwar period of reconstruction. The American imperialists and the Syngman Rhee puppet clique were wild with their "march north" shriekings, and the factionalists were challenging the Party from within. There arose more than one difficulty in the field of economic construction. Raw and other materials were scarce and funds were also short. The living standard of the people was not yet very high, either. This was the situation when we set out to fulfil the First Five-Year Plan. In order to carry it out successfully, a large quantity of steel was required above all. So we went to the Kangson Steel Plant and informed its workers of the difficult situation of the country and appealed to them to produce more rolled steel. In response to the Party's call, the workers of the steel plant came forward with a resolution to produce 90,000 tons of rolled steel from the blooming mill, which had a rated capacity of 60,000 tons. But they told us not to be too worried: they would cope with whatever task the Party set them. Again, we drew great strength from this.

The masses of the people have always given us strength and courage and inspired us with confidence in victory. In relying on them while combatting and overcoming difficulties and trials our revolutionary will was hardened still more and our revolutionary world view was continually consolidated and developed.

The revolutionary world outlook is established in this way through a specific process of ideological development and consolidated and developed continuously in practical struggle. In

order to equip the working people, youth and children with the revolutionary world view we should therefore give them a sound ideological education, keeping step with this process of ideological development, and train them steadily through the struggle.

School education should be strengthened first to arm the working people, youth and children with the revolutionary world view.

School education plays a very important role in cultivating a revolutionary world outlook. A person's world view generally begins to take shape in his school days, especially his secondary school days. Therefore, if good teaching is given at school, it will be possible to bring up all our new generation to be ardent revolutionaries and true Communists equipped with the revolutionary world outlook.

To bring up the members of the new generation into revolutionaries equipped with the revolutionary world outlook it is imperative to first educate them to see clearly the reactionary and corrupt nature of capitalist society and to hate the landlord and capitalist classes and the imperialist aggressors.

Under our present-day conditions, however, it is very difficult to teach the rising generation to see the reactionary nature of capitalist society and hate the classes and society of exploiters. In our country the landlord and capitalist classes have been long since liquidated, and the social evils left over from the previous society have been mostly abolished. We have established a most advanced socialist system and all our working people are enjoying a happy life as proud masters of the country. In particular, the members of our younger generation are growing up happily without knowing exploitation and oppression and studying to their hearts' content free from any cares and worries. They have neither experienced the bitter life of the exploiter society nor seen landlords and capitalists.

Consequently, it is not easy to make the younger generation recognize the reactionary nature of capitalist society and hate the exploiting classes and exploiter society.

People who have personally tasted the bitterness of life in exploiter society and have been exploited and oppressed are comparatively quick to recognize the reactionary and corrupt nature of capitalist society and speedy in becoming class aware. During the anti-Japanese armed struggle, we conducted educational work among the workers and peasants wherever we went, exposing the crimes of the reactionary ruling circles and Japanese imperialist aggressors. They immediately realized that exploiter society was bad and that the Japanese imperialist invaders were evil. In those days we often stopped at farm villages and called together peasants and, taking as examples the sorts of taxes levied on the people by the reactionary ruling circles one by one, we exposed the true colours of the landlords and capitalists as exploiters and the crimes of the Japanese imperialists as aggressors. As a result, the peasants and young people would support the revolution with a burning hatred against the enemy.

Thus, people who have had personal experience of exploitation and oppression are quick to understand the reactionary nature of exploiter society and also quick to become class aware. However, the new generation, who have been born and have grown up in socialist society, differ from them. Because they have had no experience of exploitation and oppression, teaching them once or twice in general terms will not bring them to a full understanding of the reactionary nature of capitalist society nor enhance their class awakening. Therefore, the pupils and students must be given continuous class education with living materials.

By giving education with living materials to school children and students about the cruel oppression and exploitation of the peasants and workers by the landlords and capital-

ists in the past, they should be given a clear idea of the true colours of the landlord and capitalist classes as exploiters and the reactionary nature of capitalist society.

In particular, pupils and students should be fully informed of the reactionary and corrupt nature of south Korean society. South Korean society is the most reactionary and corrupt of all societies in the world. It is now a land of darkness where all democratic liberties and rights have been stamped out and terrorism and murder are rampant. In south Korea a handful of reactionary bureaucrats, landlords and comprador capitalists live in luxury, while the masses of the people are in rags and suffering from hunger, their situation going from bad to worse with each day. In south Korea today an ever-increasing number of people commit suicide, cursing the world, unable to bear any longer the sufferings caused by exploitation, oppression, poverty and hunger. We should carefully inform pupils and students of the corruptness of south Korean society and thus make them hate vehemently the landlord and capitalist classes and exploiter society.

Careful attention should be paid to educating school-pupils and students to hate the American and Japanese imperialists.

The American and Japanese imperialists, who have invaded our country throughout the ages, are the sworn enemies of the Korean people. American imperialism was already beginning to stretch out its tentacles of aggression to our country more than a hundred years ago. After we were freed from the colonial, imperialist rule of the Japanese, it crawled into south Korea, and divided our nation and has brought all sorts of misery and distress to our people. During the Fatherland Liberation War the American imperialists invaded the northern half of the Republic and slaughtered countless numbers of our people, and even now are arresting, imprisoning and murdering innocent people at random in south Korea. In the past the Japanese militarists occupied our country for as long as 36

years and cruelly oppressed and exploited the Korean people, plundering our nation of a great amount of wealth. Now, revived, they are watching for a chance to invade our country again.

We must tell pupils and students of the aggression and the barbarities of the American and Japanese imperialists, so that they hate them and fight staunchly against them.

In order to bring up the new generation to be revolutionaries, equipped with the revolutionary world outlook, we should also educate them to recognize the superiority of the socialist system and to have a sturdy faith in socialism and communism.

The socialist system is the most advanced of all social systems. It defends staunchly the interests of the working class and other working people. In socialist society the masses are the masters of the state and the entire population participates freely in social and political life. Further, in this society the people, freed from exploitation and oppression, can work and study to their hearts' content according to their talents and ability and everyone can enjoy a happy life.

Socialism and communism, under which everyone can live happily free from exploitation and oppression, is the ideal and goal of mankind. As the days go by, more and more people in the world are turning towards socialism and communism, and striving to realize these ends. There is no doubt that socialism and communism will triumph on a worldwide scale thanks to the joint struggle of the peoples of the world. The downfall of capitalism and imperialism is inevitable and the victory of socialism and communism is certain.

Only when the new generation fully understands the superiority of the socialist system and has firm confidence in the victory of socialism and communism can it actively defend the socialist system established in our country and devote itself to the struggle for the construction of socialism and com-

munism. Therefore, education in the schools should be conducted in such a way as to make pupils and students understand clearly the superiority of the socialist system and to inspire them with firm confidence in the victory of socialism and communism.

In order to bring up the members of the new generation to be revolutionaries equipped with the revolutionary world outlook it is of great importance to strengthen their education in revolutionary traditions.

A large number of true communist revolutionaries grew up in the flames of the arduous war against the Japanese imperialist aggressors. The unyielding revolutionary spirit and heroic struggle of the anti-Japanese revolutionary forerunners supply a model to our working people, and the younger generation in particular, showing them how to live and fight.

We should strengthen the education of pupils and students in the revolutionary traditions and thus make all of them follow the example of the indomitable fighting spirit and lofty revolutionary traits of their anti-Japanese revolutionary forerunners. In this way, we should bring up all of our new generation to be ardent revolutionaries and true Communists.

If pupils and students are to be equipped with the revolutionary world outlook, teachers themselves must first be so equipped.

Just as a mother cannot bring up her sons and daughters to be Communists before she becomes a Communist herself, so a teacher cannot cultivate a revolutionary world outlook in his pupils unless he himself has such an outlook. The thinking and behaviour of the teachers are copied directly by their pupils. If teachers are ideologically unsound, the pupils cannot be sound in their thinking, and if teachers are ill-behaved, the pupils will also deport themselves badly. Therefore, in order to bring up pupils and students to be Communists, equip-

ped with the revolutionary world outlook, the teachers themselves should become fine Communists possessing the communist ideology and noble revolutionary traits.

The teachers, more than anyone else, should have a clear idea of the reactionary and corrupt nature of capitalist society, hate vehemently the landlord and capitalist classes and the American and Japanese imperialists and have a firm revolutionary determination to fight selflessly for the victory of the cause of socialism and communism. In particular, teachers should arm themselves firmly with our Party's Juche idea, and be versed in the principles of Marxism-Leninism. Further, teachers should have an abundant knowledge of nature and society and master the socialist theory and methodology of education. Thus every word and action of the teacher must be instructive and provide a model to his pupils.

Next, many revolutionary works of art and literature should be created to equip the working people, youth and pupils with the revolutionary world outlook.

Such works play a considerable educational role in establishing the revolutionary world outlook. Those which have sharply exposed the corruptness of exploiter society and those which have skilfully depicted typical communist revolutionaries bring people to recognize and hate that corruptness and encourage them to the revolution.

Reading the revolutionary works of art and literature in the past, we became increasingly eager to make the revolution and learned a great deal from the positive heroes of those works. When I was incarcerated in Jilin prison, I read many such novels: the deep impression I received from the novel *The Iron Flood* remained with me for a long time, inspiring me with might and courage whenever I ran up against difficulties in the revolutionary struggle.

It is a well-known fact that the works of Gorky and Lu

Hsun played a great role in arousing broad sections of the people to the revolutionary struggle. This was because these works sharply exposed the class contradictions of exploiter society and truthfully represented the aspirations of the people. Gorky's works exposed the depravity of Czarist Russia and graphically depicted typical revolutionaries fighting against it, and so were able to encourage and rouse the Russian people to the socialist revolution. Lu Hsun's works exposed the rottenness of China's feudalist ruling system and gave a vivid account of the people's aspirations for freedom and a new life, and so were able to play a great role in stirring up the Chinese people to the democratic revolution.

During the anti-Japanese armed struggle, we composed dances, songs and plays, which we presented often before the people. This helped greatly to awaken and rouse them to the anti-Japanese national-liberation struggle.

Let me cite an instance.

We wrote a play, *Sea of Blood,* and performed it before both the guerrillas and the people. The play exposed the barbarities of the Japanese imperialists who murdered Koreans right and left, and the main plot was that the heroine gradually awakens and embarks on the road of the revolutionary struggle. Once we stopped at a village and presented the play before the local villagers. Seeing the scene where the Japanese imperialists murder old people and children in cold blood, the villagers ground their teeth with indignation. When the play was over, quite a few young men jumped onto the stage and entreated to be accepted into the guerrilla army.

Revolutionary works of art and literature have a great role to play in bringing people to recognize the corruptness of exploiter society and in enhancing their class awakening. Therefore, it can be said they are no less important in establishing revolutionary world outlook of people than general political and ideological indoctrination or education.

In future, writers and artists should strive to create more revolutionary works conducive to forming a revolutionary world outlook of the working people, youth and children.

They should first create a great many works exposing the aggressive nature and bestial atrocities of the American imperialists.

The American imperialists are now turning south Korea into a military base. They are seeking to make Koreans fight Koreans, Asians fight Asians, under the slogan of so-called "reunification by prevailing over communism". For this purpose, they are instigating the Japanese militarists and south Korea's reactionary ruling circles. This is their dismal ulterior motive. The American imperialists and Japanese militarists are the sworn enemies of our people. Without driving the American imperialists out of our land and slicing off the Japanese militarists' tentacles of re-invasion into south Korea, we cannot deliver the south Korean people from misery and suffering, or achieve national reunification and the nationwide victory of the revolution. At present the revolutionaries and patriots of south Korea are fighting valiantly against the American imperialists and their lackeys, in defiance of their cruel suppression and persecution. It is the supreme revolutionary task of our nation to actively support them in their revolutionary struggle to drive out the American imperialists, to cut Japanese militarism's tentacles of re-invasion, crush their stooges and reunify the country.

Writers and artists should contribute vigorously to educating the entire people to hate the American imperialists and fight resolutely against them by creating many works exposing their aggressive nature and barbarities in every detail. In particular, they should produce many works depicting the struggle of the revolutionaries and patriots of south Korea against the American imperialists and their lackeys, thus encouraging their struggle and inducing the people in the northern half

of the Republic to vigorously support the south Korean people in their revolutionary struggle.

Many works exposing the aggressive nature of Japanese militarism should also be created. The Japanese militarists, revived under the patronage of the American imperialists, are actively embarking on aggression overseas with their backing. They have already begun to crawl into south Korea and are earnestly hastening preparations for aggressive war to seize the whole of Korea. In such circumstances, we may once again face the Japanese militarists in the future. Therefore, we should educate the entire people to hate Japanese militarism vehemently and sharpen their vigilance against it at all times by creating large numbers of works exposing the aggressive nature of Japanese militarists.

Writers and artists should also create many works exposing the nature of the landlord and capitalist classes as exploiters.

The landlords and capitalists still remain in the southern half of the country, and they continue to exploit the workers and peasants harshly. In the northern half of the Republic these classes were liquidated long ago, but their remnants survive to this day. They are dissatisfied with the socialist system and have not given up their dream of restoring their old regime. As the aggressive nature of imperialism does not change, so the exploiting nature of the landlord and capitalist classes will not change.

Writers and artists should produce films and plays and write large numbers of novels to expose the vicious nature and acts of exploitation on the part of the landlords and capitalists. In this way, through the medium of art and literature, our working people, particularly the new generation, should be made to recognize how cruelly the landlords and capitalists oppressed and exploited the workers and peasants in the past and encouraged to cultivate hatred against them.

One of the most important tasks confronting art and literature is the creation of large numbers of works based upon the revolutionary traditions.

The finest sons and daughters of Korea took up arms and waged a bloody struggle against the Japanese imperialists for as long as 15 years to regain their lost country. Amidst the flames of this arduous struggle brilliant revolutionary traditions were created and a large number of true communist revolutionaries grew up. These traditions are one of the priceless assets of our revolution, and they are precious means of educating the people in a revolutionary way.

Writers and artists should create many works based on these traditions and thus greatly help towards inheriting and developing the glorious revolutionary traditions of our Party and towards the revolutionary education of the people.

Many works portraying the building of socialism should also be produced.

The building of socialism is the most important revolutionary task confronting our people today. Success in socialist construction is essential for the rapid improvement of the people's livelihood and for giving full play to the advantages of the socialist system. Furthermore, only when we have firmly built socialism can we support the south Korean people in their struggle and lay a solid foundation for national reunification and the nationwide victory of the revolution.

Our people are now working strenuously with burning revolutionary ardour to promote socialist construction and rushing ahead vigorously in the spirit of Chollima. At present the whole country is burning with creative ardour, and innovative miracles are taking place everywhere. Writers and artists should make vigorous efforts to create a large number of works depicting the impressive realities of socialist construction and the heroic struggle of the people.

A large number of works dealing with the subject of im-

buing the working people with revolutionary and working-class consciousness should also be created.

Our Party set forth long ago the policy of revolutionizing and working-classizing all members of society. But many officials still have little idea of this policy and are only poorly aware of the ways of bringing it about.

At present some officials give the cold shoulder to people with a questionable family background, saying that they cannot be revolutionized. This is completely wrong. Party policy is to revolutionize and working-classize all members of society including not only people of good class origin but also people with a questionable background. It is not possible to say that only those who have a good class origin can be revolutionized: people with a heterogeneous class origin can also be revolutionized perfectly well, and subsequently become Communists. The question does not lie in the class origin but in how one endeavours to root out of oneself the remnants of old ideologies, and arm oneself with communist ideology. According to Party policy, we should revolutionize and working-classize the whole society by revolutionizing all working people, all households and then people's neighbourhood units and workteams.

At present, however, literary and art works dealing with this problem are very few. Plays and films and novels giving the problem serious representation are scanty.

In future writers and artists should make greater efforts to produce works which treat this problem. They must thus create works showing the process of the working people acquiring revolutionary and working-class consciousness and produce a large number of works depicting models of revolutionization, in other words, the pattern of revolutionized man.

In order to create a large number of revolutionary literary and artistic works, creative composition should be conducted in a mass movement. Our country now has an enormous number of people with secondary and tertiary education, who

should be vigorously enlisted, along with the broad masses, in the work of literary and artistic creation to write revolutionary novels, produce plays and films and compose songs.

I believe that thanks to the tireless efforts of workers in these fields our education, literature and art will make positive contributions to the task of equipping the working people, youth and children with the revolutionary world outlook.

ON THE THOROUGH IMPLEMENTATION OF THE PRINCIPLES OF SOCIALIST PEDAGOGY IN EDUCATION

Speech Delivered at a National Meeting of Teachers
December 27, 1971

Comrades,

On behalf of the Central Committee of the Party and the Government of the Republic, I should like to express my warm congratulations and gratitude to you present here and to all our educators who, upholding the Party's policy of education, are working devotedly on the educational front to bring up the rising generation in the spirit of communism.

Our educational workers, revolutionary fighters loyal to the Party, have successfully carried out the line of education charted by the Party at each stage of the revolution since the days of the democratic revolution after liberation, and scored great achievements in the education of the younger generations. Our Party highly appreciates the great achievements and outstanding endeavours of the educational workers in the past years in their worthwhile, honourable struggle to train reserves of revolutionaries.

I would like to talk to you now about perfecting socialist

pedagogy and carrying out its principles more thoroughly in education.

The most important task in education today is to bring up the new generation as worthy successors to the revolution, as reliable reserves of builders of communism.

Under the wise leadership of the Party and through an arduous struggle, our people established an advanced socialist system in our country, and have achieved brilliant victories in socialist construction. However, our revolutionary cause is yet to be realized. We are confronted with the revolutionary tasks of reunifying our nation, building socialism and communism in our country and wiping imperialism off the face of the earth.

In order to fulfil these honourable and important revolutionary tasks, we must continue with the revolution and train the new generation as staunch communist revolutionaries who will carry forward the revolution.

In order to bring up the new generation as a reliable successor to our revolution, we must educate them in communism from childhood. The establishment of the socialist system by no means signifies that the people will become Communists of their own accord. Only when the new generation are educated along revolutionary and communist lines at kindergartens and schools, can they grow up to be ardent revolutionaries and true Communists.

In any society the primary aim of education is to train people to serve the existing social system faithfully.

In feudal society education served to defend the feudal system by instilling in people respect for the feudal order. In capitalist society it serves to foster selfishness in people and make them yield to capitalist exploitation and oppression.

In socialist society the aim of education is fundamentally different from that in exploiter societies. Education in a socialist society should imbue the new generation with communist ideology and impart to them knowledge essential for the build-

ing of socialism and communism. Hence, it must serve the purpose of making them oppose the exploiting system, defend the socialist system and work with devotion to build a communist society free from class distinctions and where everybody enjoys a happy life. In a socialist society education must therefore be based on a new theory and methods of teaching radically different from those in preceding societies and have entirely new content. It must be a revolutionary and communist education which clarifies the distinctions between the working class and the capitalist class, and between communism and capitalism.

If a socialist state fails to educate the children and youth in a revolutionary and communist fashion, and gives them a mixed education which is neither socialist nor capitalist, it will be impossible to train them to be successors to the revolution and builders of communism. A mixed education can only make people mixed-up. People without communist education cannot succeed to the revolution or build a communist society, the ideal of mankind.

In certain socialist countries, there are a variety of negative factors which impair the building of socialism and communism. What is the explanation for this? Of course, there could be many reasons, one of the main being the failure to educate the rising generations in a communist spirit. If the new generation, because of the absence of communist education, are loath to work, loaf on the job, do not cherish the socialist system won by their revolutionary forefathers at the cost of their blood and dislike the revolution, the revolution cannot be furthered and the building of socialism and communism cannot be a success in the country concerned. There can be no doubt about this.

It is wrong to think that socialist education consists only in the teachings of *Capital* and other Marxist-Leninist classics and the general principles of Marxism-Leninism regarding political economy, dialectical materialism and historical material-

ism at universities, colleges and various other schools. Moreover, if a mixture of socialism, feudalism and capitalism is taught in schools, this will be, so to speak, a hotchpotch education.

It is true that some literary and artistic works of feudal and capitalist societies were progressive. Though these works are regarded as "classics", they should not be wholly included in textbooks or given as reading matter to schoolchildren whose revolutionary world outlook has not yet been shaped.

For example, Pushkin's *Evgeni Onegin* and our *Tale of Chun Hyang* might have been progressive when they were written. However, they contain the limitations of the age and class limitations; they cannot contribute to the communist education of the children and youth in our era.

Evgeni Onegin is a story of some young men from aristocratic families who fall in love with a girl and fight a duel with pistols out of jealousy. The progressive aspect of this work, if any, is in its criticism, though mild, of the aristocracy. As for the *Tale of Chun Hyang,* it criticized social inequality between the nobility and the common people in feudal society and showed that young men and women could love and marry despite their difference in property and social status. For its time it was progressive. However, it is only the son of a nobleman who opposes the social discrimination imposed by the nobility, and the spiritual world of the characters differs too greatly from that of today's youth.

We cannot hope for young people of our age who read such old works as *Evgeni Onegin* and the *Tale of Chun Hyang* to derive from them a revolutionary fighting will and a zeal for production activities. On the contrary, the extravagant and depraved life of the feudal nobility and capitalists described in such old works may exert harmful effect on the children and youth, infecting them with feudal and capitalist ideas and with the bourgeois way of life. In some socialist countries today the children and youth are inclined towards a fast and indolent life

and towards the capitalist system and the bourgeois way of life. This is by no means an accident.

We have learned a serious lesson from the realities of other countries and from our own experience: if you give the children and youth a hotchpotch education instead of a communist one, they and even the whole society will not be homogeneous. Therefore, our Party resolutely discarded the old theory and method of education and advanced the policy of creating a new socialist pedagogy to meet the needs of the building of communism. Our Party has already clarified the basic principle of socialist pedagogy and is actively working to carry it through.

The basic principle of socialist pedagogy is to revolutionize and working-classize the children and youth through communist education.

It is a legitimate demand of the building of socialism and communism to revolutionize and working-classize the people. In order to build a socialist and communist society, we must conquer the ideological fortress by revolutionizing and working-classizing all members of society, at the same time capturing the material fortress by developing the productive forces.

Advancing the theory of building communism, Marx and Engels laid great stress on its economic aspect, but wrote little about its ideological aspect. They thought that once the working class in power dispossessed the capitalists of the factories, railways, land and other means of production and placed them under state ownership and developed the productive forces a little more, a communist society would arrive where all would work according to their ability and receive according to their needs.

There are facts which we must take into account when studying the theory of Marx and Engels on building communism: they evolved their theory without having had personal experience in the building of communism; they lived in the era of premonopoly capitalism; they studied the question of building

communism bearing in mind the conditions in the developed capitalist countries where they lived. They believed that the proletarian revolution would break out almost simultaneously or successively in the major capitalist countries and that world revolution would triumph relatively soon. They thought that once the working class in a country had taken power and nationalized the means of production, it would take a rather short time to lay the material and technical foundations of communism. Consequently, they thought that the period of transition from capitalism to communism would be short. They failed to foresee clearly that the remnants of the old ideas in the minds of people and the bourgeois ideology infiltrating from outside would greatly impede the building of communism, and that many difficulties would crop up in the course of communist construction.

Lenin carried out the revolution in Russia, then a backward capitalist country, and personally guided the building of socialism. Therefore, he did not consider the period of transition from capitalism to communism to be as short as Marx and Engels did, but relatively long. However, Lenin did not specify the need for the state of proletarian dictatorship to carry through an ideological revolution in the period of transition from capitalism to communism.

Lenin formulated his idea of communist construction in the proposition that Soviet power plus electrification of the whole country is communism. In this context the word electrification would have to be construed as meaning that through a technical revolution all production processes should be automated and the country's material foundations built solidly. And by Soviet power he meant the dictatorship of the proletariat. Of course, if we stretch the meaning of this word, it can be interpreted as signifying that the state of the working class should carry on the class struggle and an ideological revolution. However, Lenin failed to expound the idea that in order to build socialism and

communism, people have to be revolutionized and working-classized through the ideological revolution, and the ideological fortress as well as the material fortress must be conquered without fail.

The building of communism cannot be said to have been completed simply when the working class has taken power and the country has been electrified. In our country today, every ri has electricity, every farmhouse has electric light and electricity is widely used even in farm work. Thus, the country has attained a very high degree of electrification. The Soviet Union has also achieved electrification far beyond Lenin's electrification plan. Yet, it still has a long way to go to realize the communist principle that each works according to his ability and receives according to his needs. Even if production processes have become highly automatic and material wealth is sufficient, the building of communism cannot be declared complete.

In order to realize the communist principle of distribution, we must educate and remould people along communist lines through an ideological revolution, while augmenting the material wealth of society. It is true that if the material wealth is increased by successful economic construction, the people can live in affluence. But if we fail to remould the thinking of people along communist lines, only emphasizing economic construction and neglecting the ideological revolution, it would be impossible for us to build a communist society.

Indeed, people's thoughts are influenced by their material environment, yet they cannot be remoulded along communist lines of their own accord even when the economy has developed and the material standards of living have risen. Only when economic construction and the ideological revolution are promoted vigorously and simultaneously can a firm material and technical basis for communism be built and the thinking of people be remoulded along communist lines. This is an absolute necessity for the successful construction of a communist society.

The period of transition from capitalism to communism may be shorter or longer in the developed and less developed capitalist countries. However, whatever the country concerned, the socialist state has to undertake this task of revolutionizing and working-classizing people in the transition period.

Only by waging a successful struggle to revolutionize and working-classize people can we uproot the poison of bourgeois ideology remaining in their minds and prevent the revival of capitalism. Moreover, imperialism still exists in the world and persists in its ideological and cultural infiltration so as to disintegrate the socialist countries from within. Under these conditions a working-class party and state cannot defend the socialist gains effectively unless they step up the ideological education of the working people.

An effective ideological education of the working people is a prerequisite to successful economic construction. The socialist economy can be consistently developed only by the conscious and positive efforts of the working people who have been freed from exploitation and oppression and have become masters of the country. Therefore, inspiring the revolutionary enthusiasm of the working people by strengthening their ideological education is a decisive factor in the vigorous promotion of socialist economic construction.

Since the survivals of capitalist ideology in the minds of people remain, if the socialist state fails to strengthen the ideological education of the working people, they may become selfish people who hate to work, yearn for a life of idleness and are interested only in money and pleasure. This would preclude the possibility of accelerating economic construction aimed at laying the material and technical foundations of communism and might even nullify the achievements gained in the building of socialism and communism.

Certain people are advancing the theory that when the socialist economy reaches a certain stage of development, its rate

of growth drops gradually. This is but a sophistry put forward to justify the fact that the rate of economic construction is slow and the economy marks time because the working people are not educated in a revolutionary way and, consequently, they lose revolutionary activity and loaf about instead of working hard.

Our experience shows clearly that if the working people are encouraged through an intensified ideological revolution to display collective heroism and creative initiative, a socialist society can always develop its economy at a high rate. In the last few years our country has suffered a great deal from a shortage of electric power because of continued drought. Because the supply of coking coal from other countries has been insufficient, we have had great difficulty in normalizing industrial production. We had a shortage of manpower and, moreover, we had to channel considerable forces to strengthen the nation's defence capacities in the tense situation fraught with the threat of another war because of incessant US imperialist provocations, including the *Pueblo* incident. In spite of such difficult and complex problems, our Party intensified political work among the working people and aroused their revolutionary enthusiasm, so that it succeeded in overcoming all difficulties in economic construction and developing the economy at a high annual rate.

From our historical experience in the socialist revolution and in building socialism, we have drawn the conclusion that if we are to build a communist society we should carry on not only economic construction but also the struggle for the revolutionization of people, that is, the struggle to take the material and ideological fortresses simultaneously.

It is an indispensable requirement of the building of communism to revolutionize and working-classize the people by intensifying the ideological revolution. Therefore, we must necessarily give first place to the revolutionization and working-classization of the students in school education. This must be the basic principle of socialist pedagogy.

It is our task now to perfect socialist pedagogy in conformity with this basic principle. This cannot be done through the efforts of one or two individuals only. All educational workers should put their heads together and solve the problems one by one.

Nobody has ever advanced a perfect theory on socialist pedagogy. And no country has provided a model of socialist pedagogy which we can follow. Never again can we introduce in our country a hotchpotch pedagogy having no clear demarcation between socialism and capitalism. Moreover, we should not try to copy from the outworn feudal and capitalist theories and methods of education. The pedagogy of an exploiter society was formed for the purpose of defending the exploiting system, and so we have nothing to borrow from it. We must reject it entirely and create a new socialist pedagogy.

We must perfect socialist pedagogy in an original manner solely on the basis of Marxist-Leninist principles and our experiences of revolution and construction.

In his work *Principles of Communism* Engels suggested, as educational measures to be carried out by the working class after the seizure of power, that all children from the age when they no longer need motherly care should be educated in state establishments at state expense, and that education should be combined with factory work. Just as we develop the theory of building communism by enlarging on Lenin's idea that communism is Soviet power plus electrification of the whole country, so we must correctly understand Engels' idea and enlarge on it to develop socialist pedagogy.

Engels' idea concerning the education of the rising generation may be construed as meaning that they should be educated collectively in state establishments to prevent the old ideas of their parents from exerting influence on them and that they should be given useful knowledge for the building of commu-

nism by combining education with productive labour. But Engels did not answer the question as to what kind of subjects and ideas should be taught to children when bringing them up in state establishments at state expense.

If we are to revolutionize and working-classize the new generation and train them to be staunch revolutionaries and true Communists, we must not only bring them up in state establishments but also have a theory and methods of teaching to educate them in communism. However many creches, kindergartens and schools the state may build to institute compulsory education, it will be impossible to revolutionize and working-classize the children and their upbringing at state expense will prove futile, unless we give them a correct ideological education.

Compulsory nine-year technical education is now in effect and compulsory ten-year education will soon be introduced. When compulsory ten-year education becomes universal, all children will go to kindergarten for two years after leaving creche, and then will receive compulsory ten-year education at primary and secondary schools. This means our children will live collectively in state educational establishments for twelve years from kindergarten onwards. If, in this period, the educational establishments provide a good communist ideological and cultural education for the children, they will at least have shaped the framework of a communist world outlook, even if they do not attain perfection. If they are continually educated and seasoned through the organizational life of the League of Socialist Working Youth at colleges, in the People's Army or in factories for five or six years after secondary school, they can be equipped perfectly with a revolutionary world outlook. Then the revolutionization and working-classization of the whole of society will proceed successfully.

Our country now has every condition for bringing up the new generation in communism. What the educators have to do

is to thoroughly apply in their work the principles of socialist pedagogy set forth by our Party.

In order to bring up the new generation as ardent revolutionaries and true Communists by applying the principles of socialist pedagogy, we must first educate and train them to have faith in communism.

Faith in communism is one of the lofty spiritual traits of Communists. They firmly believe in the victory of communism, the highest ideal of mankind, and devote all their energies to the struggle for its realization.

As everyone knows, it is a law of historical development that capitalism will give way to communism. The length of the period of communist construction may differ in various countries according to their specific conditions. But there can be no doubt that communism will arrive ultimately in all countries. Nevertheless, communism cannot come of its own accord without struggle. In order to hasten the fall of capitalism and step up the building of communism, everyone must be firmly convinced of the victory of communism, and fight for it devotedly. To this end, it is particularly important to educate the new generation in such a way as to inspire them with faith in communism. Only when the new generation have unswerving faith in communism can they take over and continue the building of communism where we have left off.

The communism we are aspiring to is scientific communism. Therefore, our faith in communism has nothing to do with the religious doctrine which preaches that after death men may enter the "Kingdom of Heaven" or "Paradise". Throughout the ages people have yearned for a society where they could work and live together in comfort. The ancients knew that there were exploitation and oppression, speculation and jealousy, poverty and sorrow in this world, but they did not know that they could remove such social evils and build a society where all would live in happiness. So they gave ear to the doctrines of Christianity

or Buddhism which said that they could enjoy happiness only if they entered the "Kingdom of Heaven" or "Paradise" after death.

But there is no such "Kingdom of Heaven" or "Paradise". Modern science and technology have undoubtedly proved that the "Kingdom of Heaven" and "Paradise" do not exist. In our age men frequently make flights into space, and they find no such "blessed lands" however far they go into orbit. That a dead man could enter the "Kingdom of Heaven" or "Paradise" implies that he could enjoy happiness after death. But how can a dead man enjoy happiness?

If people want to abolish misery and suffering and live happily, they have to abolish the exploiter society and build a communist society where they can work according to their abilities and receive according to their needs. Only then can man's centuries-old dream—a society of genuine happiness—come true in this land.

Some people now say that it will take several hundred years to build communism. This is tantamount to asserting that the building of communism is infeasible in our times and that communism can be built only after the death of our contemporaries. We must not foster such ideas in the minds of people. If a communist society were to appear in several hundred years' time, people would lose faith in communism and would not fight actively for its triumph.

It may indeed take a long time to complete the building of communism, but this is not a matter of the distant future. Whether or not we build communism at an early date depends entirely on how we fight for it. If the entire people unite and fight efficiently, they can build a communist society more quickly.

We can build a communist society quickly, but not at once. We must implement communist policies gradually, one by one, as the conditions for them arise. If we carry out communist

policies one by one, without putting off till tomorrow whatever can be done today, a communist society will ultimately be built.

The free medical service introduced in our country is a communist measure. Previously our people could not afford to go to hospital when they were ill, but today, under the system of free medical care, all of them can get medical treatment in hospitals without paying even a penny. This system still has some shortcomings, though; we are short of doctors, medicines and medical facilities, and so fail to give the people enough medical assistance. When we do produce various kinds of medicines and medical appliances in large quantities by further developing industry and when we train more doctors, we can do away with such shortcomings and bring the advantages of the free medical service into full play. By implementing such communist policies one by one and consolidating their achievements, we can build a communist society in our country so that all people can live happily.

Therefore, while we convince the students of the doom of capitalism and the victory of socialism and communism, we must teach them how to build communism after the overthrow of capitalism. We must see to it that our younger generation work energetically to build socialism and communism with faith in communism.

Furthermore, we must teach the students to hate the landlord and capitalist classes, and the exploiter system.

Today we are living in an age of fierce class struggle. The landlord and capitalist classes are making desperate attempts to save themselves from imminent doom, and are challenging socialism. It is therefore necessary to completely crush the resistance of the exploiter classes in order to consolidate the socialist system and successfully build socialism and communism.

Since we are now living in an age of class struggle and revolution, it is most important to educate the rising genera-

tion to hate the landlord and capitalist classes and the exploiter system. If we do not educate our young people along these lines, they will lose sight of the class enemies and, lapsing into a pacifist frame of mind, will be reluctant to make revolution and, in the end, may become degenerate. Then not only will it be impossible to build socialism and communism successfully but even the revolutionary gains we have already won may be endangered.

In our school education, therefore, stress should be laid on driving home to the students the true face of the landlord and capitalist classes as exploiters and their malevolence, the corruption of capitalist society and the falsity of bourgeois democracy. And it must be made known to them correctly that in capitalist society the toiling masses, including the working class, are not treated as human beings and they get nothing but poverty and sorrow for their backbreaking labour.

The students must be well acquainted, in particular, with the reactionary and corrupt nature of south Korean society. At present, the middle classes of south Korea, to say nothing of the workers and peasants, curse south Korean society and say, "The rich get ever richer and the poor get ever poorer." This means that in south Korea while the wealthy become still more wealthy, the poor become more and more poverty-stricken as the days go by. In fact, south Korea has now turned into a land of darkness where all democratic liberties and rights have been trampled, and the misery of the people there is beyond description owing to the colonial plunder by the US imperialists and to the ruthless exploitation by the landlords and the comprador capitalists.

We must fully inform the new generation of the true nature of capitalist society and the reactionary character of south Korean society, thereby inculcating in them a fierce hatred for the landlord and capitalist classes and for the exploiter system and inducing them to fight against them resolutely.

At the same time, the superiority of socialism to capitalism must be fully explained to the students.

Socialist society is incomparably superior to capitalist society. In a socialist society the masses of the people are masters of the country. Everybody studies and works to his heart's content and enjoys a happy life, free from exploitation and oppression. Also, in a socialist society the distinctions between heavy and light labour, between agricultural and industrial labour, and between physical and mental labour will disappear gradually; so all working people can enjoy a more affluent and cultured life while working more easily. Only when schoolchildren are well acquainted with this superiority of socialist society, can they be brought up to be ardent revolutionaries who work actively to consolidate the socialist system and build socialism and communism.

When explaining to the younger generation the superiority of socialism over capitalism, it is important to show them the contrast between the northern and the southern half of the Republic.

Today the people in the northern half of the Republic are not worried about food, clothing and housing. Even when our working people fall ill and stay away from work, they receive rice and are provided with all the necessary living conditions by the state. Although our people cannot afford to dress as attractively as capitalists now, none of them is poorly clothed, and no one is homeless. People in the northern half of the Republic are not only free from anxiety about food, clothing and housing, but send their sons and daughters to school, to college and university free of charge.

But the south Korean people today are not provided with living conditions, and are suffering from cold and hunger. If they fail to earn their bread one day, they have to starve the next; when they fall ill they cannot afford to buy medicine; and they are not in a position to send their children to school.

Some time ago a south Korean paper reported that a woman who had been anxious about being unable to raise the money for her children's school fees killed her little ones and herself.

The realities of north and south Korea, which form a sharp contrast, demonstrate the overwhelming superiority of the socialist system in the north over the social system in the south. All foreign visitors speak about the superiority of the socialist system in the northern half of the Republic. On returning home many of them wrote articles praising the socialist system in the northern half of the Republic.

The puppet clique in south Korea are now greatly alarmed to see that the socialist system in the north is being consolidated and that its superiority is becoming increasingly apparent. They are making frantic efforts to prevent the socialist system from influencing the south Korean people. At present, delegates of the Red Cross organizations of north and south Korea are meeting at Panmunjom to discuss relief for our fellow countrymen who are separated in the two halves of the country. The south Korean side refuses to accept our just proposal to put on the agenda of the full-scale meeting the question of seeking families, relations and friends torn apart in north and south and enabling them to travel freely between the two zones. This is because the south Korean rulers are well aware that if free travel is allowed between north and south and people in the southern half come to the northern half of the Republic and see for themselves the superiority of the socialist system, they would fight more courageously for the reunification of the country. The puppet clique of south Korea now claim that should free travel between north and south be allowed, south Korea would turn "Red". This clearly shows how afraid they are lest the socialist system in the northern half of the Republic should influence the south Korean people.

The south Korean puppet clique have recently proclaimed a "state of emergency" on the plea of an alleged "threat of in-

vasion from the north"; their real aim is to frustrate the contacts and negotiations between north and south, and suppress the south Korean people's ever-increasing yearning for the northern half of the Republic and peaceful reunification. In addition to the "state of emergency", they are daily rigging up a variety of evil fascist laws. To top it all, in defiance of the objections of the opposition parties and the public at large, they met together at 3 o'clock this morning like cat burglars and manufactured an unprecedented evil fascist law, the "special law on measures for national security".

This manoeuvre is nothing but a last-ditch struggle of the dying. No matter how frantically they may try with vociferous manoeuvring of fascist suppression, the puppet clique in south Korea will never be able to stifle the yearning of the south Korean people for the northern half of the Republic; nor can they halt our people's struggle for the peaceful reunification of the country.

By acquainting the students with the totally different realities of north and south Korea, we must make them realize ever clearer the superiority of the socialist system in the northern half of the Republic. When the pupils and students clearly see the superiority of the socialist system established in the northern half of the Republic, they will jealously defend the socialist system and fight more resolutely for the victory of the great cause of socialism and communism.

Educating the new generation to be industrious is important in bringing them up as staunch builders of communism.

Communism can be built successfully only when all members of society love work and participate conscientiously in labour activities. If we do not inculcate in the rising generation a love for labour, we cannot build socialism and communism successfully.

As society advances and life becomes more affluent, we

must work better. It will not do to try to lead an idle life. It would be wrong to think that one could live idle in a communist society. Communism does not mean a society where people can live without working. True, in a communist society the people's living standards will be the highest possible and work will become very easy. But even then everybody will have to work, for without working he cannot live well.

Labour is necessary for one's health as well. People should always do suitable work if only to be healthy and live long.

In future we must teach all students to regard labour as most sacred and honourable and to love work, to observe labour discipline voluntarily and to acquire working habits.

When cultivating in the students a communist attitude towards labour, an effective method is to point to living examples of devoted Communists who sincerely love labour. Our country now boasts of countless true and diligent Communists. Their examples can exert a great educative influence on the students.

I think the story of the "communist uncle" from the village of Chaegyong-ri which has already been reported in *Rodong Sinmun* will provide a good educative material for the students. The old man had lived his life in Rajin. His son graduated from the University and taught at Kim Chaek Polytechnical Institute after the war. He brought his father to Pyongyang to live with him. One day the old man opened the window of his room in the apartment house in Pyongyang and looked out over the streets at the cranes moving to and fro, the new buildings springing up in many places and the young people working briskly and singing. On seeing this busy scene, the old man decided that though old he must go back to the countryside again and work. That was how he came to Chaegyong-ri to become a cooperative farmer again. When we went to Chaegyong-ri once, we met this old man. He was working better than anybody else on the cooperative farm. On the evening of that

day I attended a meeting of the cooperative farmers, where I found him to be an active speaker. Under such a good social system as ours, he said, people must work hard, and must not shun work. And he strongly criticized those who did not take their work seriously.

I was told that his daughter-in-law in Pyongyang once came to see him. The mother-in-law had offered to give her some rice to help her out. When the old man came to know this, he scolded his wife and daughter-in-law, saying, "We are now living under such a good system; the state supplies us with enough rice to live on. What do you need more for? You must not take the rice with you; I'm going to put it aside for some families whose breadwinners were killed in war or are now on active service."

We can say that this grandfather is not only devoted wholeheartedly to labour but also is deeply convinced of the superiority of the socialist system by his own life experience. He is aware of his duty to further consolidate this system with his labour.

The mother of Comrade Ma Dong Hui, whom you know well, is also communist-minded. She is a bereaved member of a revolutionary family, who has given her son and daughter, her daughter-in-law and her husband to the revolution. She is close on 90, yet she finds it against her conscience to sit idle and remain under the Party's care. She is living alone and working diligently despite the Party's advice to have a home-help.

Not long ago we called on the mother of Comrade Ma Dong Hui. We advised her again to have someone to cook for her at least because she was now so old and cooking was too hard for her. To this she replied, "I am ready to do anything you say, dear Premier, except this. I am sorry that I am now old and living at the state expense without serving the country in any way; how can I ever allow myself to have a much-needed work

hand just to look after my house?" As there was no use arguing with her, we appointed a nurse to live with her and help her at night, while going to work in the daytime.

Though old, Comrade Ma Dong Hui's mother is outstanding in the castor silk raising movement started by the Women's Union. She sows the whole of her garden with the castor-oil plants to provide feed for the silkworms raised by the Women's Union.

I think besides these people there are numerous unsung heroes among our working people today who are devoting all their energies and talents to the building of socialism. We must seek out many such good examples and educate the students more actively on these. All our children and youth must work and live with a communist attitude towards labour, no matter when and where and whether they are engaged in physical or mental labour.

In bringing up the new generation to be staunch builders of communism it is also important to educate them to take loving care of the common property of the state and society.

The state and social property in a socialist society is owned in common by the people. Our properties such as factories, schools and hospitals are all precious assets in making the country rich and strong and in assuring a happy life for the people. It is therefore the sacred duty of all the working people in a socialist society to spare and treasure the common property of the state and society. The better we manage state and social property and the more carefully we use it, the richer and stronger will the country become and the faster will the living standards of the people rise.

But, instead of taking care of the common property, some of our workers manage it carelessly and waste a great deal of it.

Workers in the building industry are using thick steel rods and pipes where thin ones would do; they handle cement care-

lessly, leaving it to be blown away by the wind and uncovered in the rain. The structural steel and cement wasted in this way at the construction sites alone are enormous. Much cloth is also wasted. Few of the garments now turned out at our clothing factories are well-tailored and elegant. It is tantamount to wasting cloth to make ill-fitting clothes out of nice fabrics.

We are still unable to supply the people with enough fish; it is not that our catch is small. We catch hundreds of thousand tons of fish a year, sometimes 16,000 tons of *myongtae* a day. But our workers fail to preserve the fish well and transport it in good time, thus spoiling a large part of it. That is why we still fail to supply the people with sufficient fish.

We have expended a large amount of manpower and funds to build schools for rearing the successors to our revolution. But the schools are left neglected and are wasted.

If state and social property is mismanaged and wasted like this, the living standards of the people cannot be raised quickly, nor can a socialist and communist society be built successfully no matter how much is built and produced. Although we now have solid economic assets, we are not yet able to improve our well-being. This is because our workers are negligent of the state's economic life and waste a great deal of property; they lack the spirit of public service and of caring for and treasuring state and social property.

In order to do away with malpractices that lead to a waste of state and social property, it is necessary to educate people from childhood in the spirit of economizing and treasuring this property. We must strengthen the ideological education of the students, so that they take loving care of the common property of the state and society.

To continue. We must educate the students in the spirit of collectivism.

Collectivism constitutes the basis of social life under socialism and communism. In a socialist and communist society the

interests of the collective and society involve those of every working man and woman; they are identical with those of the working people themselves. It is therefore an essential requirement of socialist and communist society that all people should work helping each other under the slogan of "One for all and all for one".

In order to equip the students with the collectivist spirit, they must first be awakened to the fact that the force of the collective is greater than the force of individuals, that collective heroism is superior to individual heroism and that the organizational or collective life is more important than the private life of individuals. The students should be encouraged from childhood to reject individualism and selfishness, to love the organization and the collective, and devote themselves to society and the people, to the Party and the revolution.

And it must be made clear to the students that the aim of their education and their scientific and technological studies is to serve the country and the people. As everyone knows, in a capitalist society science and technology are geared to the enjoyment of individuals and to the interests of the capitalist class, but in a socialist society they serve the interests of the working class and the entire people. In other words, in a socialist society science and technology do not serve lucrative ends or individual pleasure, but the cause of freeing the working people from heavy, arduous work, of enriching and strengthening the country, and improving the people's living standards.

In former times, it was thought by some that though they themselves were uneducated and were engaged in arduous farm work, their sons should be educated somehow or other to earn a comfortable living as sub-county office clerks or school teachers. I think rather elderly comrades present at this conference must have been influenced by this kind of idea.

We must not instil such ideas in the minds of the rising generation. We must not bring them up to be people who would

serve the capitalists should the latter ask them to or who would sell out anywhere for money. In our society today, science and technology that do not serve the interests of the revolution and the working class are of no use. We must encourage the students to clearly understand the aim and significance of scientific and technological studies in a socialist society, so that they may dedicate all their learning and talents to the cause of the Party and the revolution, to the welfare of the working class and the entire people.

Furthermore, in order to mould the new generation into true Communists we must educate them to discard the way of life belonging to the old society and to work and live according to the new, socialist way of life.

We still have many remnants of the old life in our private life and in various spheres of social life. Such practices as giving extravagant feasts on festive occasions and burning incense at funeral services are all manifestations of the old way of life. These senseless formalities and ostentatious and old customs are unnecessary for us who are now building socialism.

In order to build socialism and communism successfully, we must get rid of the way of life inherited from the old society in all social spheres and establish a new way of life consistent with socialist society. The old way of life cannot be abolished at once by force, but it can be eliminated gradually through patient education and struggle.

In abolishing the old way of life and establishing a socialist way of life it is important to educate the rising generation to live and work along socialist lines. If the whole of the rising generation live and act according to socialist standards and rules of conduct in keeping with the inherent nature of our society, every aspect of the old way of life will be ultimately eliminated and the socialist way of life will prevail in all spheres of society. Our schools, therefore, must in every respect teach their pupils to live and work in the socialist way of life.

To thoroughly apply the principles of socialist pedagogy to educational work, a child psychology befitting socialist society must be created and pupils educated according to it.

Child psychology is of great importance for school education. Only a schoolmaster who knows well the mental state of the pupils can educate them properly. Children are better educated in kindergartens and schools than at home because the teachers train them in a way best suited to their psychological peculiarities.

Child psychology must be elaborated to educate the schoolchildren in a way suitable to their mentality. The child psychology of bourgeois society cannot be adopted in our socialist education today without certain changes.

Some people maintain that child psychology is the same in any society because the mentality of children is the same whatever the social system. This is clearly incorrect.

A child's mentality, too, is closely affected by its social environment. In feudal society the juvenile mentality reflects the social environment of that society; the same is the case in capitalist society. So the mentality of children growing up in a capitalist society and in a socialist society cannot be identical. These days we frequently meet children who have just been repatriated from capitalist society. Young as they are, they think money almighty and claim their own share of money even among brothers. This is something alien to the children growing up in our country today. The young repatriates from capitalist society have this mentality not because their parents brought them up in that way, but because in the society where they were born and bred—a capitalist society based on individualism—money is everything.

Because the mentality of juveniles in capitalist society differs from that in socialist society, child psychology is naturally different.

Yet the textbooks on child psychology now being used in teacher training schools cannot be regarded as completely socialist-oriented. They contain many remnants of the child psychology of the old society. Educational workers must get together and examine these textbooks, eliminate the bourgeois and revisionist elements still found in them, and create a child psychology entirely oriented on socialism.

In order to apply the principles of socialist pedagogy comprehensively in educational work, teachers must be revolutionized and working-classized.

Unless the teachers directly in charge of educational work are revolutionized and working-classized, they cannot carry through the Party's educational policy; and unless they are Communists themselves, they will not be able to make their pupils into Communists. The revolutionization and working-classization of the teachers is an important guarantee for the thorough implementation of the Party's educational policy and of the principles of socialist pedagogy in education.

The revolutionization and working-classization of the intellectuals, including the teachers, acquires still greater importance since theirs is mainly mental labour. By saying that theirs is mental labour I do not mean, of course, that they have an easy job. To give a lecture, standing for hours on end and writing on the blackboard, is a very hard work. Intellectuals engaged in mental work, however, are not tempered through collective labour for production like workers, and so they lack the working-class spirit of devoting all one's efforts to the good of the collective and society. That is why our Party attaches great importance to the question of revolutionizing and working-classizing intellectuals, including the teachers.

The revolutionization and working-classization of intellectuals does not necessarily imply that they must work in factories. The point is to uproot the remnants of old ideas from their minds and firmly equip them with the communist spirit of

diligence and selfless work for the Party and the revolution, for society and the collective.

An important way of revolutionizing and working-classizing the teachers is by strengthening revolutionary organizational life. This alone will make it possible to eradicate the old ideas remaining in the minds of people and continue to temper them politically and ideologically. We should further strengthen the organizational life of the teachers in Party and working people's organizations, and thus lead them to wage an intense struggle against all kinds of unhealthy thoughts and temper themselves untiringly.

In order to revolutionize and working-classize teachers we must also establish a proper reorientation system for them and educate them tirelessly. In particular, we should strengthen the system of an annual one-month course and make the course compulsory for all teachers however busy they may be. While attending the course they must combine study with ideological struggle.

It is important for the revolutionization and working-classization of the teachers to build up adequately the teacher training centres such as normal and teachers' colleges.

These teacher training centres are what one might call "seedbeds" for rearing successors to our revolution. Only when the teacher training institutions educate their students proficiently can they turn out revolutionized and working-classized teachers, without whom we cannot bring up our pupils and students to be ardent revolutionaries and Communists.

In the past our authorities did not pay great attention to the training of teachers and failed to build up the teacher training centres. Educational workers ought to have selected and admitted capable boys and girls to the normal, teachers' and kindergarten teachers' colleges. Instead, they selected and admitted the capable ones to the University and other institutions of higher learning, and enrolled the remainder in teacher

training colleges. It is indeed important to build up the University. But it is no less important to build up the normal, teachers' or kindergarten teachers' colleges. These colleges train teachers who are to educate successors to our revolution. From now on, we should select and admit to these colleges those with a stronger feeling of loyalty to the Party and a stronger revolutionary spirit.

In the meantime, we must reinforce the teaching staff in the sphere of teacher training with people who have a strong Party spirit and working-class spirit and allegiance to the people. There is no need to dismiss all the present teachers on the ground of building up the teaching staff in this sphere with people devoted to the Party. We must make them Communists by educating, revolutionizing and working-classizing them in every possible way.

In order to improve teacher training we must revise the textbooks. Educational workers should examine all the textbooks and eliminate everything in them that is contrary to the principles of socialist pedagogy. On this basis, all the colleges training teachers should give a revolutionary education to the students, using textbooks that conform to the working-class principle, and teach them the scientific, communist theory and methods of education.

We must further intensify Party guidance to the training of teachers. Party organizations at all levels should supervise and give day-to-day guidance to this work. In particular, the Science and Education Department of the Party Central Committee and the education departments of the provincial Party committees should correctly guide and assist in building up the teaching staffs and student bodies in the sphere of teacher training and in examining the textbooks.

An important goal in the field of education today is to carry out with credit the task of training a large contingent of technicians and specialists, a large army of intellectuals for the

country—a task put forward by the Fifth Congress of the Party.

During the Six-Year Plan we must more than double the number of technicians and specialists as compared with now, thus bringing it to 1,000,000. Without expanding their ranks to more than 1,000,000 in the near future, we cannot properly run the national economy equipped with modern technology; nor can we successfully fulfil the tasks of the technical and cultural revolutions. The demand everywhere in our country today is for technicians and specialists.

We are planning to transform the village clinics into hospitals. If we are to convert a village clinic into a hospital, we will need at least one doctor or assistant doctor for internal medicine, surgery, pediatrics and obstetrics respectively. Hence, nearly 20,000 doctors will be needed to turn all the village clinics of our country into hospitals. It will also need a large number of doctors to open more modern hospitals in cities.

We are planning to introduce compulsory ten-year education in the near future. To do so, we must have many more teachers.

The technical revolution in the countryside and highly intensive farm production call for large numbers of technicians and specialists in mechanics, electric power, chemistry and biology. We must have nearly 20,000 technicians and specialists in order to assign only four of them to each cooperative farm.

We also intend to build many new large modern factories in the Six-Year Plan period. In order to run these factories properly in the future, we also need numerous technicians and specialists. And many more are required for the expansion and further development of the existing factories and enterprises.

As you see, we need a great many technicians and specialists. So we shall have to train as many as 500,000 intellectuals in the next few years. True, this is not an easy job to undertake within a short time. But if our authorities adhere to the Party's

policy of training a large army of intellectuals and work energetically for its realization, the task will be quite feasible.

In order to create a large army of intellectuals for the country, it is essential, first of all, to improve and stimulate the work of the existing institutes of higher learning and higher technical schools and set up more colleges. Along with this, we must open a large number of factory colleges and factory higher technical schools to enrol worker-students and increase the correspondence and evening courses of universities and colleges.

If we are to establish new institutes of higher learning and increase various types of colleges and higher technical schools for worker-students, we need large numbers of teachers. While training more teachers in the sphere of education, we must see to it that working technicians and specialists take up teaching duties and lecture and teach the classes at colleges and higher technical schools and ensure production at the same time.

In order to train a large army of intellectuals, adequate study facilities must be provided for students and working people. More schools should be built through a mass movement, laboratories should be well equipped, and textbooks and reference books published in large quantities.

Libraries should be set up everywhere, including towns and workers' districts, and the students and working people should be encouraged to make full use of them. We are still unable to provide enough textbooks and reference books for all students and working people. So we must set up many libraries and see that they are used. If we open a well-equipped library in Huichon, for example, and stock it with sufficient textbooks and reference books, the students and working people, including young workers, of the city will be able to study without being inconvenienced.

Efficient organizational work is needed to successfully fulfil these tasks which are essential for the creation of a large

army of intellectuals. If we neglect organizational work and fail to make strenuous efforts, we will not be able to succeed in creating a large army of intellectuals in the Six-Year Plan period. All Party organizations and educators must organize work down to the last detail so that we attain the goal of increasing the number of technicians and specialists to more than 1,000,000.

To continue, educational workers must strive to carry out the Party's policy of introducing compulsory ten-year education.

Our Party is planning to introduce compulsory ten-year schooling in future. The aim is to give a higher secondary general education to the rising generation. If all young people acquire a higher level of general knowledge, they will be able to perform their duties with credit when they go to work in factories or serve in the People's Army, and they will find it easier to enter college. Those who have received a higher secondary general education will find it quite possible to cover the whole college programme by self-teaching even if they are unable to attend college.

At present compulsory nine-year technical education is in force in our country, and compulsory ten-year education means giving pupils one more year at school. We are going to introduce compulsory ten-year education by lowering the age at which children are admitted to school by one year, to six.

When the Party first suggested this, some voiced the opinion that if the children were too young, it would be hard to teach them. This, however, is the view of those who are unfamiliar with the specific features of children. It could be said that the mental development of a human being begins at the age of four or five. We can say this because people over fifty remember certain incidents in their lives when they were four or five.

Last year we tried teaching six-year-olds in some 40 schools,

and reviewed the results in the autumn of this year. We drew the conclusion that if we prepare the children properly for primary school in their last months of the middle class of kindergarten, it will be quite possible to admit six-year-olds to school and teach them. What troubles us is that children whose homes are widely scattered in mountainous areas have to travel a long distance to school. They find it particularly difficult to go to school in the blizzards of winter. Therefore, branch schools have to be set up in the mountainous regions. If all join in building branch schools, just as the Women's Union did in the past when building mothers' schools, I think this problem, too, can be solved quite soon. Only one teacher is needed to teach in a branch school.

If we are to introduce compulsory ten-year education throughout the country, more schools should be built, large numbers of teachers trained, and the production of textbooks and school things increased. It is therefore impossible to put compulsory ten-year education into effect at once. Adhering to the principle of giving priority to urban communities, we should introduce it in over 20 per cent of the whole country each year, thus completing the work by 1976.

Comrades,

The present meeting of educators has discussed an extremely important question relating to the thorough application of the principles of socialist pedagogy in educational work.

So far we have achieved great results in creating socialist pedagogy and applying it in educational work. But we cannot rest content with the present successes, for they are but elementary ones. In future we must further elaborate and perfect socialist pedagogy and apply it comprehensively in education.

Those responsible for the first process of revolutionizing and working-classizing the whole of society are the teachers. They are bringing up the rising generation to be builders of communism equipped with a revolutionary world outlook and

qualified in the respective fields of science and technology. They are thus contributing actively to the work of revolutionizing and working-classizing the whole society and conquering the ideological and material fortresses of communism. Therefore, teachers are not salary-earners but revolutionaries.

I hope that all our teachers will keenly realize the import and honourable nature of their work, and will strive to carry out with credit the responsible revolutionary assignments entrusted to them by the Party.

TALK WITH THE DELEGATION OF THE JAPAN NATIONAL ASSOCIATION OF SOCIALIST MAYORS (Excerpt)

May 14, 1972

Now let me tell you about the system and content of education in our country.

To build socialism successfully, it is necessary to develop the work of education and train able workers in large numbers. However excellent the social system may be, it cannot be consolidated, developed or defended without able workers.

So we are striving under the motto of getting all Party, all people and all army to study. It may safely be said that everyone in our country studies now.

In study, our cadres set living examples.

We have set every Saturday as a day of study for the cadres so that all of them can study regularly. In addition, they have the obligation to study at schools of various levels for one or six months a year, during which time they receive their regular salaries. We now have a higher Party school and a national economy institute in the centre, communist colleges in the provinces and Party schools in the counties. Provincial cadres and leading county functionaries go to the Higher Party School or the National Economy Institute. County cadres go to

provincial communist colleges and ri cadres to county Party schools.

Moreover, leading provincial and county functionaries who are not capable enough attend one- or three-year courses at the Higher Party School or the National Economy Institute.

The content of cadre study courses is varied. Cadres take political, technical or management courses according to their needs. All conditions for study are ensured by the state.

In our country there are also schools for heads of workshops and workteams to raise their technical and business qualifications, and factories have schools for training skilled workers.

There are factory colleges, factory higher technical schools and correspondence and evening courses at universities and colleges. They form an education system under which the students study without leaving their jobs.

In addition, we have working people's middle schools.

If a backward country which has not gone through the stage of capitalism wants to make rapid progress it must raise the level of knowledge of its working people. Thanks to the state, all of our younger generation have finished middle school or above. But most people with the age between 45 and 50 and above were at a very low level because they had been unable to go to school before liberation. Unless their level was raised rapidly, it would have been impossible to carry on revolution and construction successfully or bring up the younger generation well. However good an education the school gives the students, they will naturally lag behind if their parents have a bad influence on them at home.

Therefore, in the first stage we began by wiping out illiteracy and then gave the entire people general knowledge at the primary school level. Now, a working people's middle school has been set up in every ri, and work is under way to raise the level of general knowledge of the working people who did not

get middle school education before up to middle school level. This work is progressing successfully.

Thus, by making all the people study, we have had great success in this field.

We pay particular attention to the education of the new generation.

I believe that through your inspection of our schools you are well acquainted with the school education system for children and young people. So I will not dwell on this.

Schools are found everywhere in our country and all the new generation are being educated free of charge. Appropriations for school education occupy a large proportion of our state budget. It is a very good thing, I believe, that expenditures for school education hold such a large proportion of the state budget.

Our schools teach the children and young people modern science and technology.

Without scientific and technical knowledge, it is impossible to run the state, economic and cultural organs well or make the country rich and powerful. So, we put forth a slogan calling on all pupils, students and other young people to acquire at least one technique, and we are conducting an extensive drive among them for learning technique.

As a result of this drive, signal success has been achieved in this field, too. In the past the middle school graduates had to serve an apprenticeship of one or one and a half years at factories to become skilled workers. But now they become skilled workers soon after they enter factories. This enables us to keep up satisfactorily with the demands of our developing industry for skilled workers.

We attach the greatest importance to thoroughly establishing Juche in school education. This means conducting education with things Korean as the main content, not mechanically imitating other countries.

Because our people fell into dogmatism in the past, they committed many deviations.

In music, for example, the workers in the field of art leaned heavily towards Western music and paid little attention to developing our own national music. Music should always serve the people and be music that everybody can understand and sing. It is absolutely meaningless to develop art for art's sake.

We put strong emphasis on developing art which serves the people, art that the people like. We make it a rule to write songs everyone can sing with lyrics that everyone can understand. I do not know whether you have seen the revolutionary opera *Sea of Blood*. That opera is in a style the people like.

Literature, too, must not be literature for literature's sake but literature for educating the people. To this end, works that are popular in style, easily understandable and instructive must be written.

In the past, in order to brag about their knowledge, some people wrote things hard for others to understand. They thought that writing things incomprehensible to others demonstrated their wisdom and superiority. But such people are actually ignorant and such writings are not superior. A piece of writing can be considered good only when it is understood by everyone. So we always stress writing as many works as possible which are easy for the people to understand.

Juche must be established in science and technology, too, so that we can start using home resources effectively.

Today our scientists and technicians are directing their efforts to research into such scientific and technical problems as making better use of smokeless coal which is abundant in our country, turning limestone to good account and breeding seeds suitable to our climate and other natural conditions. We regard scientists and technicians who know how to make good use of all our resources as true scientists and technicians guided by Juche.

The establishment of Juche in our scientific research has made our industry independent, essentially relying on domestic raw materials. So we can say that it is very stable.

We encourage our students to set their hearts on scientific research to promote the utilization of our natural resources, and educate them to think and act on their own initiative at all times.

As we are friends, let me tell you an amusing story. When, in the past, our people were not receiving education based on Juche they lacked confidence in volleyball and football games with Europeans, saying they stood no chance against those tall people. But, after receiving Juche-based education, our people became confident that they could outmatch tall people and began to work out tactics for defeating them. Victory in a sports game depends largely on who works out better tactics. Even those of low stature can win games if they work out good tactics.

Because we have educated our students to use their brains and hold fast to their stand, great miracles are being wrought in many domains now.

In school education we also attach great importance to combining classroom teaching with productive work.

Only when this is done can we train large numbers of able personnel familiar with advanced science and technology. If students are made to confine themselves to books, staying aloof from productive work, they will become mere "bookworms" divorced from reality. We combine education closely with productive work so that the students will not follow such a course.

Today, by taking an active part in productive work our students not only consolidate what they have learned but successfully engage in research on the production of machinery and equipment suited to our own conditions. Students of mining and metallurgy go out to the mines, actually work in them and strive to invent machinery suitable to the conditions there. Students of agriculture go to the rural districts, work with the farmers and participate in designing machinery adapted to the farming

conditions of our country. Foreign farm machinery does not suit our conditions. We bought rice-transplanting machines from Japan, Italy and France and tried them, but none of them fitted our conditions. Now, students at our agricultural colleges tax their brains to design and manufacture efficient farm machinery suitable to the conditions of our country.

Combining education with productive work is very important in opposing dogmatism and establishing Juche.

In the past we sent many students to study in other countries. When they returned, they wanted to copy those countries mechanically. But the students who studied at home and directly participated in productive work found out at first hand that what was written in foreign books did not fit the conditions of our country. So they would not mechanically copy things foreign.

Students who studied at home and took a direct part in productive work are far more useful than those who studied abroad. Thus, combining education with productive work is of great importance in establishing Juche among the children and youth and bringing them up to render better service to the people.

While combining education with productive work, our schools show deep interests in educating and encouraging the students to love work.

All the wealth of society is created by work. Therefore, it is important to educate everyone to love work. When we carry out mechanization and automation by accelerating the technical revolution, the working people will be freed from difficult and backbreaking work and the problem of eliminating distinctions between mental and physical labour will be solved. But work itself will never disappear. If dislike for work is fostered among people, the wealth of society cannot be increased and in the long run the country will fall into ruin.

This is why we have led the schools to apply themselves

tirelessly to educating the students to love work. As a result, our schoolchildren and young people now hate those who shirk work and feel it the greatest honour to work harder for the country and people. This is very good, I believe.

We are also concerned about educating schoolchildren and young people to value and look after the common property of the state and society.

It is a very important question in socialist society to educate people to take loving care of the common property. However vast the scale of our production and construction may be, it is of no use if we handle things roughly and spoil and waste them.

We have seen to it that the schools widely organize "Hygienic Guards", "Greening Guards" and the like so that our younger generation will become accustomed from their childhood to value and look after the common property of the state and society. They have launched an extensive "good conduct movement" to benefit the state and society.

Our students now have a very strong sense of responsibility towards state and social property. When desks and chairs are broken, they immediately repair them themselves and are active in keeping the classrooms tidy.

This is what is said to have happened at a middle school. A correspondent going around the classrooms began nonchalantly sharpening his pencil to jot down something. At once a student ran to him and cupped his hands under the pencil to catch the shavings. The correspondent was deeply touched by this.

In order to educate and train students properly, the teachers themselves must possess advanced science and technology and be revolutionized and working-classized.

Teachers are not simply wage earners who teach students, but revolutionaries bringing up future builders of socialism. For this reason, we are working hard to help teachers acquire advanced science and technology and to revolutionize and working-classize them.

TALK WITH THE CHIEF EDITOR OF THE JAPANESE POLITICAL-THEORETICAL MAGAZINE SEKAI (Excerpt)

October 6, 1972

I will answer your question about the education problem.

We attach more importance to this problem than to others. As I have just said, what is important in establishing our Juche idea is to work well with people. In order to do this work well, we should first educate the people well.

Educational activity is the beginning of working with people. That is why from the start our Party and Government have devoted a lot of effort to this problem.

So that our country could extricate itself from backwardness and advance rapidly, our whole people had to be educated. The goal of socialist and communist construction itself demands that we conduct the process of education well. After all, the construction of socialism and communism aims at making sure that everyone leads a full life. To achieve this purpose it is important not only to raise everybody's material standard of living but also to raise his ideological and cultural level.

The aim of revolution is to ensure that all people will lead rich lives. To do so, everybody must work well and, in order to work well, he must have consciousness.

The development of people's consciousness should start with their education. It is clear what great power can be displayed when everyone works conscientiously. I think that if all people take a conscientious part in the work of construction and in the revolutionary struggle, this will bring about great power and make everyone better-off more quickly.

Unless people receive a good education, there may emerge persons who neglect the property of the state and society and destroy or pilfer it. Then it will be useless, however much we may build. Some people like to live in idleness, but if we do so, it will be impossible to make our people equally well-off.

Our Party maintains that on the way to communism we must seize the material and ideological fortresses. It will be wrong to seize the material fortress only, without conquering the ideological fortress. Unless the ideological fortress is seized, it is impossible to seize the material fortress. Therefore, we put forward the slogan: The whole country must study, the entire Party must study and all the people must study. Under this slogan everybody is now studying.

In our country people of over 40 are required to attend working people's middle schools to attain the knowledge of middle school graduates; all people under 40 are at the level of middle school graduates or above, since they have received compulsory secondary education.

In order to educate people, cadres must show a practical example. We have set up a system under which cadres study for two hours every day. They also study every Saturday afternoon, and we have an arrangement for them to study for one month a year. This is to re-educate cadres. Under this system our cadres study to raise their ideological, cultural and technological standard.

The education of youth and children is very important. To this end, we have introduced universal compulsory ten-year senior middle school education. We have a Korean saying:

"A decade changes the appearance of mountains and rivers." I think ten years of proper education will enable the whole new generation to lay the foundation of a revolutionary world outlook.

Our compulsory education differs from that in capitalist countries. We give free education to all students; while they are at school we do not put them to physical labour. The law of the land prohibits the employment of boys and girls under the age of 16. If our children do work, they plant flowers on roadsides or trees on hills. That's about all. This is arranged by schools in order to develop their love of work and it cannot be called work in the true sense of the word. Our children have formed the greenery guards and the sanitary guards, swotting flies, polishing windowpanes and cleaning classrooms. All this is designed to get all children and young people to love work.

In our country today approximately six million members of the young generation are receiving education at state expense at kindergartens, primary schools, senior middle schools and higher specialized schools. This imposes a considerable burden on the state. The burden is now heavy, but the prospects are bright. It will bear fruit in ten years' time.

In the old society the intelligentsia was regarded as a social stratum. Of course, it still is one in capitalist society. But the intelligentsia may disappear in the future. When all people become intellectuals, then there will be no intelligentsia. At present our country has 500,000 technicians and experts. We are putting forward a slogan: Let's train another 500,000 during the Six-Year Plan and build a huge army of one million technicians and experts! This is a task which was proposed by our Party at its Fifth Congress.

Party organizations at all levels are now stepping up the fight to reach this target. We are increasing the number of factory colleges, along with regular institutions of higher learning. At factory colleges our workers study by day or by

night according to their shifts. In this way we are going to create a great army of intellectuals. In the long run when almost all our people are college graduates in the future, there will be no separate social stratum such as the intelligentsia. They used to call the intelligentsia wavering circles or an opportunistic stratum, but there will be no such problem in the future.

Our universal compulsory ten-year education is compulsory senior middle schooling. Through this we aim to give all our people full middle school education.

We started universal compulsory ten-year senior middle school education this year. We are planning to increase its share every year by 20 per cent so that it is fully introduced in five years. We think this is possible. Of course, there may be some differences from place to place. This compulsory education may be fully introduced in four years in some places, in three or two years in others. We foresee that its introduction will be completed in five years on a nationwide scale. Some time ago I visited Mundok County. Its chief Party secretary told me that they would complete it in two years. I said I had no objections.

Once all young people through compulsory senior middle school education acquire full learning up to middle school standard, their further studies will be easier. They may finish collegiate courses by studying independently or may continue to study at colleges. In my opinion, once they have received a fundamental education, they will be able to acquire specialized knowledge without much difficulty.

Next, you asked me if we have schools for geniuses, that is, special education for those children who have remarkable talents. We are now providing such education too. Fundamentally speaking, I oppose the idea of schools for geniuses, because it is difficult to classify people as talented or untalented.

But in actual fact we cannot deny that there are some who have special talents in particular fields. In the Students and Children's Palace there is a girl who plays the xylophone. You have probably seen her play. I think she has a special talent. She is 11 or 12 years old but plays the xylophone excellently. There are some who like this girl have exceptional skills in certain fields. We do not ignore this fact. Children of remarkable talent are sent to appropriate schools.

For example, our country has the Institute of Science. This college accepts middle school graduates fresh from school, whereas, as a rule, other institutions of higher learning admit those middle school graduates who have received recommendations after having worked at factories or completed their service in the army. We have this sort of scheme, too. There are similar schemes for the arts and in other fields. In some cases school teachers pick out young people and suggest that because of their brilliant talents it would be of more benefit to the state to give them special education than to send them to factories or to the army. Such young people are allowed to enter institutions of higher learning immediately upon graduation.

Social organizations also have their own schools. The Women's Union runs mothers' schools in the countryside. Both educated and uneducated women attend these schools. They were established with a view to giving appropriate education to women, teaching such subjects as the question of the emancipation of women. The League of Socialist Working Youth has schools for young people too. Adult education is provided in all parts of the country. So the Government has to provide huge funds for education. We allot almost all the state funds for education.

We are now studying socialist pedagogics. The most important thing in socialist pedagogics is training people to work willingly, which is the fundamental issue in socialist construction. If one is to work well, one should study and raise one's

technological level. It is also important to teach all the people to acquire the habit of taking care of social property, since all wealth in socialist society belongs to the people. In this way, we attach great importance to the question of teaching all people to love work and to look after the people's property in socialist society.

Furthermore, we must educate people to value collective life more than life as individuals, although the latter is also important. We educate our people in these subjects.

We see such practices as hating work, loafing on the job and the embezzlement and squandering of state property even in those countries where people have been receiving a good education for many years. I think that in order to eliminate such practices people should be taught to love work, to take care of the people's property and to value their organizations and collectives.

We have put forward the task of studying socialist pedagogics which includes, as well as the above-mentioned, some other aspects and are gradually putting it into practice. Perhaps you have received a lecture on this matter from our comrades, so I will keep my comment here brief.

Capitalist society cannot abolish the police system. The police system aims to keep public order. In other words, the police has the job of arresting thieves, preventing the violation of traffic regulations, keeping watch to prevent the illegal felling of trees in the mountains, collecting fines and so on. In order to put an end to such practices in the future, people should have a high level of consciousness and everyone should take care not to bother others.

Our country has no forest keepers. But no one fells trees at will. We find no practice of reckless felling in our country. I think this is because the people are aware of its harm.

Would it be a good thing to increase the size of the police as the amount of property increases? Our country has no police.

We have public security men to keep order, but they should disappear in the future. People must be taught to do everything for themselves. Therefore, we must educate them well.

In addition, it is important to intensify life in the organizations so that people teach each other and correct each other's errors. Since socialist pedagogics was introduced in our country improvements have been made in many fields.

ON THE TASKS FACING THE EDUCATORS OF CHONGRYON

Speech to the Members of the Visiting Groups of Korean Educators, and Music and Sports Circles of Choson University in Japan

August 31, 1973

First, on behalf of the Party Central Committee, the Government of the Republic and on my own, I would like to warmly welcome you home, the educators of Chongryon (the General Association of Korean Residents in Japan) who are striving to develop national education abroad.

I am meeting you today. I should have seen you before, but I have been visiting localities on guidance work and returned only yesterday. Our meeting is somewhat belated, but I am very glad to see you in good health here in the homeland.

The head of your groups has just addressed kind words to me and the homeland on behalf of all the members. I am indeed grateful for this.

I will not dwell on the situation in the homeland, because you must have heard about it already from our officials here and seen it for yourselves.

Today I am going to touch briefly on certain tasks facing Chongryon educators.

Our educators are doing worthy work to bring up the rising

generation to be successors to the revolution. Men cannot become revolutionaries of themselves. Revolutionaries always grow through revolutionary struggle and education. Therefore, we stated long ago that educational work is not a means of earning a living but an honourable revolutionary task to bring up successors to the revolution and that teachers are not salary earners but professional revolutionaries.

The future of revolution depends largely on how the successors to the revolution are trained.

As you all know, the struggle for socialism and communism is a complicated and protracted process. The complete victory of socialism in individuai countries and the final victory of world revolution must take a considerable time.

Marx was active in England where capitalism was highly developed, and he had in mind the conditions prevailing in such countries when he studied the questions of socialist revolution. Therefore, he anticipated that once the working class seized power, a communist society would materialize right away; he thought the proletarian revolution would take place almost simultaneously or successively in the major capitalist countries and that, accordingly, world revolution would also triumph rather quickly. Hence, Marx considered the period of transition from capitalism to communism to be brief.

Lenin carried out his revolutionary activities in Russia, which was not a developed but an underdeveloped capitalist country. Basing himself on the specific realities of Russia, Lenin, unlike Marx, considered the period of transition from capitalism to communism to be relatively long.

Socialist revolution did not take place first in the highly developed capitalist countries which Marx had in his mind in developing his revolutionary theory; it took place and triumphed first in a backward capitalist country and colonial and semi-colonial countries where exploitation and oppression were extremely harsh. In these countries, agriculture was predominant

and industry insignificant in the national economy, the class distinctions between the workers and peasantry were great, the peasants formed the overwhelming majority of the population, and culture was also very backward. Therefore, these countries must take a fairly long time to build socialism after the seizure of power by the working class.

Since socialist construction in the countries where the working class is in power and world revolution are protracted processes, there have appeared opportunist trends of all hues alien to Marxism-Leninism; they are harming the revolutionary struggle and the work of construction in socialist countries and by devious means are paralysing the revolutionary consciousness of the working class in capitalist countries. Thus the revolution and construction in socialist countries are becoming more complicated and protracted and the revolutionary struggle of the working class in capitalist countries is still a prolonged process.

The revolution in our country is also of a protracted nature. Our fathers waged the anti-Japanese struggle to defeat Japanese imperialism but their generation failed. The revolution was handed down to us, and only in our generation was Japanese imperialism destroyed and the fatherland liberated. After the defeat of the Japanese imperialists and the liberation of the country, the US imperialists occupied south Korea and invaded the northern half of the Republic with a view to turning the whole of Korea into their colony. Thus, our people fought the US imperialist aggressors. US imperialism suffered heavy blows at the hands of our people and began to decline, but it has not yet been toppled and still remains the ringleader of aggression and war. Defeated Japanese militarism has revived and looms as a dangerous force of aggression. Not only we but our sons and grandsons might have to continue the fight against the imperialists.

As we said at the Sixth Congress of the League of Socialist Working Youth, the aim of the revolution remains unchanged

but each generation changes. In other words, the US and Japanese imperialists, the sworn enemies of our people, have not been toppled completely, and a new generation which grew up after liberation is taking over the role of masters of the country. If we are to vanquish the US and Japanese imperialists completely, we must fight on for a long time to come.

Since the socialist revolution in individual countries and world revolution assume such a protracted nature, it is vital to continue the revolution from generation to generation. In the light of the situation in our country, it is particularly important to carry on the revolution generation after generation until final victory is achieved.

In order to carry on revolution through generations, it is essential to bring up staunch successors to the revolution. The more protracted the revolution, the more important the problem of bringing up successors to the revolution.

If we are to bring up successors for the revolution, we must educate the rising generation well to become true revolutionaries, ardent Communists. If we work hard to revolutionize all the working people and train all members of the rising generation to be staunch revolutionaries, they will take over our revolutionary cause, even though it might not be accomplished in our generation. In this way, our revolution, in spite of its arduous and protracted nature, will finally be victorious.

The same is true of world revolution. It is going through grim trials at present. However, it will be achieved more quickly, if each nation is firmly resolved to assume responsibility for carrying through its revolution to the end and resolutely struggles, generation after generation, by revolutionizing all its working people and training its new generation to be true revolutionaries.

Training the rising generation to be dependable successors to the revolution is a highly important question concerning the future of the revolution. That is why our Party and the Govern-

ment of the Republic since their inception have always paid close attention to the education of the rising generation.

Thanks to the correct educational policy of our Party and the Government of the Republic considerable successes have been achieved in school education. Our country today has a most advanced educational system providing everyone with the opportunity to study. The principles of socialist pedagogy are thoroughly applied in education.

In the homeland there is universal compulsory ten-year senior middle school education at state expense. We spare nothing for the education of the rising generation. Our students not only study free of charge. The state also supplies them with school uniforms at low cost each season. Last year all children and students across the country were provided with padded anoraks. They number more than 6.8 million in all. As we did this in one go, a foreign resident remarked that though he had visited many countries of the world, Korea was the first to provide millions of students with good clothes simultaneously.

Our country has ample facilities to educate all children and students at state expense. Wherever there are children and students, whether it be at the foot of Mt. Paekdu-san or in the plains, there are well-furnished nurseries, kindergartens and schools. You have probably noticed that everywhere the best buildings are set aside for nurseries, kindergartens and schools. Our children and students are growing happily in the best conditions our country can afford and are studying to their hearts' content.

In the educational work for the coming generation we have achieved really tremendous successes. It is our nation's great pride. Many people in foreign countries admire us for our achievements in the field of education. Recently I met the governor of the Japanese prefecture of Osaka, who was on a visit to our country. He said that in Korea he had been most impressed by the cheerful appearance of our youth and children. He

added that the eyes of Korean youth and children twinkled like stars, their faces were beaming because they were confident of their ambitions and prospects, but that in the corrupt and decaying Japanese society you could not see any trace of cheerfulness in the faces of young people because their future was gloomy. He went on to say that he felt keenly that they must educate their youth and children in Japan in the same way as in Korea.

Though life in our country is not yet plentiful, our Party and the Government of the Republic will, as in the past, continue to exert great efforts to educate the rising generation.

Chongryon, too, has so far gained great achievements in its educational work. In spite of the difficult and complicated situation in Japan, the educators of Chongryon have energetically conducted the education of the rising generation, taking great honour and pride in their work. The result is that today all students under Chongryon work hard and are disciplined. Their national pride is also very high. Also, the Chongryon educators are efficiently building up the schools and running them with great dedication. In addition, they have accomplished many praiseworthy things in educating the younger generation.

Chongryon is conducting its educational work in a far more difficult situation than in the socialist homeland.

In the socialist homeland there are few factors that can have adverse ideological effects on developing the students' world outlook. In our country there are neither landlords nor capitalists, nor swindlers, nor dissipaters. Here in the socialist homeland everyone enjoys a happy life, helping and guiding each other. Our people are very sound ideologically and their political awareness is also high.

Some days ago we visited the Samhwa Cooperative Farm, Chonnae County, Kangwon Province on guidance work. We wanted to have a talk with the women there. We asked a woman student trainee how many backward women there were on the

farm. She replied that there were no backward women in our society. We were very glad to hear this, and noted that the word laggard is now out of use in our society. In fact, by talking to a woman working on the farm, we found that she was not only well acquainted with the Party's policies but also clearly understood the reactionary nature and corruptness of capitalist society. She was also convinced that in order to bring about the final victory of our revolution, we must carry it on, enduring all hardships. This single case must make you well aware how high is the ideological consciousness of the people in the homeland.

Of course, there still are some people who have the survivals of obsolete ideologies and old habits. In order to completely eliminate these, we are continuing the ideological and cultural revolutions.

The present ideological outlook of the students growing up in the socialist homeland is excellent. They have no desire for money or gain. For all that, it is not so easy to give a revolutionary education to students brought up in the socialist homeland. It must therefore be even more difficult to educate students in a revolutionary way when they grow up in a complicated social environment such as exists in Japan, affected by negative ideologies.

You know better than we do the social conditions in Japan. Japan is one of the capitalist countries where public morals are most corrupt. Recently I saw a Japanese feature film. It showed many foul scenes in which people fought, robbed each other of their property and led dissolute lives. The scenes were too offensive to look at. Seeing the film, we realized that public morals in Japan are absolutely rotten.

Exploitation and oppression, hunger and poverty are dominant in Japanese society; swindle, fraud and dissipation are rampant there. In Japan the rich live well, but the poor have to go in rags and starve.

In Japan people are extremely egoistical; all human relations are determined by money. Many seek only indolence and pleasure. They know only money.

From olden times the Koreans have lived on good terms with the neighbours. When they prepared a rare dish, they would share it with their neighbours. When a family was going to have a feast, the whole neighbourhood helped them. Today our people hold ceremonial feasts in such an ostentatious manner that it involves a great waste. So, here in the homeland we are combatting these practices. But this does not mean that we object to neighbours living in harmony and gathering together for recreation. We are opposed to formalities and pomps.

There cannot be such good manners and customs in Japanese society where individual selfishness has reached the extreme. There, people are so selfish that they do not care whether their neighbours die of hunger or cold. They think that if they make money and live abundant lives themselves, it will suffice. Some people in seeking money go so far as to forsake their parents and brothers and sell their dear wives without hesitation. That is what they say.

Nowadays, many south Koreans are moving in this direction. Last year a south Korean journalist was in Pyongyang to cover the plenary talks of the representatives of the north and south Red Cross organizations. I was told that he said to our guide: "Here, the state guarantees everybody's livelihood; this is good. But there is no 'freedom', and this is no good. In south Korea we can make money and drink wine or lead idle lives just as we please. How nice it is!" He is an extremely egoistic fellow. He is satisfied insofar as he eats well and lives in comfort, without caring that so many south Koreans are starving to death because they have no money.

The social environment in Japan where money dominates everything and egoism has reached the extreme is exerting a negative influence on the minds of the children of our compat-

riots there. From their early years, they are so adversely affected by Japanese society that they become greedy and selfish.

Reactionary Japanese literature and arts are also adversely affecting the formation of their world outlook. At present Japanese cinemas and TV broadcasts show lots of *samurai* and gangster films which extol militarism. Youth and children are inclined to put into practice what they have seen in these films. We are always concerned about how to prevent Korean boys and girls in Japan from being adversely affected that way. I was informed that the organizations of Chongryon are now carrying out a "Don't See TV" campaign among the compatriots. This is good. But since they are living in Japan, it will be impossible to completely prevent the children from seeing telecasts, however hard you may try through such a campaign. Accordingly, it will be hard to protect them completely from the bad influence of the decadent Japanese literature and arts.

In such an utterly corrupt social environment the students in charge of the educators of Chongryon are exposed hourly and daily to capitalist ideological infiltration from various directions; they are also affected by the obsolete ideas retained by their parents. Therefore, it is by no means a simple matter to educate and equip the children of our compatriots in Japan with a revolutionary world outlook.

On behalf of the Party Central Committee, I would like to express warm thanks to you for striving, in your very difficult and complicated conditions, to thoroughly apply the principles of socialist pedagogy in your educational work and firmly arm Korean children with socialist patriotism.

What we have already achieved is only part of our work. We have not yet accomplished the cause of national reunification, the greatest national desire of the entire Korean people. The southern half of our homeland is still under the colonialist rule of the US imperialists and there still exists a system of exploitation that benefits a tiny handful of landlords, comprador

capitalists and reactionary bureaucrats. In the south these latter rule the roost and live in luxury, bleeding the working masses white. On the other hand, the overwhelming majority of the working people are in rags and starving. We must drive the US imperialists out of south Korea and crush their stooges as soon as possible. Thus, we will achieve the country's reunification and turn the southern half of the Republic into a society in which all people will lead as happy a life as in the northern half of the Republic.

If we are to reunify the country and achieve the nationwide victory of the Korean revolution, we must train the rising generation to be true revolutionaries.

This honourable and responsible mission devolves on our educational workers. The educators of Chongryon must not rest on their laurels; they must make every endeavour to carry out this important revolutionary task entrusted to them with distinction.

To make revolutionaries of the students, the teachers must first of all be revolutionaries.

Otherwise, they cannot train the students to be revolutionaries. This is particularly true for the educators of Chongryon. Since they educate students greatly affected by capitalist ideology in a corrupt, morbid capitalist society, they will be unable to bring up the students to be true revolutionaries unless they themselves become staunch revolutionaries first.

If the Chongryon educators are ideologically unhealthy and infected with capitalist ideology, they will behave in a capitalist way, though they shout socialist and communist slogans. If you see the Korean feature film *Rolling-mill Workers,* you will know that in those days when the individual tradesmen and manufacturers were being transformed along socialist lines in our country, those not yet completely free from outdated ideas worked at factories in the daytime, and in the evening, engaged

in their individual economy at home, though they had become socialist working people. This is one of the sources of the joke about some people being socialist by day and capitalist by night in the period of socialist transformation. This shows that if people do not rid themselves completely of outdated ideas, they are unable to work and live in a communist way. If the Chongryon educators are tainted with capitalist ideology, what they tell students will not tally with their actual deeds, and they will not be able to set a practical example to their students. Then the teachers will never be able to train the students to be revolutionaries.

More than 40 thousand students are said to be studying at Chongryon schools at all levels. Their revolutionization depends on whether the Chongryon educators themselves will be revolutionized or not. If they thoroughly revolutionize themselves, they can revolutionize the students; if not, they can't. The Chongryon educators should keenly realize their great responsibility to the revolution and positively endeavour to revolutionize themselves.

They must be firmly armed with our Party's Juche idea and well versed in Marxism-Leninism. They must clearly realize the reactionary nature and corruptness of capitalist society and have a deep hatred for the capitalist system. They must also have a firm resolve to fight devotedly for the triumph of the cause of communism. Moreover, the educators of Chongryon must not be infected by the bourgeois way of life and must be equipped with all the traits the Communist is supposed to have. In a word, they must firmly arm themselves with a revolutionary world outlook and become staunch revolutionaries with communist qualities.

To root out old ideologies and equip themselves firmly with our Party's revolutionary ideology, the Juche idea, and revolutionize and working-classize themselves, the educators of Chongryon must first study hard.

In the homeland at present everybody is studying under the slogan of "Let the entire Party, the entire people and the entire army study!" Particularly for cadres, it is a matter of duty to study at schools at various levels for one month a year, while on full pay. Managers, chief engineers of large plants and other administrative and economic officials study at the National Economy Institute, and Party workers and People's Army cadres attend Party schools. After attending lectures for a month according to the educational programme, the cadres have discussions on the subjects they have studied. During these discussions criticisms are also made with regard to their respective work. Through this one month of intensive studies at schools, the cadres wipe out the traces of obsolete ideas and firmly arm themselves with Marxism-Leninism and our Party's revolutionary ideology.

In the homeland Saturday is set as a study day for cadres. On Saturday all cadres work half a day and study the other half. In addition, there are lectures for cadres every Wednesday. A strict system is established for the Saturday studies and Wednesday lectures so that they are conducted in a thoroughgoing manner from the capital downwards, and every cadre attends them. Furthermore, it is obligatory for cadres to study for two hours every day after work before going home.

Chongryon organizations, too, should establish the same system as in the homeland for everyone to study and intensify studies. Chongryon must also set up a system under which the teachers will study for a fortnight or a month a year. At the same time, all the cadres and educators of Chongryon must study two hours every day and never fail to study on a Saturday. If this regular study system is established and all teachers study well, they will be able to firmly equip themselves with Marxism-Leninism and our Party's Juche idea and accelerate the process of their revolutionization.

Next, the educators of Chongryon must make consistent ef-

forts to train all the sons and daughters of our compatriots to be revolutionaries.

Among them there are quite a few sons and daughters of medium and small tradesmen and manufacturers. It is harder to revolutionize them than the sons and daughters of workers and peasants. However, you must not think it impossible to make revolutionaries of the sons and daughiers of tradesmen and manufacturers. Not only the children of workers and peasants can be revolutionized. Those who have heterogeneous class origins can also become revolutionaries. This is fully proved by the experience of the international communist movement and the revolutionary struggle in our country.

As is shown by the international communist movement and the history of revolutionary struggle in foreign countries, not only the sons and daughters of the workers and peasants joined in the revolutionary activities but a considerable number of those coming from well-to-do families. Our former armed struggle against Japanese imperialism, too, was joined not only by the children of workers and peasants but also by those who came from well-to-do families. All the participants in the anti-Japanese armed struggle became staunch revolutionaries and fought devotedly, irrespective of their class origins. Therefore, it is wrong to consider that only those of worker or peasant origin can become revolutionaries. It is not a question of what class origin one has, but of what world outlook one has. Even those with heterogeneous class origins can participate in the revolutionary struggle against the capitalist system and become revolutionaries, if they grasp the meaning of the contradictions of capitalist society and have firm faith in socialism and communism.

If we do not educate those whom we are quite able to remould and bring within the fold of revolution and just leave them to their own devices, they may take the road of reaction. Education has a very great effect. We can even make revolu-

tionaries out of the sons and daughters of the medium and small tradesmen and manufacturers, if we educate them well. Especially, since we have our Party's Juche idea and clear-cut revolutionary line, we will be perfectly able to revolutionize them.

The educators of Chongryon must exert efforts to revolutionize not only the sons and daughters of workers and peasants but also all those of other sections of our compatriots in Japan. They should bring up all the sons and daughters of our compatriots to be revolutionaries, whether their parents are entrepreneurs or run shops or restaurants. If all of them are revolutionized, they will play an important part in reunifying the country and achieving the nationwide victory of the Korean revolution, even though they are living in a foreign country.

In order to train all the children of our compatriots to be revolutionaries, we should teach them to have a correct understanding of socialism and communism. By intensifying their communist education, the educators of Chongryon should train them to have a boundless hatred for capitalist society where exploitation and oppression are predominant and swindle and fraud are rampant, and to develop a firm resolve to fight against the utterly rotten capitalist system and for the construction of a socialist and communist society in which everybody will be well-off.

The Chongryon educators should particularly intensify the education of the Korean children in socialist patriotism. Thus they will fervently love their socialist fatherland where there is no exploitation and oppression and all people live happily; they will develop a revolutionary determination to strive devotedly to defend this fatherland.

At the same time, the Chongryon educators should vigorously conduct educational work to establish a sound way of

life among the students so that they will not be infected by the bourgeois way of life and will always live simply.

Furthermore, the Chongryon educators should work well with the parents of students.

This will help to promote the work of national education in Chongryon and, further, consolidate its organizations.

The educators of Chongryon should work properly with the parents of students, so that they actively join in the movement to take loving care of Chongryon's schools. For them to take loving care of their children's schools under Chongryon means, in fact, to love their nation. Because the work of national education conducted by Chongryon is precisely a movement to save the nation. The Korean children in Japan are learning our spoken and written language and our country's history at Chongryon schools. If a Korean in Japan does not know the Korean language, either spoken or written, and our country's history he cannot be considered as belonging to the Korean nation. Wherever they live, Koreans must know their own language and history.

The movement of Korean parents in Japan to take loving care of the Chongryon schools which their children attend is a very honourable task, as it is a movement to defend their nation, to reclaim their nation. The Chongryon educators should educate the parents thoroughly and encourage them to deeply love their children's schools under Chongryon.

In addition, through their adequate work with the parents of students the educators of Chongryon must rally them more firmly around Chongryon organizations.

Chongryon is active where the south Korean reactionaries and other enemies are incessantly carrying on subversive activities. The harder its revolutionary tasks and the more vicious the enemies' subversive manoeuvres, the further it must strengthen its organizations and the more firmly it must unite compatriots around its organizations. The educators of Chong-

ryon should always keep a sharp eye on the enemies' subversive activities and rally more people around Chongryon, so as to prevent any enemy from frustrating its patriotic work.

If they work well with the parents of students, the educators of Chongryon will be able to unite more people around Chongryon. Because what Chongryon is doing is beneficial and just, lots of people are coming to support it. It is natural that with the exception of a tiny handful of evil reactionaries, everyone should strongly support and sympathize with those who are engaged in a righteous cause.

As you all know, Kim Dae Jung has been kidnapped recently. Indignant over this incident, the press and many people in Japan are hitting out at the south Korean authorities. This shows that the Japanese people, too, positively support righteous people and oppose evildoers.

In order to work well with the parents of students the Chongryon educators must develop the system of taking care of five households. This system started when we visited the Yaksu Middle School in Changsong County and gave the teachers the task of taking five households under their charge to raise the farmers to the standard of the middle school graduate. The teachers of this school went among the farmers and did an excellent job, raising the level of all those in their charge to the standard of the middle school graduate. If Chongryon also develops this system, they will be able to educate many parents and to rally them more solidly around Chongryon. From now on, the Chongryon educators must develop the system whereby each of them takes care of five households.

Some rectors working at home are present here today. You should all know clearly that educators are entrusted with a very important task. Those at home are working in much more favourable conditions than the educators of Chongryon. The former must actively help, keep close contact with and impart their experience to the latter. The teachers of Chongryon are

training revolutionaries in the midst of a hopelessly corrupt capitalist society; the educational workers of Chongryon are fighting behind enemy lines.

I hope all the educators of Chongryon, with ardent patriotism and national pride in their hearts, will carry on their resolute struggle to train revolutionaries, who will carry forward our revolution, in larger numbers and in a more effective way.

TALK WITH A PANAMANIAN JOURNALIST DELEGATION (Excerpt)

September 1, 1974

On behalf of the Korean people and the Government of the Democratic People's Republic of Korea, I would like to warmly welcome you.

You are the first Panamanian journalists to visit our country as guests. So we have received you as most distinguished guests, as we would a government delegation.

Your visit to our country will help greatly towards strengthening friendship and solidarity between the Korean and Panamanian peoples. It is my firm belief that your visit to our country will be a landmark in the more favourable development of relations between our two peoples.

Allow me to express my deep thanks to you for coming to our country and inspiring our people in their struggle for national reunification and socialist construction. I am also grateful for the kind words you have said towards our country, our people and me.

I am very glad to meet you envoys of the Panamanian people today and become a close friend of yours.

You asked me a number of questions, which I am now going to answer briefly.

Let me begin with our educational policy.

Before explaining the educational policy, I would like to brief you on the historical conditions of our country. Then, I think, you will have a correct understanding of our educational policy.

As you know, geographically ours is a small country situated between large countries. Its history is full of twists and turns. The feudal rulers, obsessed with flunkeyism, did not think of developing the country; they were split into factions and engrossed in factional strife, each backed by a great power. They scrambled for power, one faction supported by this great power and another by that great power. Therefore, our people were not in a position to acquire political knowledge or scientific and technological knowledge to develop the country.

As a result of the factional strife of the corrupt and incompetent feudal rulers, our country was swallowed up by the Japanese imperialists in 1910 and our people were forced to live as colonial slaves for 36 years under Japanese imperialist rule.

Our people waged a valiant struggle to shake off the colonial rule of the Japanese imperialists and liberate the homeland. Finally, in 1945 they vanquished Japanese imperialism and won national independence.

Through their nearly half a century's bitter experience of colonial slavery our people were firmly determined not to be deprived of the country by imperialists ever again. We are resolved to reunify the divided country by all means in our generation and build a rich and powerful country to hand over to posterity.

In order that the younger generation may not be oppressed and exploited by imperialism, we must bring them up to be dependable masters of their country.

Our country had very few cadres of its own in the past. In order to build a sovereign and independent state, a country must have its own cadres who serve their people, their nation.

Cadres decide everything. It cannot achieve prosperity and progress unless it trains its own cadres.

In order to build a rich, powerful and civilized country, it is also necessary to raise the political and cultural standards of the people as a whole. Particularly when a small country wants to secure political independence and achieve economic self-support and self-defence in guarding the nation, its people must be politically aware and acquire highly developed science and technology.

Therefore, from the first days of liberation the Workers' Party of Korea and the Government of the Republic defined the education of the people and the training of the nation's cadres as the most important task in building a new society and have directed enormous efforts to this work.

We are dedicating our efforts primarily to the education and training of our youth and children, though our country is not yet well-off and has quite a few difficulties. We are devoting everything for the future. Under the old colonial rule, we were deprived of the right to study and suffered untold hardships, so we are striving to make sure that our rising generation live in happiness, without such sufferings. We are striving to bring them up to be full-fledged masters of a new society without exploitation and oppression.

In the education of our younger generation, we adhere to the policy of coordinating school, social and home education. We do not put the accent on school education only. It is true that schooling is of primary importance in the education of youth and children. However, it alone is not enough to fully educate young people. Only when it is properly bound up with social and home upbringing, is it possible to educate our youth and children to be revolutionaries and excellent cadres serving the nation.

In school, social and home education, our Party, basing itself on the principles of socialist pedagogy, puts the main em-

phasis on training youth and children to develop a spirit of socialist patriotism, a spirit of opposing imperialism and ardently loving their socialist homeland. This is our main educational line.

What is important in socialist pedagogy is to educate the younger generation to oppose imperialism and have the attitude of masters towards revolution. It is also important to educate the rising generation to have boundless love for their socialist homeland, to discard the antiquated and rotten elements of their nation's cultural heritage and traditions and to develop good elements in keeping with the requirements of reality.

Socialist pedagogy also demands that the younger generation are educated to like work for the country and the people; to take loving care of all the wealth created by the people; and to strive to acquire the scientific knowledge and technology needed to build a good society.

In a word, the basic principle of socialist pedagogy is to educate people to be socialist patriots and new communist type of men utterly devoted to the country and the people, with the collectivist spirit of "One for all and all for one".

What I have just said could be declared the fundamental policy for educating our youth and children. If you read books written by us, I think, you will be able to ascertain more specifically our Party's policy of educating youth and children.

By carrying through our Party's educational policy our country has achieved many successes in educating the youth and children and in training the nation's cadres.

We had few technical personnel of our own right after liberation. Today, however, we have 600,000 graduates from universities and colleges or from higher technical schools.

The Japanese imperialists in their day did not teach Koreans technology. Immediately after liberation our country had only a few dozen university graduates. During Japanese imperialist rule our country had just one university—in Seoul. Even

this one university had literature and law faculties, but no technological faculty. So we had only a few lawyers and doctors but no scientists or technicians of our own.

After liberation we greatly treasured and took good care of that small number of intellectuals. Although they came from wealthy families, they had an anti-imperialist consciousness and a national revolutionary spirit, because, while studying, they had been subjected to national discrimination by the Japanese imperialists. Therefore, we generously enlisted and educated them to serve their nation and their people.

The intellectuals educated by us took an active part in building a new country and did a considerable amount of work particularly in training the nation's technicians. As a result, we have a large army of our own cadres today.

Now, with our own cadres we conduct education, manage factories and enterprises and excellently run the state and society. We are very proud of this success. This success achieved by us is a brilliant victory for the correct educational policy of our Party and the Government of the Republic.

We will strive to implement our Party's educational policy with greater thoroughness in the future.

A compulsory 11-year education is now in force in our country. It is a compulsory education of the highest form, comprising compulsory one-year preschool education and compulsory 10-year schooling.

By introducing compulsory 11-year education we are bringing up all members of the rising generation to be able builders of socialism and communism equipped with a perfect knowledge of secondary schooling.

While paying close attention to the education of the rising generation, we are also expending much effort on raising the working people's level of general knowledge and their cultural and technological level.

The overwhelming majority of the adult population could

not study science and technology in the past owing to the heinous colonial rule of the Japanese imperialists.

Older people who were denied the opportunity of getting a systematic education before have now graduated from working people's schools and are studying at working people's middle schools set up at factories and enterprises. We plan to equip all of them with knowledge above the level of middle school graduates.

We are also making sure that all the working people learn more than one technique. By doing this, we plan to rapidly raise our country's level of science and technology which previously were backward.

Working people and officials take to flunkeyism unless their scientific and technical level is high. If one falls behind others in science and technology, one naturally looks up to others and worships developed countries.

If one fails to develop one's national culture and art, one is forced to import foreign culture and art and cannot prevent the cultural penetration of imperialism. We strictly guard against the penetration into our country of all brands of decadent reactionary bourgeois culture and the way of life disseminated by the imperialists.

In order to bar the cultural penetration of imperialism, it is necessary to create and develop Juche-based national culture and art. Juche-based national culture and art must be national in form and socialist in content and must effectively serve the masses of people in their political and cultural life.

In raising the political and cultural level of society as a whole it is very important to educate cadres.

Only when the political and ideological level and technical and practical level of cadres, the commanders of revolution, are high, is it possible to push energetically ahead with revolution and construction and satisfactorily solve the question of raising the cultural and technical level of all the working people.

I have heard that you visited the National Economy Institute yesterday. Our country has many such institutes of higher learning. There we train and re-educate officials of state and economic organs and management personnel of factories and enterprises.

Our country also has a Higher Party School which trains and re-educates Party workers, and there are communist colleges in the provinces. In addition, there are schools to train officials of working people's organizations, the International Affairs Institute and military universities. As you see, besides ordinary universities and colleges, our country has many institutions of higher learning to train and re-educate cadres for different spheres.

At these institutions of higher learning, we arm our cadres with our Party's revolutionary idea and policies and impart to them the knowledge needed to manage and operate state and economic organs, factories and enterprises in conformity with the specific conditions of our country.

Our country also has a system under which the entire people study.

Our Party regards study as a revolutionary task. We have established a revolutionary habit of study whereby the entire Party, the entire people and the entire army study under the motto: "Studying is the first and foremost task for a revolutionary."

In addition, our country has a system whereby all functionaries study at least two hours every day, after work. They also attend a lecture every Wednesday and study collectively half a day on Saturdays. All cadres take refresher courses at school for one month a year while still retaining their workplace.

Since the whole nation and the entire people study in this way, our people's political and ideological level and cultural and technical level are rising rapidly.

We are planning to increase the number of intellectuals to

one million in the near future by intensifying school education and thoroughly establishing the system under which the entire people study.

We are now striving to working-classize all our people. And we intend to intellectualize them in the future. The intellectualization of the working people sounds like turning them into petty bourgeoisie. So we have seldom used this expression. But, today, by intellectuals we mean the revolutionary intellectuals of the working class, not the petty-bourgeois intellectuals as a stratum of the old society. Therefore, when all the working people have been working-classized, we may use the word intellectualization, I think.

Our present educational policy makes the state responsible for the education of the entire people. Thus, our country has as many as 3.5 million children attending nurseries and kindergartens under the care of the state and society and 4.5 million students studying at schools of all levels from primary school to university. This means that more than half the population, in addition to those who study while on the job, receive education at state expense. Educating more than half the population at state expense involves vast expenditures. However, we do not regard it as a burden; we are proud of it. It is rather difficult for us at present, but the prospects are very bright.

Educated by our Party, our people will never again be subjugated by the imperialists or return to a society where exploitation and oppression prevail. Nor will they take to flunkeyism. They will take part in socialist construction as masters with great national pride and confidence. Through the active struggle of our people our country will be turned into a more prosperous socialist state and the independent and peaceful reunification of the fatherland will be definitively achieved.

If I were to go into detail I could tell you much more about our educational policy. But now, basically, I think I have answered your question.

FOR THE SUCCESSFUL INTRODUCTION OF UNIVERSAL COMPULSORY ELEVEN-YEAR EDUCATION

Speech Delivered at the Fifth Session of the Fifth Suprême People's Assembly

April 10, 1975

Today I should like to speak about some problems arising in the successful introduction of universal compulsory eleven-year education.

We will complete the introduction of compulsory eleven-year education for the whole country on September 1 this year. When we started it we envisaged introducing it in one fifth of the country every year, completing it in five years. But, thanks to the vigorous efforts of our officials including workers in education, this job is to be completed far ahead of schedule. This is very gratifying.

As the many speakers at this meeting have said unanimously, the introduction of universal compulsory eleven-year education in our country is a fully correct educational policy.

Considering education the most important undertaking for the future of the nation, we have dedicated great efforts to it.

Our country now has as many as 3,500,000 children reared in nursery schools and kindergartens at state and public expense. Engels said that it is one of the important communist steps

to bring up all the children from the age when they no longer need maternal care at state establishments at state expense. We can say that we have virtually effected communism in this respect. Our country also has 4,700,000 pupils and students enrolled in establishments at all levels from primary school to university. So 8,200,000 children and students, or half the population, are studying to their hearts' content and growing up happily under the care of the state.

The state is bearing an enormous burden in taking so many children and students under its care. The nursery and kindergarten children must be provided with sweets, biscuits, milk and various other things to eat between meals and all pupils and students must be given textbooks and provided with clothes. The state supplies all pupils and students with fine clothes at cheap prices. Not only that, school supplies and articles for children's use are sold in the shops at far lower prices than other things.

In order to bring up and educate large numbers of children and students at state expense, it is necessary to train many educational workers to teach and take care of them. That is why we have set up several normal and teacher-training colleges in each province. While training numerous educational workers, the state has to look after their lives. An enormous sum of money is now required to pay salaries to the teachers and kindergartners alone.

In the country's present conditions, it is by no means an easy job to appropriate huge sums of money and direct great efforts to education in this manner. Our people are not yet very well-off and the country is in strained circumstances. We have to carry out the huge task of socialist economic construction, and also exert great efforts to augment defence power because we are directly confronted with the enemy. Under such conditions, it is naturally a heavy task to rear and educate children and students making up half the population

at state expense and even introduce compulsory eleven-year education.

But we do not regret spending large sums of money on the education of the younger generation nor do we think it burdensome.

Educational work is the most worthwhile and honourable undertaking for the happiness of the younger generation and the prosperity of the country. Although our people were poorly off in the past, exploited and oppressed, our future generation should be provided with an opportunity to enjoy a full and happy life. To this end, we should direct great efforts to education and rear all the rising generation to be reliable builders of socialism and communism.

We have a saying which goes: "After pains come gains." It is burdensome now to bring up and educate all the new generation at state expense. But, if we overcome difficulties and continue to cope well with this job, the country will have a bright and radiant future. That is why the Party devotes everything to the education of the younger generation under the slogan: "Let's love the future!"

Upholding the Party's correct educational policy in the past, the educational workers and officials of various other branches vigorously strove to implement it, which resulted in splendid successes in the education of the younger generation.

Present here, besides Deputies to the Supreme People's Assembly, are many principals of senior middle schools, head masters of primary schools, kindergarten directors and teachers of schools at all levels. A good number of comrades have taken the floor at this session. I have been deeply moved to hear their speeches.

In the past educational workers have done a great deal of commendable work. The exemplary case of the Aewon Senior Middle School has been introduced to great effect today.

And such a case is not confined to that school. There are hundreds and thousands of Aewon Senior Middle Schools in our country. I am very proud of this.

Our educationalists are working with complete devotion, not for their personal distinction or pleasure but for the bright future of the country, and to make the rising generation take over and carry forward the revolution. Educational workers are honourable revolutionaries who train revolutionaries.

I highly appreciate the splendid results in the education of the rising generation attained by the workers in education who have made strenuous efforts with a great pride and self-confidence and strong will as revolutionaries, and I offer them warm thanks on behalf of the Party Central Committee and the Government of the Republic.

Not only the educational workers, but the Party organizations and government bodies at all levels, all officials and working people have made vigorous efforts to develop education and successfully introduce universal compulsory eleven-year education. After the proclamation of the law on universal compulsory eleven-year education all our officials and working people buckled down to building schoolrooms and kindergartens to put the law into effect as early as possible. Along with this, they have vigorously promoted the work of training teachers and kindergartners in greater numbers, printing textbooks and furnishing schools with equipment for laboratory use and practical study, and teaching tools and fixtures. As a result, we are in a position to introduce complete universal compulsory eleven-year education far ahead of schedule.

For this I extend thanks to the officials of the Party organizations and government bodies at all levels, management personnel of factories, enterprises and cooperative farms throughout the country and to all the workers and toiling farmers.

Our successes in the education of the younger generation

are worth boasting about. But we cannot be content with this, we have more work to do in future.

We should further consolidate and develop what has already been achieved in education by introducing compulsory eleven-year education at a high qualitative level.

Mere enrolment of all children of school-age does not mean the complete realization of eleven-year education. Not only must all children be admitted to schools but also it must be seen to that they study well and finish senior middle school, fully equipped with the general knowledge imparted by secondary education.

In order to implement universal compulsory eleven-year education successfully and efficiently, the teachers' qualifications should be decidedly improved before anything else, and they should be firmly equipped with a revolutionary world outlook.

Only when they are well qualified can teachers conduct lessons properly. If their knowledge is meager, they cannot impart profound, useful knowledge to the pupils. It will not do for the teachers to conduct lessons merely by conveying the content of textbooks or reference books mechanically. They should learn to teach the content of these books skilfully in combination with Party policy according to the education programmes. Even when teaching a single word appearing in a textbook, they should amplify it by many vivid and interesting illustrations using ten or a hundred words so that the pupils may understand it easily. Being good teachers like this entails a great deal of reading and studying. The teachers of senior middle schools should all have the intellectual level of the normal college graduate.

Although we have put great stress on teacher education and trained large numbers of teachers by now, teacher-training work fails to keep abreast of the fast-advancing work in education. Thus, quite a few of the senior middle school teachers

have not graduated from normal colleges. They should finish normal college by correspondence course which will enable them to study while working.

When I visited the Yaksu Middle School in Changsong County more than ten years ago, I found only two of its 15 or so teachers were graduates of normal college. All the rest were graduates of middle school or specialized school. So I advised them to continue their education by taking the correspondence course of normal college. Several years later when I paid another visit to the school, I learned that the teachers who had not received college education had all finished normal college by correspondence course and their level was much higher.

The road is open for everyone in our country to take a college or university correspondence course. By taking correspondence lessons in a normal college teachers can easily finish their college education while continuing to teach their classes. While teaching, the teachers can study in their spare time and then go to college for a month every year to attend lectures and sit for examinations.

Teachers should not only strive to raise their qualifications but also fully prepare themselves as revolutionaries and Communists equipped with a revolutionary world outlook.

Unless the teachers themselves become ardent revolutionaries and true Communists, they cannot train the pupils to be revolutionaries and reliable builders of socialism and communism. So they should strive to revolutionize themselves.

I have heard that at present some people make little effort to do this, posing themselves as flawless revolutionaries. This will not do.

Whoever is engaged in the revolution should not suspend his efforts till his last day to thoroughly establish a revolutionary world outlook. I have been engaged in the revolution for nearly 50 years from my youth, but even now I am striving

to perfect my revolutionary world outlook. Although I am old now, I often go among the people. In the midst of the people, I find many things new and worthy of learning. Among the working class, one finds something new and learns much from them, and among the peasantry, too. The same goes for the intellectuals. There is no end to learning, and no one can profess himself to be a perfect revolutionary.

Indeed, the teachers are all engaged in revolutionary work, and so they can be called revolutionaries. But it can never be said that they are perfect revolutionaries with an unshakable revolutionary world outlook.

What is most important for teachers in their own revolutionizing is to strengthen their life in the organization. If everyone participates willingly in the life of the organization to which he belongs, he can revolutionize himself. Party members should take an active part in organized Party life; members of the League of Socialist Working Youth, in organized LSWY life; and members of the Women's Union, in its organized life. If one takes an active part in organized life, he comes to study Party policy, criticize himself and others and, in this process, discard obsolete ideas and remould and revolutionize himself.

In order to firmly establish a revolutionary world outlook, the teachers are required, in addition to participating actively in organized life, to read widely and make energetic endeavours to extend their intellectual horizons in various fields. Extensive learning is needed for teachers not only to improve their qualifications and teach their classes well. It is also imperative for the firm establishment of their revolutionary world outlook.

Further, the principles of socialist pedagogy should be thoroughly embodied in education work.

There is no complete book as yet on socialist pedagogy. But on many occasions we have talked a great deal about the

aim and content of socialist education. Of course, further efforts should be made to perfect socialist pedagogy. But we can say that its basic principles have already been clarified. It is important therefore to embody them thoroughly in education work.

Since we are building socialism and communism, education should be orientated strictly according to socialism. On no account should there be a motley education which is neither socialist nor capitalist. This would make it impossible for the rising generation to carry forward our revolutionary cause and build socialism and communism.

The aim of socialist education is to train the rising generation to be ardent communist revolutionaries who work for society and the people and for the working class.

What is most important in training the pupils to be communist revolutionaries is to intensify their political-ideological education.

Our youngsters should never be allowed to become persons who are not deeply attached to their country, their people and their class and are indifferent to society and politics. We must intensify the political-ideological education of school-pupils and thus make all of them political workers and revolutionaries who passionately love the socialist fatherland and vigorously fight for socialism and communism.

Of this I have already spoken on many occasions, so I will not dwell on it at length today.

While the pupils are given political-ideological education, it is highly important to impart to them detailed scientific knowledge.

This is an age of science; nothing can be done without scientific and technological knowledge. Even in planting and growing a maize plant you need biological and other types of scientific knowledge and technical skills; and you also need science and technology to raise a chicken.

In recent years our agricultural production has developed rapidly, and this is partly due to the fact that according to the policy set forth in the *Theses on the Socialist Rural Question in Our Country,* the programmes of irrigation and electrification have been carried out in the countryside and the levels of farm mechanization and chemicalization have risen, and thus the material basis of agricultural production has been consolidated. But the main explanation is that a large number of students from agricultural colleges and various other institutions of higher learning equipped with modern scientific and technological know-how, have proceeded to the cooperative farms and given scientific and technological guidance in farm work. Formerly, people on the cooperative farms used fertilizers without knowing what kind of fertilizer should be applied to which type of soil and in what quantities. When bedding out young rice plants, too, they did so haphazardly without scientific calculation. But at present farm work is done on a scientific basis on the cooperative farms under the guidance of the students active in the countryside as members of the three-revolution teams.

I summoned these students and heard their work reports, and found that they did a great deal of work out in the rural areas. Together with the farmers, they ameliorated cold damp lands, improved seeds and properly established the system of applying fertilizers and the water-control system. Besides, they kindly helped the farmers to do all farm work in a way conforming to scientific principles. As a consequence, farm production increased sharply within a few years.

Before these teams were sent to the countryside, decisions adopted and issued by the Party and the state for the purpose of developing agriculture would not be correctly carried out, even though they were good ones. It was largely due to the ignorance of the farmers and agricultural guidance personnel of modern science and technology.

Last year the Party gave instructions to set 54,000 maize plants per *chongbo*. At that time some people ignorant of scientific principles did not follow the instructions readily, questioning the wisdom of planting maize as close as sorghum. But the three-revolution team members including agricultural college students and the Party hard cores did just as told by the Party, insisting that they should carry out the Party's instructions unconditionally. All the cooperative farms where the Party's instructions were observed reaped a good crop. But at certain cooperative farms which neglected those instructions, crops failed.

All branches of the national economy including industry and agriculture can develop rapidly only when they are based on modern science and technology. The success of the technical revolution, of projects for transforming nature and of economic development, depends largely on the level of progress in these areas.

A high scientific and technological level is prerequisite for eliminating the worship of big powers once for all. When their science and technology lags behind that of other nations, people tend to worship those nations. This is the main reason why a worship of the United States and Japan is now prevalent among the south Korean people. If a country attains a high development in science and technology and leads other countries in all fields, it will not worship others.

Rapid development of science and technology and improvement of the technical qualifications of the working people as a whole require a good school education in the natural sciences. In particular, stress should be put on such subjects as mathematics, physics, biology, electronics so that pupils and students are well versed in these branches of learning.

In order to stimulate interests amongst pupils and students in the natural sciences, they should be provided with plenty of books on these subjects.

Studying with textbooks alone, they cannot hope to widen their knowledge. Besides textbooks, a wide variety of reference books should be published. Our country is short of scientific and technological books, so I called together the college and university teachers a few years ago and told them either to translate foreign books or to write a large number of scientific and technological books consonant with the actual conditions of the country, on the basis of our achievements and experiences. After that they did a great deal of work. At present we boast over 800,000 technicians and specialists, and if they translate or write one book each, there will be produced 800,000 books. Increased publication is essential for pupils and students to acquire an extensive and deep knowledge of natural sciences.

Libraries should be furnished with the books published in large numbers to induce not only pupils and students but all the people to develop the spirit of diligent study.

Knowledge of natural sciences should also be extensively disseminated through the medium of scientific films, in addition to large numbers of publications. Newspapers and magazines, too, should devote much space to natural science subjects, without confining themselves to political and economic affairs. And magazines exclusively on the natural sciences should be issued.

To proceed. A firm basis should be laid for school laboratory training and practical study.

We have erected many schools, and provide the pupils and students with all the necessary textbooks. But this alone is not enough. In order to ensure quality in universal compulsory eleven-year education, it is necessary to make and supply a large quantity of laboratory appliances and equipment for practical study so that the pupils and students may have sufficient laboratory training and practical study. Libraries must also be well-stocked.

Party organizations, government bodies and working people's organizations at all levels should actively help the schools to build up the foundation of laboratory training and practical study. In particular, the people responsible such as chief secretaries of provincial, city and county Party committees, chairmen of administrative committees at all levels should pay careful attention to this job.

It is advisable that when in the future factories and enterprises turn out any new products, which may be found necessary for building up the foundation of school laboratory training and practical study, they send them each to every school. The publishing houses, too, will do well to present copies of each of their new publications to every school to help build up its library. If the entire Party, the entire people and the entire nation give help in good earnest like this, I think the schools' foundation of laboratory training and practical study will be firmly laid in a few years' time.

Now, the social education of the pupils and students should be strengthened.

School education is not all there is to training pupils and students properly. After school they have many free hours. And it is very important to use these hours to train them well.

Pyongyang and other cities now have children's and students' palaces and halls, which should be efficiently used for the pupils and students to engage vigorously in various group activities. Pupils and students should thus be encouraged after school to pursue their interests according to their tastes and aptitude—enjoy sports, play music, practise embroidery, learn to operate machine tools or tractors.

Camping and study tours should also be widely organized for them.

Several years ago I visited a middle school in Pyongyang and asked its pupils what they thought an ox looked like. But they did not have a very clear idea. Our country is seabound

on three sides and Pyongyang is not a great distance from the sea, yet the pupils of the town were not even well acquainted with the sea. They had had no mountain-climbing and no swimming in the sea. This was inevitable because all they had seen on their way to school and back every day were apartment houses, cars, buses and the like.

Immediately after we had learned this, we called a meeting of the Political Committee of the Party Central Committee and discussed measures to cope with the situation. Thus, we saw to it that all middle schools organized study tours for the pupils twice every year, in spring and summer.

After that the boys and girls of the Pyongyang middle schools came to enjoy camping life, seeing the seas in Wonsan, and climbing mountains, crossing rivers and seeing wild beasts on Mt. Myohyang-san.

Camping and study tours for schoolchildren should be better organized all over the country in future. This way they will be prevented from becoming "bookworms" and trained to be useful people with wide horizons and a sound working knowledge.

Schoolchildren should be provided with good facilities for their after-school activities.

So far children's and students' halls have been erected and many children's camping grounds built in scenic spots, but there are not yet enough of them. Even if the construction of office buildings, hotels and the like is somewhat retarded, more halls, camping grounds and libraries should be built for them.

It is very important to strengthen the organizational life of the pupils and students in the Juvenile Corps and the League of Socialist Working Youth.

Almost all our children and young people are receiving formal education. Therefore, the LSWY should do its utmost to strengthen the life of the pupils and students in the JC and the LSWY organizations.

A few years ago, when we dropped in at the Taedong-mun Primary School in Pyongyang, we asked eight-year old children who had recently joined the JC if they had been criticized in the JC and what they felt when criticized for the first time. A pupil then answered that because he had not sharpened his pencils beforehand, he failed to write down properly what the teacher dictated, and for this he was criticized at a JC meeting and that as he was criticized for the first time his heart pounded fast and his face burned hot. He said that after the criticism he never failed to sharpen his pencils in advance and studied well. Another pupil said that he had been criticized for neglecting his homework, but once criticized, he made it a rule to do it all before coming to school. At the time the teacher in charge said that when a pupil committed a fault, it was scores of times more effective to criticize him collectively at a JC meeting than for the teacher himself to admonish the boy individually. This fact furnishes a good illustration of how important it is in the education of the pupils to strengthen their life in the organization.

If schoolchildren take an active part in the organized life of the JC and then of the LSWY and, after graduation, continue to be faithful in their life in the organization at their place of work or in the People's Army, they can all be revolutionized. There is a saying which goes, "A decade is long enough to change the appearance of mountains and rivers." So, if the organized life of the pupils is strengthened and they are educated with perseverance in the course of their compulsory eleven-year education, they cannot help but be revolutionized. During the eleven years of schooling when the pupils not only obtain a deep knowledge of the social and natural sciences but also are tempered in the crucibles of organized life, they can become fine, competent, iron-willed revolutionaries.

The LSWY organizations at all levels including its Central Committee should pay constant attention to strengthening the

life of the pupils in the organization. Party organizations and government bodies at all levels, industrial enterprises, and co-operative farms should actively help the LSWY organizations, and provide sufficient amenities for the after-school activities of the schoolchildren.

It is my firm belief that all educational workers will dedicate their full energies and talents to the struggle for the successful, efficient implementation of universal compulsory eleven-year education, thereby making a positive contribution to bringing up the rising generation to be reliable reserves of our revolution well-equipped with the Party's revolutionary doctrine and possessing a wide range of knowledge.

ON FURTHER DEVELOPING THE NURSING AND UPBRINGING OF CHILDREN

Speech Delivered at the Sixth Session of the Fifth Supreme People's Assembly

April 29, 1976

The Supreme People's Assembly (SPA) is now considering the work of nursing and educating children. Availing myself of this opportunity I would like to make a few remarks on this question.

At a SPA session last year we reviewed the implementation of the Law on Universal Compulsory 11-Year Education and decided to make it fully effective from September 1, 1975. The current SPA session is discussing the question of further consolidating and developing our advanced system of bringing up children and will pass the Law on the Nursing and Upbringing of Children.

Our Party devotes deep attention and great efforts to the upbringing of children not because our country is especially richer or better-off than others, nor for any propaganda purposes.

We are greatly concerned about the rearing and upbringing of children and are making great efforts in this matter in order to build socialism and communism successfully.

What is most important in thoroughly eliminating the rem-

nants of the old society after the establishment of the socialist system and in achieving the complete victory of socialism and the bringing about of communism, is the remoulding of the people's thinking along communist lines. Especially in those countries which were colonies or underdeveloped as ours used to be, the re-education of people is of great importance.

As I have already said in my speech on the questions of the transition period and the dictatorship of the proletariat, the transition from capitalism to socialism covers a very long period in the formerly backward countries. The longer the transition period, the greater the importance of educating people. Neither the complete victory of socialism nor the successful building of a communist society will be possible unless people's ideological consciousness is remoulded in the transition period.

For the successful building of socialism and communism our Party has set forth the policy of conquering the two fortresses, namely, the ideological one and the material one.

In seizing the two fortresses for the building of communism taking the ideological fortress is of the utmost importance. The remoulding of people's ideological consciousness along communist lines, the conquest of the ideological fortress of communism, is a very difficult task whose accomplishment requires a long period of time. And without conquest of the ideological fortress, the occupation of the material fortress cannot be successful. Indeed, the economy may be developed and material wealth increased in a comparatively short time. But if people's thinking fails to keep pace with economic development, the already-existing economic foundations may be ruined or economic construction may decline. So priority must be given to occupying the ideological fortress through the communist re-education of people.

For people to become communist they should be brought up properly from childhood.

There is a saying in our country: A habit formed at the age of three will persist till eighty. If, due to the lack of proper education, a bad habit is developed in childhood, it will be hard to shed it even in manhood. If we are to make a tree grow straight and look shapely, we have to tend it carefully when it is young. If, when a sapling, it is left alone to grow into a twisted shape, it will be very difficult to straighten it after it is fully grown. Similarly, if we are to train people to be Communists, we must give them a good education and look after them well from early childhood. If they pick up bad habits in childhood, they can hardly rectify them when grown up, no matter how well they may be educated. Our society still has some people who disturb public order or do evils, and all of them did not receive proper education in childhood.

For the purpose of bringing up all members of the new generation to be fine Communists, we have already introduced universal compulsory 11-year education and are now going to pass the Law on the Nursing and Upbringing of Children. If the new generation is brought up collectively from early childhood and given compulsory 11-year education, all its members will grow up to be Communists with sound ideological consciousness.

As I have already said, we are doing this by no means because our country is rich. In the past few years we have introduced compulsory 11-year education and have brought up all the children in nursery schools and kindergartens, and this cost the state a tremendous sum.

Now 3,500,000 children are in the charge of nursery schools and kindergartens in our country. And the number of pupils and students enrolled in schools of all levels, from primary school to university, is as many as 5,090,000. In all, nearly 8,600,000 children and students are being trained at state ex-

pense in our country. This number constitutes half our population. Taking charge of the upbringing of children and students who make up half the population, cannot but be a heavy burden for the state.

There are also many other things for which our state bears the expense. In our country military expenditure is fairly high. I think that our country, of all the socialist countries, is shouldering the heaviest military burden. Because the US imperialists are occupying half the territory of our country and, together with their stooges, are openly making aggressive moves against our Republic, we are compelled to exert ourselves to increase our defence potential. The state also incurs large expenditure in providing for the people's well-being. We supply cereals to workers and office employees almost free of charge and provide them with coal and all other items of daily necessities at low prices.

Although the expenditure is great, we lay great emphasis on the bringing up of children for the development of the country and the accomplishment of the tasks of the transition period. If we only think of the expenses and neglect our duty to nurse and educate the children, we will be unable to fulfil the tasks of the transition period, to conquer the ideological fortress and, in the end, to build a communist society.

We have attained great successes in raising and educating children collectively at state and public expense in the past few years. Convinced that we are now in a position to give legal confirmation to our successes in the nursing and education of children, we have decided to pass a Law on the Nursing and Upbringing of Children at this session.

The basic aim of passing this law during the current session is, in brief, to bring up all the children to be true persons of a communist type by nurturing them collectively in a communist way.

Bringing up children collectively at state and public ex-

pense is also of importance for the freeing of women from heavy housekeeping burdens and for revolutionizing and working-classizing them.

In our country the women are now turning forward one wheel of the revolution. The women form 48 per cent of the work force in our national economy. They are playing an important part in the fields of education, the health service, commerce and light industry. Especially in agriculture, women form the overwhelming portion of the work force and are playing a decisive role. It is no exaggeration to say that all the work in the countryside, except tractor operations which are performed by men, is performed by women.

Under the circumstances in which women participate in socialist construction, they should be relieved of housekeeping burdens. This is the only way to enable them to join in public life and work to the best of their abilities, so that more of them can participate in socialist construction.

In inducing the women to take an active part in the building of socialism, our Party mainly aims at revolutionizing and working-classizing them. Since they constitute half the population, their revolutionization and working-classization goes a long way towards the revolutionization and working-classization of the whole of society.

An effective way of revolutionizing and working-classizing women is to let them participate actively in socialist construction. If they are confined to their homes and remain apart from labour and the life in the organization, they cannot be revolutionized. I think it would be very difficult for a husband to educate and revolutionize his wife at home. Words and writings alone are not enough to revolutionize people. The revolutionization and working-classization of people can proceed successfully only through a socialist working life and organized activities. The revolutionization and working-classization of women is possible only when they go out into society, actively

participate in mental or physical labour and train themselves through organized community life.

For the women to take an active part in the building of socialism, their burdens should be lightened by bringing up children collectively in nursery schools and kindergartens.

As you see, the collective bringing up of children at state and public expense is not only needed to bring them up to be persons of a truly communist type, but indispensable for the revolutionization and working-classization of women. We must therefore bring up children along communist lines, regardless of expense.

The collective bringing up of children at state and public expense in our country has nothing to do with charity work. It is also fundamentally different from nursing children for the rich in capitalist society. With us the main point is in bringing up the children of working women; we are doing this work for the purpose of bringing up the new generation as communist-type persons and for revolutionizing and working-classizing women. I believe our Party is quite right in undertaking this work.

We should sum up and give legal recognition to the successes and experiences gained in the communist bringing up of children in past years and, on this basis, improve the work of nursing and educating children. A law is not something immutable. If the Law on the Nursing and Upbringing of Children adopted this time is found defective in the course of its execution, we can amend it.

The most important question in promoting the work of bringing up children is to conduct the training of nursery-school and kindergarten teachers well.

At present each province has its own college and centres for training nursery-school and kindergarten teachers, and they must be run better in future, so that a large number of nursery-school and kindergarten teachers fully qualified politically and

professionally for the upbringing of children are turned out. Only then will it be possible to provide revolutionary education for the children and bring them up to be communist persons, intellectually, morally and physically fit.

Further, the management and operation of nursery schools and kindergartens should be improved, so that the advantages of the collective bringing up of children at nursery schools and kindergartens over their upbringing at home under parental care, are demonstrated.

Our country now has more than 60,000 nursery schools and kindergartens. All of them are well-appointed. They are well furnished and well equipped and are properly run. Visiting co-operative farms or factories, I find their nurseries kept clean and the children healthy. The women are very happy that nurseries and kindergartens are well equipped and properly managed at the cooperative farms and factories. In general the nursery schools and kindergartens are now in good shape.

But we must not rest content with this. Following the passing of the Law on the Nursing and Upbringing of Children at this SPA session, the nurseries and kindergartens should be better equipped and managed more efficiently.

Now the thing is to equip them better from the cultural and health standpoint and to supply the children with an adequate diet. All the nursery schools and kindergartens should be fully provided with cultural and health facilities, of which good care should be taken. At the same time, the supply of food to the nurseries and kindergartens should be improved to feed the children better. Even though we cannot satisfy other needs, we must feed the children well. Even though the grown-ups feel some lack of supplies, the children should be provided with enough of everything they need.

After the promulgation of the Law on the Nursing and Upbringing of Children, you need not forcibly enrol in nurseries even those children whose grandmothers or parents wish to

rear them at home, on the pretext of furthering the upbringing of children. This law is not one that restrains the freedom of parents to bring up their little ones at home. Those who wish to raise their children at home may do so.

I think many nursery-school and kindergarten teachers have come to this SPA meeting ready to make speeches. But since this is a busy farming season, we cannot afford to take long over this meeting. Let us hear their undelivered speeches later on some other occasion and wind up the meeting here. I hope you will understand the circumstances which prevent you from making many speeches.

THE LAW OF THE DEMOCRATIC PEOPLE'S REPUBLIC OF KOREA ON THE NURSING AND UPBRINGING OF CHILDREN

Passed at the Sixth Session of the Fifth Supreme People's Assembly of the Democratic People's Republic of Korea

April 29, 1976

CHAPTER 1
THE FUNDAMENTAL PRINCIPLES OF THE LAW OF THE DEMOCRATIC PEOPLE'S REPUBLIC OF KOREA ON THE NURSING AND UPBRINGING OF CHILDREN

Article 1. In the DPRK children represent the future of the country; they are reserve force of builders of communism and are the successors to our revolutionary cause who will continue the revolution.

Article 2. Bringing up children under public care is one of the major policies of the socialist state; it is an educational method based on socialist pedagogy.

All children in the DPRK shall be brought up in nurseries and kindergartens at State and public expense.

Article 3. Even when children are of nursery age, parents are free to raise their children at home, instead of sending them to nurseries.

Article 4. The Law of the DPRK on the Nursing and Upbringing of Children is heir to the brilliant revolutionary traditions created during the glorious anti-Japanese revolutionary struggle for the liberation of the country and for the liberty and happiness of the people.

Article 5. The Law of the DPRK on the Nursing and Upbringing of Children is based solely on the great Juche idea of the Workers' Party of Korea which is a creative application of Marxism-Leninism to the reality of our country.

Article 6. By further strengthening and developing the advanced system of bringing up children already generally established in our country, the Law of the DPRK on the Nursing and Upbringing of Children will contribute towards teaching all of them to be new revolutionary men and women of the Juche type, towards the fulfilment of the sacred task of freeing women from the heavy burden of raising children, towards greatly increasing the pace of socialist construction in the country and towards reaching the historic goal of revolutionizing and working-classizing the whole of society.

Article 7. The DPRK shall make every possible effort to ensure that all children grow up in happiness, wanting for nothing, under the best and most up-to-date conditions for their nursing and upbringing. This benefit will be firmly guaranteed by the splendid socialist system established in our country, by the firm foundations of an independent national economy, and by the socialist policy of the Workers' Party of Korea and the Government of the Republic which see the task of steadily im-

proving the material and cultural standards of the people as the supreme principle of their activities. With the strengthening of the nation's economic foundations the benefit will increase continuously.

Article 8. In guiding and controlling the nursing and upbringing of children the State shall follow the mass line based on the great Chongsan-ri spirit and Chongsan-ri method whereby superiors help subordinates, and, through giving priority to political work, the voluntary enthusiasm of the nursery governesses and kindergarten teachers and of the other workers at nursing establishments is aroused.

Article 9. In the DPRK, if the parents so desire, the children of foreigners who, after having fought for peace and democracy, national independence and socialism and for the freedom of scientific and cultural pursuits, have come for political asylum, will be brought up in nurseries and kindergartens at State expense.

Article 10. In the text of this Law the term "children" means children under school age.

CHAPTER 2
THE UPBRINGING OF CHILDREN AT STATE AND PUBLIC EXPENSE

Article 11. In the nursing and upbringing of children State institutions and social and cooperative organizations shall meet fully the requirements of the Juche idea which takes

man as the central factor in all matters and places everything in the service of man.

Article 12. In accordance with the principle "The best things are for the children," the State and social and cooperative organizations shall take responsibility for providing everything necessary for the nursing and upbringing of children.

Article 13. State institutions and social and cooperative organizations shall build modern nurseries and kindergartens in the most suitable places and furnish them with nursing and educational equipment of high quality and with facilities for physical training and games.

State institutions and social and cooperative organizations shall provide nurseries and kindergartens with musical instruments, toys, printed matters, teaching aids, and so on.

Article 14. State institutions and social and cooperative organizations shall build children's parks and playgrounds in towns, villages and in all other places where there are children and provide them with various playing facilities.

Article 15. In the DPRK all children shall be supplied with an allocation of food from birth.

Article 16. State institutions and social and cooperative organizations shall provide nurseries and kindergartens with milk, meat, eggs, fruit and vegetables and sweets and other ready-made food.

The expenses for the food supplied to nursery children and kindergartners shall be borne by the State and by social and cooperative organizations.

Article 17. The State undertakes to manufacture children's

clothes, shoes and other goods to the best of its ability, and shall set their prices at a level sufficient to cover production costs, or at an even lower level, underwriting the balance.

Article 18. Children deprived of parental care shall be brought up at State expense in infant homes and in orphanages.

Article 19. The State shall give particular protection to the children of revolutionaries and patriots who have perished, of the dependants of the personnel of the People's Army and of disabled soldiers, and pay great attention to their nursing and upbringing.

Article 20. The State shall provide special protection to mothers with children.

The State shall grant women maternity leave. The cost of their wages, food and allocations for the period of maternity leave shall be met by the State or by social and cooperative organizations.

The State shall register all pregnant women in good time at maternity hospitals or at other medical establishments, provide them with comprehensive medical service before and during delivery free of charge and protect their health after childbirth.

The State shall find suitably light work for pregnant women and allow mothers with babies suckling time during working hours.

The State shall reduce the working hours of mothers with many children while keeping them on full pay.

Article 21. The State shall grant special favours both to mothers who have had two or more babies in childbirth and to the babies themselves.

The mothers shall be given a longer period of paid leave after childbirth.

The State shall supply triplets free of charge with clothes, bedding, and milk foods for a year, subsidize their upbringing till they reach school age and take responsible care of the health of the mothers and babies by designating medical workers specifically for that purpose.

CHAPTER 3
CULTURAL AND SCIENTIFIC NURSING OF CHILDREN

Article 22. It is the revolutionary's highest duty to bring up healthy and intelligent children, the flower-buds of the nation.

The State shall pay great attention to the cultural and scientific upbringing of children.

Article 23. Nurseries and kindergartens shall look after children taking warm motherly care of them and bring them up in accordance with the regulations relating to collective upbringing and to matters of hygiene and epidemic prevention.

The children's living space shall be kept clean and moderate temperature and humidity be maintained in their rooms.

The children shall be taken good care of from the viewpoint of hygiene and, according to age and body-build, given regular physical training, making use of fresh air, sunshine, water and medical and sports equipment, in order to make them healthier.

Article 24. In nurseries and kindergartens children shall

be adequately fed with various staple foods and snacks according to their age and physical characteristics and in accordance with their diets.

Article 25. The State shall provide comprehensive medical care for children in nurseries and kindergartens.

Under the system of universal free medical care in operation in our country, all medical service provided for the protection and improvement of children's health shall be free.

All nurseries and kindergartens shall have resident medical personnel and get supplies of medicine and medical equipment, and children's diseases shall be prevented or treated in good time at specialized medical establishments.

Article 26. The State shall set up a children's sick-room in every nursery in order to protect thoroughly the children's health and to guarantee fully the social activities of women.

The children's sick-room shall take in and treat those nursery children who are slightly ill and whose hospitalization is unnecessary.

Article 27. To improve children's health, the State shall build well-furnished rest-homes for children at hot springs and spas, on the sea coast and in areas of natural beauty.

Article 28. The State institutions and nursing establishments shall monitor the children's health and development and take proper action, and put child care on a scientific basis and steadily develop it.

CHAPTER 4
THE REVOLUTIONARY UPBRINGING AND EDUCATION OF CHILDREN

Article 29. Bringing up and educating the young generation from an early age in a revolutionary manner is an important task which guarantees the prosperity and progress of the country and the bright future of the revolution.

In accordance with the principle of socialist pedagogy, the State shall devote priority efforts to bring up and educate all children at nurseries and kindergartens to be revolutionaries of the Juche type.

Article 30. The State shall educate children in such a way that they will not forget our past and the south Korean people and will love our socialist system and the bright future of communism.

Article 31. The State shall educate children in the collectivist spirit of "One for all and all for one".

Article 32. State institutions and nursing establishments shall teach children to love work and to be accustomed to work from an early age.

Article 33. State institutions and nursing establishments shall teach children to treasure and take loving care of the common property of the State and society.

Article 34. State institutions and nursing establishments

shall teach children to develop good manners and foster the habit of living in a clean and cultured way.

Article 35. State institutions and nursing establishments shall cultivate rich emotions and artistic talents in the children and develop their intellectual faculties in a many-sided way.

Nurseries and kindergartens shall teach the children to speak our language, to sing and dance and to play musical instruments, and shall arrange various games for them.

Article 36. The State shall provide all children with compulsory one-year preschool education in the senior group of the kindergarten.

During the course of compulsory preschool education, the State shall train children to be accustomed to revolutionary organized life and give them the rudiments of knowledge sufficient to enable them to receive school education, such as instruction in the cultured language, writing, counting, and so on.

Article 37. The State shall ensure that children are educated at nurseries and kindergartens in various ways and manners according to their age and proclivities.

CHAPTER 5
NURSERY GOVERNESSES AND KINDERGARTEN TEACHERS ARE REVOLUTIONARIES FOSTERING RESERVE FORCES OF THE REVOLUTION

Article 38. Nursery governesses and kindergarten teachers are honourable revolutionaries who bring up children to be

dependable successors to our revolutionary cause, to be a new generation of the Juche type.

Nursery governesses and kindergarten teachers who discharge the important and worthy revolutionary duty of rearing children who are the future masters of the country, have the confidence and deep respect of the people.

The State shall pay careful attention to making all members of society love nursery governesses and kindergarten teachers and give them positive help, so that they will devote all their energy to bringing up and teaching children well.

The State shall present awards, such as conferment of honorary titles, to those workers at nursing establishments who have distinguished themselves in the nursing and education of children.

Article 39. Nursery governesses and kindergarten teachers should become genuine servants of the people, true revolutionaries who, with a high sense of honour and pride in their work, dedicate all their energy to bringing up children who are the future masters of the revolution.

Article 40. Nursery governesses and kindergarten teachers should firmly arm themselves with the Juche idea and thus establish a revolutionary world outlook and thoroughly revolutionize and working-classize themselves.

Article 41. All workers at nursing establishments including nursery governesses and kindergarten teachers should be free of diseases that may affect the children's health and should have expert knowledge of bringing up children on a cultural and scientific basis and of educating them along revolutionary lines, and should possess appropriate State licences.

Article 42. Nursery governesses and kindergarten teachers

should acquire noble revolutionary qualities and in all respects become genuine examples for the children.

Article 43. Nursery governesses and kindergarten teachers should bring up the children to be strong, cheerful and disciplined workers to take over our revolutionary cause.

CHAPTER 6
CHILD-NURSING ESTABLISHMENTS AND DIRECTING AND MANAGING THEM

Article 44. In the DPRK the child-nursing establishments are State or public organizations which bring up the young generation as true revolutionaries.

Article 45. Child-nursing establishments comprise nurseries, kindergartens, infant homes and orphanages.

The nursery is a nursing organization which brings up children of pre-kindergarten age at State or public expense.

The kindergarten is an educational organization which prepares children between four and five for school education.

Infant homes and orphanages are nursing organizations which bring up at State expense those children who have no parental care.

Article 46. The State shall set up nurseries and kindergartens wisely in residential areas and in the vicinity of women's work places.

The State shall organize and run weekly and monthly nurseries and kindergartens on a wide scale in order to guarantee fully women's public activities.

The opening of nurseries and kindergartens in places and buildings unfavourable to the health and growth of children is prohibited.

Article 47. The State shall strengthen its guidance and control of nurseries and kindergartens.

The guidance of nurseries and kindergartens shall be realized through the central bodies of educational and health service administration and through local organs of power.

Article 48. The central bodies of educational and health service administration shall organize and guide all matters concerning the nursing and upbringing of children.

1. They shall prepare the programme for the nursing and upbringing of children and the regulations governing the activities of nurseries and kindergartens and improve and perfect steadily the content and methods of nursing and upbringing.

2. They shall organize and guide the work of protecting and improving the health of children.

3. They shall organize and guide the work of training nursery governesses and kindergarten teachers and improving their political and practical qualifications.

4. They shall give technical-methodological guidance to the central bodies which run nurseries and kindergartens.

Article 49. The local organ of power shall organize and guide the work of nurseries and kindergartens in the area under its jurisdiction.

1. It shall guide the nurseries and kindergartens to ensure that they implement correctly the programme for the nursing and upbringing of children and work in accordance with the regulations.

2. It shall organize and guide the task of providing medical care for the nursery and kindergarten children.

3. It shall organize and guide the task of building nurseries and kindergartens, furnishing them with facilities for nursing and upbringing, and of providing them with material amenities including food supplies.

Article 50. The State shall direct the officials to go regularly to subordinate units and to grasp the actual conditions there, to help them and teach them and, giving priority to political work, to solve difficult problems by setting a personal example, as required by the work method of the anti-Japanese guerrillas.

Article 51. The nurseries and kindergartens should correctly implement the programme for the nursing and upbringing of children, regularize and standardize their work and strengthen the system of assuming responsibility for the care of children.

Article 52. The State shall strengthen the training centres for nursery and kindergarten workers and train able nursery governesses and kindergarten teachers as needed.

Article 53. The State shall encourage scientific research in order to improve the revolutionary education and cultural and scientific upbringing of children, and shall strengthen the relevant scientific research institutions and its guidance of them.

The State shall direct literary and artistic organizations to produce plenty of revolutionary literature and art such as films, songs, dances, children's poems and fairy tales written to educate children.

Article 54. The State shall develop the production of articles and food for children.

The State shall direct the factories and enterprises engaged in the production of children's articles and food to increase

steadily their output and raise its quality in keeping with the children's demands and tastes.

Article 55. The State shall set up supply agencies for nurseries and kindergartens in all areas of the country.

These agencies should be responsible for providing children's articles, food and other supplies necessary for their nursing and upbringing.

Article 56. Social and cooperative organizations should ensure that nurseries and kindergartens have material conditions in accordance with standards determined by the State.

Cooperative farms should raise many domestic animals, such as chickens, goats and milch cows, and preserve fruit and vegetables well in order to supply a sufficient amount of food to their nurseries and kindergartens.

Article 57. This Law is also applicable to the nursing and upbringing of children in infant homes and orphanages and to their direction and management.

Article 58. The nursing and upbringing of children concerns the whole nation and the whole of society.

All civil service institutions, enterprises and organizations should tap their inner reserves and practise economy, and thus increase social aid to nurseries and kindergartens.

ON PUBLISHING THE THESES ON SOCIALIST EDUCATION

Speech at the 14th Plenary Meeting of the Fifth Central Committee of the Workers' Party of Korea
September 5, 1977

In connection with the presentation of the *Theses on Socialist Education* to this plenary meeting of the Party Central Committee, I would like to touch briefly on its purpose.

After the working class overthrows the capitalist system and establishes the socialist system, it is, of course, important to improve the material standard of the people through the successful economic construction of socialism. But it is no less important to raise the people's ideological consciousness and cultural and technical levels.

We should steadily raise the working people's ideological consciousness and cultural and technical levels in order to make effective use of, and take good care of, the existing material and technical foundations and further consolidate and develop them.

As everyone knows, all material wealth of society comes from the creative labour of the working masses. Only when the working masses become politically conscious of their status as masters of society and attain high cultural and technical levels

can they give full scope to their creative talents and activity in the building of socialism. Without raising their ideological consciousness and cultural and technical levels, the working people cannot play their role properly as masters of society. Then, socialist construction may simply mark time or even reverse. Therefore, after the working class assumes power and establishes the socialist system, education conforming to socialist society should be given.

Even after the seizure of power, the working class must for a long time build socialism under capitalist encirclement. Under such conditions, bourgeois reactionary ideas and degenerate culture can infiltrate from without and all sorts of obsolete notions, including feudal and capitalist ones, can raise their heads at home. Therefore, the party and state of the working class should pay primary attention to the strengthening of socialist education. If they do not conduct education commensurate with socialist society, but give a motley education which is neither socialist nor capitalist, they cannot prevent the ideological and cultural infiltration of capitalism and the corrosive action of the remnants of old ideas.

In the transition period from capitalism to socialism and communism, proper socialist education is essential for making all members of society revolutionary, working-class and communist.

Whether the working class has seized power in developed capitalist countries or backward colonial, semi-feudal countries, the strengthening of socialist education always presents itself as an important task. The length of the transition period may be different, either long or short, depending on the level of development of the productive forces, but the educational work to remould the thinking of people comes to the fore as an important problem in all countries.

The revolutionary zeal of people is very high when they wage the struggle to overthrow the exploiting system and free

themselves from exploitation and oppression, but their revolutionary enthusiasm gradually cools off after they have overthrown the exploiting system and to some extent laid the material and technical foundations. Both the experience of those countries which carried out the socialist revolution a long time ago and our own experience of socialist construction show that the revolutionary zeal of people cools down when they are freed from any worry about food, clothing and shelter after the socialist revolution.

Therefore, after the establishment of the socialist system the party and the state of the working class should intensify educational work and further elevate the revolutionary enthusiasm of all members of society.

It is 130 years since Marx published the *Communist Manifesto* in 1848, and 60 years have elapsed since the October Socialist Revolution triumphed in Russia under the leadership of Lenin. In this period great changes have taken place in the international communist movement and the liberation struggle of oppressed peoples. In particular, after World War II the chains of capital fell apart and the socialist revolution triumphed in a large number of countries, and many oppressed peoples won national independence throwing off the colonial fetters of imperialism and are now advancing towards socialism.

Long ago Lenin put forward the theory that socialism can triumph in one country. However, no country has ever reached communism although it is well over half a century since the victory of the socialist revolution in Russia and many countries are now building socialism.

In the *Communist Manifesto* Marx pointed out that the history of all hitherto existing society is the history of class struggle, and advanced the theory of continuous revolution. Even after the seizure of power the working class should continue with the revolution to build socialism and communism. The continuation of the revolution urgently requires education

to heighten steadily the revolutionary consciousness of the people.

The most complicated and difficult task in building a socialist and communist society is to take the ideological fortress of communism through reeducation. But nobody has ever clarified the question of fostering men of a communist type, the question of socialist education, and its model cannot be found in any country. Since this question has not been adequately solved, communism has not yet been realized anywhere, although socialism triumphed a long time ago. Communists must draw a serious lesson from this.

Today the advancement towards socialism is the irresistible trend of the times. At present the countries of the third world, most of the newly independent nations, are declaring their intention to advance along the road to socialism. True, the socialisms advocated by these countries may differ from each other—whether scientific socialism or unscientific socialism. Some people are even claiming now that their socialism is a religious socialism. But whatever kind of socialism they may claim to be adopting, they all recognize that socialism is good.

At present many countries, including the newly independent states, that aspire to socialism, are watching how socialism is being built in the socialist countries. For this reason the socialist countries must build socialism better and solve the problem of education creditably to supply a model for various countries that aspire to socialism.

The main task of socialist education is to remould people ideologically and heighten their cultural and technical levels.

Ideological remoulding, that is, eradicating the feudalist and capitalist ideas lingering in people's minds and educating and rearing people to be ardent communist revolutionaries, is one of the most important problems in socialist education.

Ideological remoulding requires, first of all, the strengthening of class education, so that none of them forget the dis-

tressing bygone days of exploitation by the imperialists, landlords and capitalists, and so that they wage a resolute struggle against the exploiting system. In particular, the rising generation should be clearly taught how the landlords and capitalists exploited the peasants and workers in the past so that they will hate the exploiting system implacably.

In order to remould the thinking of everyone we should also intensify education in socialist patriotism. Everyone should be made to appreciate fully the superiority of the socialist system, so that he will treasure it and love it and defend the gains of the revolution to the end against the encroachment of all its enemies.

In educating people in communism it is essential to infuse them with revolutionary optimism. All of them should be brought to fight for the building of a socialist and communist society with an unshakable faith in the victory of the revolution and in communism, to love the future and make continual innovations and advance uninterruptedly.

The basic point in ideological education is to cultivate people in the spirit of loyalty to the Party.

Infinite loyalty to the Party is the most fundamental quality of a Communist. Loyalty to the Party should be manifested in a strong Party spirit, working-class spirit and fidelity to the people. In other words, it should be expressed in the lofty trait of fighting with all devotion for the Party and the revolution, for the working class and the people. Only when people are educated in the spirit of loyalty to the Party can they devote themselves completely to the struggle for the Party and the revolution, for the working class and the people. However superior a man's cultural and technical knowledge may be, it is no use if he lacks loyalty to the Party. We need such people as are not only armed with revolutionary theory and possess a high level of scientific and technical knowledge, but also have a high degree of loyalty to the Party and fight with single-

minded devotion for the Party and the revolution, for the working class and the people. In socialist education, therefore, it is necessary to direct primary attention to teaching people to be infinitely loyal to the Party.

Another important question in socialist education is to raise everyone's cultural and technical levels.

The struggle to build socialism and communism is a very hard struggle in which everything has to be solved on one's own in the midst of capitalist encirclement. So, it is necessary to adhere closely to an independent stand and give full play to the creative spirit in the revolutionary struggle and the work of construction. For this, everyone should have a high level of cultural and technical knowledge. Only then will it be possible to dispel illusions about the technology of the developed capitalist countries, do away with the worship of great powers and dogmatism and carry on the revolutionary struggle and the work of construction creatively from the Juche position in conformity with the actual conditions of one's own country. When cultural and technical levels are low, one will accept the ideas of others mechanically, but if those levels are high, one will be able to display creative initiative and solve all the problems of the revolutionary struggle and the work of construction for oneself.

In socialist education we should coordinate ideological education and cultural and technical education as a unified process.

The building of socialism and communism requires taking two fortresses, that is, the ideological and material fortresses. In order to take these two fortresses we should guard against putting one-sided stress on cultural and technical education while neglecting ideological education, and vice versa. For the successful construction of a socialist and communist society, we should vigorously promote both the ideological remoulding of all the people and the work of raising their cultural and technical levels.

It is of special importance in socialist education to rear the new generation, successors to the revolution, into ardent revolutionaries and Communists. Whether or not we do this is of vital importance for the successful completion of our revolutionary cause.

The revolutionary struggle is a protracted, arduous struggle. Although the target of the revolution remains unchanged, the generations go by ceaselessly. Our revolutionary task is not over and we have not yet reunified our country. We are now carrying on the revolutionary struggle and the work of construction in direct confrontation with the American imperialists, the chieftains of imperialism. Half of our country is still occupied by them and south Korea has been turned into a den of all kinds of reactionaries. As long as the American imperialists and reactionaries stay in south Korea, we cannot let up our struggle even for a moment. We must reunify the country and carry the revolution through to completion. Only when we educate and train the successors to the revolution properly will it be possible to continue the revolution, reunify the country and bring the cause of socialism and communism to a successful conclusion.

Even in the early days of the anti-Japanese revolutionary struggle we could foresee that the revolution would be protracted, and paid deep attention to the education of the rising generation who would have to carry it forward. In the early 1930's we set up the Samgwang School in Guyushu on a trial basis, where we gave free schooling to young people and reared many of them into revolutionaries through socialist education. Nearly all those who had studied at the Samgwang School at the time joined the revolutionary struggle, and even though some did not participate in the revolutionary struggle itself, none of them took to the reactionary road.

Experience shows that the proper education of the rising generation, who will succeed to the revolution, is essential for

bringing them up to be ardent revolutionaries and Communists and for bringing the revolutionary cause to a successful conclusion. Therefore, we should pay special attention to their education and rear them to be ardent revolutionaries and Communists.

If socialist education is to be successful, the party guidance of educational work should be strengthened.

Steadily enhancing the leading role of the party in the revolution and construction is a sure guarantee of all victories. We cannot advance towards communism unless we enhance the leading role of the party of the working class and strengthen the socialist state's functions of proletarian dictatorship.

It is revisionism to negate the leading role of the party in the revolution and construction and the socialist state's functions of the proletarian dictatorship.

Marx said that the proletarian dictatorship is essential in the transition period from capitalism to communism. Lenin defended and adhered to Marx's theory on proletarian dictatorship and put forward the proposition that communism is Soviet power plus electrification.

We should have a correct understanding of the propositions of the Marxist-Leninist classics and uphold and develop them. In the proposition of Lenin Soviet power means the proletarian dictatorship and electrification means carrying out the technical revolution to automate all production processes, not simply the construction of many power plants.

In order to build socialism and communism we should strengthen the proletarian dictatorship and remould the ideological consciousness of the people by enhancing the leading role of the party; we should eliminate the distinctions between heavy and light labour, between agricultural and industrial labour and between mental and physical labour through the technical revolution.

In future, too, we should continue to strengthen Party

guidance of the work of socialist education to bring up all pupils and students to be able builders of communism equipped with a wide range of knowledge, lofty virtues and strong physique.

By reeducating everyone in communism through better socialist education, we should lead them to struggle selflessly to consolidate and develop the socialist system in the northern half of the Republic, to reunify the country, to defeat imperialism completely throughout the world in unity with all revolutionary peoples, and to build a new society free from exploitation and oppression.

We should set the pattern of the socialist educational system in the northern half of the Republic to demonstrate the superiority of the socialist system to the south Korean people.

We should make our working class and all our people thoroughly understand that proper socialist education is essential to further consolidate and develop the socialist system, to safeguard and defend the socialist fatherland, to revolutionize, working-classize and turn into Communists all of the people and to accelerate more vigorously the socialist and communist cause, and should further strengthen and develop socialist education. With this aim in view I submit to this plenary meeting of the Central Committee of the Party the *Theses on Socialist Education* worked out on the basis of rich experience accumulated in the course of conducting socialist education over a long period in our country.

I firmly believe that you will take an active part in the debate concerning the *Theses on Socialist Education,* and strive to push forward the building of socialism and communism more vigorously and hasten the cause of national reunification by examining and summing up your past work and improving the work of socialist education in accordance with the theses.

THESES ON SOCIALIST EDUCATION

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The party and state of the working class that have seized power are faced with the weighty task of building socialism and communism. It is imperative for building socialism and communism to continue the revolution even after the socialist system is established and to push ahead vigorously with the struggle to take the ideological and material strongholds of communism.

Of the two strongholds, it is more important to conquer the ideological fortress. Only when people, the masters of society, are re-educated in communism can the fundamental question of building communism be solved and the material fortress be taken with success. The party and state of the working class should therefore use their best efforts to conquer the ideological fortress by re-educating people in communism during the period of transition from capitalism to socialism.

In order to take the ideological fortress of communism, educational work must be well managed. Only then will it be possible to do away with the ideological and cultural backwardness left over from the old society, and to educate everyone

to be a man of a communist type, and to promote the revolution and construction with vigour.

Education is one of the decisive issues for the revolution and the fate of the nation. Without education there can be neither social progress nor national prosperity, at any time or for any nationality. The question of education acquires still greater importance in countries which have cast off the imperialist, colonial yoke and newly gained their independence.

Since its first day as leader of the revolution and construction, our Party has paid careful attention to education. At every stage of the revolution our Party mapped out and put into practice a sound educational policy, and the whole Party and state have put their backs into educational work.

Thanks to our Party's wise leadership and sound educational policy the remnants of colonial slave education were quickly eliminated and an advanced socialist education system was established. And brilliant successes have been achieved in public education and in training our own specialists. In our country today universal 11-year education is compulsory, and all the younger generation study to the best of their abilities at state expense. An army of intellectuals, a whole million of them, have grown up and are running the state organs and economic and cultural institutions with credit. Our working people once left far behind by modern civilization, are all working as master-builders of socialism and their cultural and technical level is of middle school level or higher. A new era of socialist culture has opened in this land where total ignorance once prevailed.

Today we are confronted with the momentous task of developing education for socialism in conformity with the demands of the revolution. The realities of today, as the three revolutions—ideological, technical and cultural—are really getting into their stride, demand urgently that socialist education should be developed further. By speeding up the ideologi-

cal and cultural revolutions and getting ahead vigorously with the technical revolution through the development of socialist education, we must move up the victory of the cause of socialism and communism.

1. THE FUNDAMENTAL PRINCIPLE OF SOCIALIST PEDAGOGY

Socialist education is teaching man to be an independent and creative social being.

Man can be an independent and creative social being only when he is conscious of his independence and his creative ability. Independent consciousness and creative ability are not born. No man is born with an ideology or knowledge. Through education man acquires an independent ideology and the knowledge of nature and society, and cultivates the creative ability to recognize and alter the world.

The aim of socialist education is to rear men as communist revolutionary cadres who are independent and creative. Socialist education should serve the socialist system and the revolutionary cause of the working class by bringing up men as communist revolutionaries who fight devotedly for society, for the people, for socialism and communism.

For socialist education to fulfil its aim and mission, the fundamental principle of socialist pedagogy should be thoroughly applied to education.

The fundamental principle of socialist pedagogy is to make men revolutionary, working-class and communist. In other words, it is to equip men with the revolutionary ideas of communism and, on this basis, to see to it that they acquire a solid scientific knowledge and are in good physical condition.

Revolutionary ideas, sound knowledge and a healthy body are the qualities and qualifications essential for the communist man. Only when man has communist ideas, sound knowledge and a healthy body can he be a true communist revolutionary and participate in revolution and construction as a master.

Making men revolutionary and working-class is a legitimate demand for building socialism and communism, and a basic revolutionary task confronting the working-class party and state during the transition from capitalism to socialism.

Even after the socialist system has been achieved, outdated ideas persist in the minds of people for a long time and the ideological and cultural infiltration of imperialism continues. Without a vigorous struggle for revolutionization and working-classization it is impossible to root up the old thinking lingering in the minds of people and to stop imperialist ideological and cultural infiltration. Equipping people with revolutionary, working-class ideas and a communist world outlook through the intensified struggle for revolutionization and working-classization is essential if we are to overcome the corrosive action of backward ideas, and if we are to consolidate and develop the socialist system.

To make people revolutionary and working-class is a fundamental question arising in the upbringing of communist revolutionaries.

Man is a social being with ideological consciousness. Thinking determines the value and quality of a person and regulates all his activities. To remould people is, in essence, to remould their thinking, and what is basic to the upbringing of a communist man is to arm him with communist ideas. Only when a person is armed with these ideas can he acquire the qualities of a communist man and show a high degree of independence and creativeness.

Arming with communist ideas is essential for a man to study hard and use his knowledge more effectively for the revolu-

tion and construction. Only he who has revolutionary working-class ideas can see to it that every bit of his learning is practical and can devote all his wisdom and talents to the great work of building socialism and communism. Learning that is not based on revolutionary, communist ideas is of no use at all.

Socialist education, therefore, should naturally be the process of the ideological revolution to make people revolutionary and working-class. In socialist education the main emphasis should be on the ideological education and the main effort should be made in arming people with communist ideas. The content and method of socialist education should be geared to making people into revolutionaries and workers, and all conditions and means of education should tend to remould their thinking.

A communist man should possess a sound knowledge of nature and society as well as communist ideas.

Acquiring scientific knowledge is vital to the all-round development of man and is the basis for the establishment of a scientific world outlook. The creative activities of man for reforming nature and society should be supported by scientific knowledge. Only when a man has a solid knowledge of nature and society as well as communist ideas, can he become a fully developed Communist equipped with a revolutionary world outlook, and work purposefully in the struggle to remodel nature and society.

Socialist education should attach importance to equipping people with a profound knowledge of nature and society and with up-to-date techniques. It should give the people systematic knowledge of mankind's achievements of science and engineering and cultivate their faculty for a profound understanding of the world and their power of action to transform it in a revolutionary way.

A strong body is the physical base for intellectual and practical activities. Without a strong body, man cannot hope

for independent and creative activities. Socialist education should contribute positively to developing the physical strength of people.

The thinking, knowledge and physical strength of man are closely related. Socialist education aimed at bringing up comprehensively-developed Communists who are independent and creative, should give both intellectual and physical training in an integrated process, although priority is given to ideological training.

In order to carry on the work of socialist education satisfactorily, it is necessary to adhere to the following principles:

First, the Party spirit and working-class spirit should be embodied in education.

Education in a class society always acquires a class character. In its class essence, socialist education is Party and working-class education.

The Party spirit and working-class spirit are the life and soul of socialist education and the decisive factor for success in educational work. Only the Party and working-class education can rear men as revolutionaries true to the Party and the revolution and contribute to the revolutionary cause of the working class, to the cause of socialism and communism.

What is most important in developing socialist education as Party and working-class education is to establish our Party's monolithic ideological system.

Socialist education must be guided entirely by the Party's revolutionary ideas.

The guiding idea of our socialist education is communism and the Juche idea. Communism and the Juche idea are the ideological, theoretical and methodological basis of a socialist education. Communism and the Juche idea give correct answers

to all theoretical and practical problems arising in education and show the direction in which socialist education should develop. Socialist education must be firmly guided by communism and the Juche idea, which must be applied thoroughly in all aspects of educational work.

The policy of the Party reflects its intentions and requirements. All educational work must be conducted in accordance with Party policy and class work, too, must be based on Party policy.

Socialist education must be carried out under the Party's guidance. Apart from the Party's leadership, it is impossible to carry out the Party's intentions and political requirements in educational work. By strengthening the Party's leadership we must cut "liberalism" and irregularities out of education and establish revolutionary discipline to conduct all education in line with Party policy.

The establishment of the Party's monolithic ideological system in education is aimed at training people to be revolutionaries who are totally loyal to the Party. All media of socialist education must be made to serve in training people as revolutionary fighters faithful to the Party, and education in loyalty to the Party should be the keynote in the whole process of education.

The work of establishing the Party's monolithic ideological system in education is closely linked with the struggle to defend the Party politically and ideologically. We must prevent ideological elements alien to the Party and unsound inclinations from infiltrating this sphere and firmly fight their smallest manifestation.

In order to develop socialist education into Party and working-class education, it is necessary to give it a working-class edge.

To give education a working-class edge means drawing a clear demarcation line between the working and the capitalist

class and between communism and capitalism in all spheres of education and jealously defending the interests of the working class and meeting their demands.

The class struggle continues in socialist society. If we fail to give a sharp working-class edge to education and give a patchy education which obscures distinctions between the working and the capitalist class, people may be patchy in their outlook and so may society. In education the working-class party and state must always stick to their class position and revolutionary principles, solve all problems of theory and practice that arise in education in line with the working-class interests and demands.

In order to defend the interests and satisfy the demands of the working class in education, a struggle should be launched against all non-working-class elements. We must completely eliminate what is left of feudalism and capitalism in any sphere of education, so that socialist education develops in consonance with the character of socialist society and working-class aspirations. We must prevent the reactionary bourgeois ideas and degenerate ways of life spread by imperialists and their lackeys from infiltrating education and especially we must be on our guard against bourgeois educational theories. We must fight relentlessly against all opportunist ideological trends including revisionist educational theories that negate the Party and working-class character of education and preach the non-ideological character and "liberalization" of education. Thus, we will safeguard the Party and working-class character of socialist education and ensure its purity in our country.

Secondly, Juche must be established in education.

Socialism and communism is built with each national state as a unit and the masters of the revolution and construction in

each country are the people themselves. Every country has different environment and conditions, and different revolutionary tasks. Therefore, socialist education must become Juche-oriented education that makes teaching and training conform with the realities of one's country and the interests of one's people and trains people to be masters of the revolution in their country.

What is important in establishing Juche in education is to solve all education problems creatively from an independent position.

Socialist education is a creative work to develop the people who live and act in specific conditions. There can never be an educational theory or experience that fits the concrete circumstances and conditions in every country. We must creatively solve all the problems of theory and practice that arise in education by our own efforts in line with conditions in our country and in the interests of the Korean revolution.

In order to establish Juche in education the main emphasis should be laid on things of one's own country in instruction and people should be taught to know their own things well.

Koreans should carry on the revolution in Korea and build socialism and communism in Korea. If Koreans want to play their part as masters of the Korean revolution satisfactorily and take responsibility for the revolution and construction in their country, they must know about Korea past and present and about the Korean revolution.

Our education must arm our people with our Party policy and brilliant revolutionary traditions and acquaint them with the history, culture, geography and natural history of our country. Only when our people know about their own country and revolution, can they solve the difficult problems that arise in the revolution and construction by effectively tapping the country's full potential and fight selflessly for our revolutionary cause with pride that they are working for the Korean revolution

under our Party's leadership and with love for the country and the people.

As for foreign science and technology, they should be taught from a Juche standpoint to suit our own conditions, or actual situation. If we fail to accept even advanced science and technology critically to suit our actual situation, so far from benefiting us they affect our revolution and construction adversely. The purpose of learning and introducing foreign things should always be to get to know our own things better and to carry out our revolution and construction more efficiently.

We should reject flunkeyism towards great powers and dogmatism in education. If such things are tolerated in education, all kinds of opportunist and reactionary educational theories and ideologies may find their way in and it will become impossible to develop education in the interests of our revolution and our people. We should categorically repudiate flunkeyism and dogmatism and develop socialist education into a Juche-oriented, revolutionary education.

Thirdly, education should be combined with revolutionary practice.

Education was born of practical needs and serves practice. Only linked with practice can education fulfil its mission.

Socialist education should be integrated with revolutionary working-class practice for socialism and communism. Only then can it contribute to the cause of socialism and communism.

The combination of education with revolutionary practice is indispensable in bringing up people to be communist revolutionaries equipped with effective knowledge and practical ability.

Practice is the starting-point of understanding, the criterion of truth and the motive power for the development of theory.

Revolutionary practice helps people cultivate their practical ability and tempers them for revolution. By acquiring a knowledge of the world as well as practical ability, man becomes the most powerful being in the world.

Only when education is closely linked with revolutionary practice can every bit of knowledge imparted be useful to the revolution and construction; can it train people as socialist and communist builders with living knowledge and practical ability. Theory for theory's sake and knowledge for knowledge's sake detached from revolutionary practice are utterly useless in our society. In socialist education universal principles and theories should be taught to the students in close combination with practice, and education be conducted in such a way that all theories and knowledge can actively help in dealing with the problems that arise in the revolution and construction.

Education should always be in close touch with reality. Education should be susceptible to the pulsating realities of our country and all aspects of education including its content and methods should be improved and perfected in line with the developing reality.

Fourthly, the socialist state should take responsibility for organizing and conducting education.

Socialist education is a weapon of the socialist state for ideological and cultural training. Through educational work the socialist state functions as cultural educator. The socialist state should be responsible for educational work done to accelerate the communist education and training and to hasten the victory of the socialist and communist cause.

The socialist state should keep education well ahead of all other work.

Socialist education is the work with people to develop them

as Communists. Giving priority to remoulding people, to working with people, is the sure guarantee of success in all our work.

The revolution and construction should begin with educating people. The socialist state should always attach prime importance to education in the revolutionary struggle and construction work and stick to the revolutionary position of solving all things by effective education.

The socialist state should run education on the principle of educating all members of society continuously.

Socialist education is popular education to serve the working masses. Socialist pedagogy should contribute to educating every member of society continuously so that all are reared as Communists independent and creative.

The continued education of all members of society is indispensable for building socialism and communism. Only by continually educating all members of society can the difference in the ideological, technical and cultural standards of people be eliminated and the object of making our whole society working-class, revolutionary and intellectual be attained with success.

The socialist state should establish an advanced system and a rational programme for the uninterrupted education of all members of society and vigorously push ahead with educating both the rising generation and adults and training its own cadres.

The socialist state should take responsibility for providing suitable conditions for education.

In socialist society where the means of production are owned by the state and society and educational institutions are directed by the state, educational work can only be successful when the state looks after it responsibly.

For the socialist state which serves the people, to provide conditions for education is an honourable duty. The socialist state should undertake full responsibility for adequately provid-

ing all conditions for education—training teachers, building schools, arranging educational facilities, teaching aids and tools and school fixtures.

2. THE CONTENT OF SOCIALIST EDUCATION

The content of education determines both its quality and nature.

The content of socialist education should be such that it will make the people revolutionary and working-class and bring them up as Communists who are mentally, morally and physically prepared and comprehensively developed. The content of socialist education should be thoroughly revolutionary, scientific and realistic.

1) POLITICAL AND IDEOLOGICAL EDUCATION

Political and ideological education is the most important part of socialist education. Only through proper political and ideological education is it possible to rear students as revolutionaries, equipped with a revolutionary world outlook and the ideological and moral qualities of a Communist. And only on the basis of sound political and ideological education will the people's scientific and technological education and physical culture be successful.

What is of paramount importance in political and ideological education is to equip students well with the Juche idea.

The Juche idea is a scientific and revolutionary world outlook indispensable for Communists. Students will only become true masters of the revolution and construction, independent and

creative revolutionary workers when they are firmly armed with the Juche idea.

In socialist education primary attention should be paid to teaching students the Juche idea, and everything should be subordinate to this.

In order to arm the students with the Juche idea, there should be improved education in the Party policy and the revolutionary traditions.

Our Party's all policies proceed from the Juche idea which they embody. The Party policy should be taught to students systematically and fully so that they all get a clear understanding of its essence and its soundness and have faith in it.

Our Party's brilliant revolutionary traditions have the rich ideological content required to arm people with the Juche idea, to make them to be revolutionary, and have great influence upon them. Through intensified education in the revolutionary traditions we should acquaint the students fully with the historical roots of our Party and revolution and enable them to grasp fully the ideological system of Juche, the immortal revolutionary achievements, the valuable fighting experiences, the revolutionary method and popular style of work acquired during the anti-Japanese revolutionary struggle.

In teaching Party policy and revolutionary traditions the main emphasis should be on cultivating loyalty to the Party. All children and students will thus be moulded into revolutionary fighters boundlessly loyal to the Party, firmly armed with our Party's revolutionary ideas, who will resolutely support and defend the Party and rally closely around it to carry out its policies without reservations.

Next in importance in political and ideological education is to intensify revolutionary, communist education so as to equip the students firmly with the revolutionary consciousness of the working class and with communist morality.

Faith in communism and revolutionary optimism are a

high moral quality of revolutionaries fighting for communism. The justness of the communist cause, the inevitability of victory and the bright prospects of communism should be clearly understood by students, so that they believe firmly in the victory of communism and fight for it devotedly. The students should be taught to love the future and have the idea of continuous revolution.

The kernel of communist ideology is the class consciousness of the working class and the main content of communist education is class education. By intensifying class education we should make sure that all students fight selflessly for the interests of the working class with an unwavering working-class viewpoint and on firm working-class stand. It is particularly important to educate them to hate the enemies of the revolution. Those who do not hate the enemy of the revolution cannot fight determinedly against the enemy nor can they become true revolutionaries. By infusing the students with hatred for imperialism and for the landlord and capitalist classes, we should make certain that they fight both our class enemies and the system of exploitation resolutely.

Collectivism is the basis of social life under socialism and communism and a principle of action for Communists. We should educate all students to outgrow individualism and selfishness, and to work, study and live on the collectivist principle of "One for all and all for one", and fight devotedly for society and the people, for the interests of the Party and the revolution.

Love for work is a salient trait of communism. All students should be taught to regard work as honourable and sacred, to enjoy work, to observe labour discipline willingly and to participate conscientiously in common endeavour for the good of the collective and society.

Education in socialist patriotism should be strengthened. Socialist patriotism is the spirit of loving the socialist home-

land with its working-class power, socialist system, independent national economy and brilliant national culture. All students should be encouraged to have national self-respect and pride, to have a deep love for their country and people, cherish their fine national heritage and traditions and fight self-sacrificingly for the prosperity and progress of the socialist homeland. Students should be taught early to take loving care of their desks and chairs and, further, to treasure all common property of the state and society and manage the nation's economic life assiduously and methodically.

Students should be armed with proletarian internationalism. All our students should be educated to actively support the revolutionary struggle of the peoples of the world for peace, democracy, national independence and socialism, to strengthen friendship and solidarity with them and to fight staunchly for the victory of the world revolution.

Children and students should be taught to abide by the letter and spirit of socialist law. Socialist law is the rule of action and norm of life which everyone in socialist society is bound to observe with a high degree of political consciousness. All students should be taught to respect the state law and observe it voluntarily and to wage a principled struggle against violations of legal order.

Children and students should be taught to acquire communist morality and the socialist way of life. All students should be made to do away completely with the outdated moral concepts and conventions, to abide by the communist moral standards willingly and live revolutionary lives consonant with the socialist way of life.

The process of the development of a man's ideological consciousness is closely related to the process of his growth. Therefore, political and ideological education should be gradually increased starting at an early age, from the lower to the higher stage of education. Kindergarten education should start

with giving the children the general idea of social phenomena and giving them the beginning of political and ideological awareness, and as they grow older and education proceeds to a higher stage, ideological education should be intensified and the standard of education raised gradually to give them a deep understanding of the essence and fundamentals of social phenomena.

2) SCIENTIFIC AND TECHNICAL EDUCATION

Scientific and technical education is aimed at acquainting students with the achievements of advanced science and technology gained by mankind, and at developing their ability to apply them.

This education should give general and specialized knowledge.

The first task is to give good general education.

General knowledge is indispensable to any member of a socialist society. A good general education at school is essential to enable the learners to gain a many-sided knowledge of nature and society and to build a sound foundation for learning modern science and techniques in their own speciality. Complete general secondary education is given through the universal 11-year compulsory education in our country.

Instruction in general basic knowledge is important in general education. The main emphasis in primary and general secondary education should be on teaching the pupils the general concept and essence of things and phenomena as well as the rudiments of laws of their change and development, and especially on giving them general knowledge of elementary sciences such as mathematics, physics, chemistry and biology.

The rudiments of engineering should also be taught. The students should be initiated into the fundamental principles of

production and technology, into know-how on electricity and machinery and other basic technical knowledge. In general secondary education all students should be encouraged to learn at least one kind of technique related to our modern industries.

In socialist education it is as wrong to divorce students from productive practice by giving general basic knowledge alone at the expense of technical education, as to turn general secondary education into vocational training by over-emphasizing technical education at the expense of a basic general education. General secondary education should not fail to give solid basic general knowledge combined well with the teaching of basic techniques.

Good art education is necessary at the stage of general education. In primary and secondary schools, the teaching of arts subjects should be strengthened so that all pupils gain basic knowledge that enables them to appreciate and create in literature and art and that they develop the ability to play at least one musical instrument and gain aesthetic judgment.

Next comes good specialized education.

This education should be given at the higher education stage after complete general secondary education. Only by strengthening specialized education is it possible to train competent technicians and specialists and to realize the idea of making all members of society intellectuals.

Specialized education in natural science is required to acquaint the students with the basic principles and theories of natural science and the latest achievement in this field, and to give them adequate knowledge for solving new scientific and technical problems arising out of revolutionary practice.

Specialized education in social science is required to give students a full grasp of the objective laws of social progress, the theories of class struggle and the strategy and tactics of the revolution. It should also acquaint them with the valuable successes and experience gained by our Party in uniquely solv-

ing difficult problems in every area of politics, economics and culture. The students should likewise be cultivated with the ability to give sound theoretical explanation and publicity to the Party policy and to offer correct scientific clarification of the theoretical and practical problems arising in revolution and construction.

In specialized technical education modern technology should be taught. The students should be fully initiated into the principles of modern production and engineering and should acquire specialized knowledge of some aspects of technology. They should also be trained to master the skills of handling automation installations and other up-to-date equipment.

The content of scientific and technical education should be ceaselessly supplemented and enriched in line with real life needs and on the basis of new achievements in science and engineering.

Scientific and technical education should be wholly keyed to Party policy. Instruction in all subjects should be fully based on the Party policy and linked to the actual situation in our country. We should thus make sure that the students learn what is badly needed for our revolution and apply their knowledge and techniques to revolutionary practice.

3) PHYSICAL EDUCATION

Physical education aims to develop the bodies of children and students and prepare them adequately for both work and national defence.

The sound bodies of children and youth are essential for the revolutionary struggle and for the building of a strong and rich society. Their strong bodies built up through effective physical training will make it possible to push ahead with revolution and construction with great vigour and to strengthen the nation.

Physical education is of importance not only in increasing the physical strength of children and youth but also in tempering their minds and wills and raising their cultural level. Through sports activities children and students will cultivate courage, audacity, fortitude and perseverance and increase their sports techniques and cultural attainments.

All educational institutions should give adequate physical training to students. This education should be strengthened particularly in the primary and secondary schools bringing up children in the stage of most vigorous physical growth.

Physical training at school should centre on strengthening the children's bodies and making their physique well-proportioned. It should agree with the natural and geographical conditions of our country, the bodily features of our people, the sexes and ages of children and students and the physiological requirements of their bodies.

Physical culture which tends to increase the statures of children and students and develop their physiques harmoniously should be systematic, and physical training for national defence should also be promoted.

Physical culture and sports should be encouraged and made an everyday need of the masses. At school, collective physical culture and sports activities in which the great majority take part should be held regularly.

There should be many out-of-school sports activities for students. Widely varied physical culture and sports activities including exercises during break, running, mass games and athletic meets should be arranged and various sports circle activities should be conducted actively at school, so that all students keep strengthening their bodies and are skilled in more than one kind of sports.

3. METHODS OF SOCIALIST EDUCATION

Socialist education can only be successful if scientific and revolutionary methods are used. We should adopt scientific and revolutionary methods of education in line with the objectives and mission of socialist education and run education by these methods.

1) HEURISTIC TEACHING

The main form of school education is teaching and the basic method of teaching is heuristics. This method enables students to understand correctly what they have been taught, so the aims of education are achieved.

Heuristic teaching is a most superb method that ties in well with socialist education and the laws of cognition.

By nature socialist education requires methods of teaching that encourage independence and creativeness. Heuristics give students an understanding of the content of what they are taught through their own positive thinking, and so greatly help to build up independence and creativeness.

The subject of cognition is man. Only through his own positive thinking can man recognize the essence of things and phenomena. The heuristic method of teaching stimulates thinking of students and helps them penetrate the essence of things and phenomena easily.

In our schools the teaching of all subjects should be done by heuristic methods.

In heuristic instruction various teaching techniques should

be correctly applied to suit the students' preparedness and characteristics, on the basis of building up their self-consciousness and positive attitude and guaranteeing the logic, system and sequence of the content of lessons.

An important thing in heuristics is to give an illuminating explanation through talks and conversations. Explanation should be vivid, convincing and very logical so that students can easily understand what they are taught.

In order to develop fully the students' ability to think, there should be much discussion and debate and, the question and answer form should be properly applied. This latter is our Party's traditional method of study, and it has been tried and tested and proved efficient. The active introduction of this method enables students to gain an extensive and profound understanding of what they are taught.

Visual aids and demonstration play an important part in giving students a vivid idea of things and phenomena and of scientific principles and in developing their own thinking. At school the content of lessons should be visualized to suit the characteristics of the subjects and the up-to-date visual aids of various kinds widely used so as to improve visual and demonstrative education.

The ideological education of students should be given through explanation and persuasion.

Only when the students themselves understand and respond to communist ideology can it become a firm faith. Therefore, ideological education should be neither coercive nor yet crammed but always done by explanation and persuasion, so that students understand and sympathize with the advanced ideas for themselves. Delinquents and laggards, too, should be handled kindly by persuasion, so that they come to see and correct their defects and shortcomings for themselves.

Explanation and persuasion should be done tirelessly and

perseveringly to suit the individual character and preparedness of each student.

Influencing by positive examples is one of the fundamental methods of ideological education.

Good examples are an active criticism of the negative and clearly show people how they should work and live. They are therefore a powerful driving force in overcoming the negative among people and encouraging things that are new and progressive.

Children and young people are sensitive to new things, have a strong sense of justice and like to follow others' examples. So positive examples can arouse great sympathy in children and students and be widely accepted.

The heroic struggle waged by the anti-Japanese revolutionary forerunners is an example that teaches the truth of true life and struggle to the younger generation who have not gone through the ordeals of the revolution. Schools should make vigorous efforts to educate the students through the influence of the brilliant examples set by the anti-Japanese revolutionary forerunners.

The good examples of other students have a tremendous influence, because they are connected directly with their own life. Their positive examples should be noticed quickly and drawn on widely so that other students act on them in their study and life. Meanwhile, their own positive qualities should be actively encouraged and developed so that they can overcome their negative aspects themselves.

2) COMBINING THEORETICAL EDUCATION WITH PRACTICAL TRAINING, AND EDUCATION WITH PRODUCTIVE LABOUR

Combining theoretical education with practical training is

an important means of educating students to be communist revolutionaries equipped with useful, living knowledge. Theories obtained from books only become working knowledge applicable to revolutionary practice when their truth is substantiated in practice and they are combined with the ability to apply them.

In school lessons and lectures should be properly combined with experiments and practical training, so that students digest what they have learned in class and develop the ability to apply it. In school education it is especially important to give production and specialized training in an effective way. Production training at the stage of secondary education should be conducted with a view to bringing the students to acquire the basic technical know-how of modern production as well as technical skill of handling tools and machinery. Production and specialized training in the stage of higher education should be conducted with stress on the students' mastering scientific principles and up-to-date technical skills in their respective speciality.

There should be more practice in the subjects that require skill and dexterity. Practice should be based on scientific theories and principles and held systematically and in due order so as to increase the students' independence.

For the students to acquire a living, comprehensive knowledge in the real life, visits to old revolutionary battlefields and places connected with revolutionary history should be arranged according to plan, and there should be regular visits to public, cultural and educational establishments, factories, and other kinds of enterprises and cooperative farms.

Education and productive labour should be properly combined.

Production work which is the most important form of social practice is a powerful way of transforming nature, developing society and educating and remoulding people. Through productive labour man recognizes and remakes nature and society and transforms himself and his own ideological con-

sciousness. The participation in productive labour by the students engaged in academic pursuits is very important for them to acquire revolutionary and working-class traits and also for improving the quality of education. Through productive labour the students undergo ideological tempering, learn revolutionary spirit and organization of the working class, consolidate the knowledge gained at college and cultivate their ability to put it into practice, accumulate experience in actual conditions, and develop skills.

Pedagogical requirements should be fully met in drawing students into productive labour. We must guard against both the tendency to neglect productive labour while leaning only on class work and the tendency to give students an excessive amount of production work. Students' productive labour should be organized rationally so that it is conducive to their education and training.

3) INTENSIFICATION OF ORGANIZED LIFE AND SOCIAL AND POLITICAL ACTIVITIES

In order to train children and students politically and ideologically and educate them in a revolutionary way, it is necessary to intensify their organized life and social and political activities and combine these closely with class work.

Organized life is a furnace for ideological training and a school for revolutionary education. Through their organizational lives in the Juvenile Corps and the League of Socialist Working Youth, children and students receive ideological education and a revolutionary training and cultivate their sense of organization and discipline. Only through an organized revolutionary life will communist revolutionary cadres equipped with high ideals and a strong sense of organization grow up.

What is important in extending the organized life of stu-

dents is to make sure that children and students participate consciously in this life with a sound attitude. Organized life is inevitably a form of political life and a process of maintaining political integrity. Children and students must regard their participation in the organized lives of the JC and LSWY as a greatest honour and a sacred duty, and must voluntarily and conscientiously carry out the assignments and obligations under the rules of their respective organizations.

In the organized lives of the JC and LSWY there should be more criticism while the main stress is laid on ideological education. Only organized life in an atmosphere of criticism can train students politically and ideologically and give them revolutionary education and contribute to bringing up communist revolutionary cadres. Criticism and self-criticism must be encouraged among the students and, especially, the meetings to sum up their organized life must be conducted on a high political and ideological level.

To intensify the students' organized life, the function and importance of JC and LSWY organizations in schools should be increased. These organizations are political guardians who protect the students' political integrity and their kind educators. They must exert great efforts to protect and control the students' political integrity and to educate and train them politically and ideologically. They should give the students assignments consonant with their age-group, preparedness and psychological characteristics and help them carry them out properly, opportunely review how their assignments have been carried out and give them new assignments, so that every student is always on the move.

It is important to lead students into taking part a lot in social and political activities.

Social and political activity is a practical way for students to apply what they have learned at school to actual conditions; it is a revolutionary activity that contributes directly to building

socialism. By drawing the students into various social and political activities, we must train them from their early years to be true masters of society who dedicate themselves to the struggle to benefit society and the people, to be competent social and political activists who can educate, organize and mobilize the masses.

The students should be made to form propaganda teams, such as Party-policy propaganda teams, scientific propaganda teams and sanitary propaganda teams, to explain the Party policy to the masses and spread scientific and technical knowledge as well as cultural and sanitary knowledge. We should also lead them to step up activities of sanitary guards and greenery guards, as well as various good-conduct campaigns such as the campaign to create JC and LSWY groves and campaign to help build socialism.

It is particularly important in the college and university students' social and political activities to get them to take an active part in the three-revolution team movement. Their participation in this movement should be planned, so that they will actively help the ideological, technical and cultural revolutions and, meanwhile, temper themselves politically and ideologically.

4) COMBINATION OF SCHOOL AND SOCIAL EDUCATION

Receiving organizational and systematic education at school, the students are at the same time educated through their life in social surroundings. Therefore, in order to educate the younger generation properly, we should, while strengthening school education, educate the students correctly wherever they are subject to educational influences, and closely link the school with social education.

The combination of these two forms of education is the

main characteristic and advantage of socialist education stemming from the nature of the socialist system. In socialist society where the solidarity and cooperation among the working people is the basis of social relations and collectivism the basis of social life, school and society have a common goal and interests with regard to the education of the rising generation. This is a sure guarantee for making the education of the rising generation the work of the whole society, and for forging close links between school and social education.

If we are to link school and social education correctly, we should vigorously push ahead with social education while we ensure that school education plays the decisive role.

In socialist society social education plays an important role in developing the students into Communists. Social education contributes greatly to educating students politically and ideologically and giving them a knowledge of science and engineering, literature and the arts, and sports techniques. We should handle social education properly to support school education and consolidate and supplement the gains of school education.

What is important in strengthening the social education of the students is to increase the responsibility and part played by social educational institutions and make good use of social educational facilities, propaganda and educational media.

Social educational facilities such as the students and children's palaces, students and children's halls, the Juvenile Corps camps and libraries are reliable centres for the education of students. We should use these facilities to organize regular political and current affairs lectures, scientific seminars and public discussions and start up various group activities on a wide scale.

Schools and social educational institutions must strengthen their mutual ties, and the teachers and the staff of these institutions must work together closely in the education of students.

They must regularly discuss problems of the education of students and exchange notes and keep step with each other in the way they educate the students.

Home is a cell of society. The educational influence of the home on children and young people is considerable. We must see to it that their homes are made revolutionary and that the socialist way of life is thoroughly established there, so that the revolutionary influence of their homes is strong. Their parents must be exemplary in social and political life and in building socialism, and always be frugal and courteous, so that each word they utter and each action they take will be instructive and modelled after by their sons and daughters.

Social environment has a big educational influence on children and youth. The content of the broadcasts, press and films must always be revolutionary and a healthy spirit of life must be fully established in the whole of society, so that everything the students see and hear in society is instructive.

5) CONTINUITY IN PRESCHOOL, SCHOOL AND ADULT EDUCATION

Socialist education must become an all-round, continued process that educates all members of society throughout their lives from the cradle to the grave.

The thinking and quality of a man are formed from the cradle, and consolidated and developed all through his life. Man's cognition of the world deepens as the days go by and mankind's knowledge and experience are continually enriched. In order to train all members of society as Communists equipped with a revolutionary world outlook and sound scientific and technical knowledge, it is essential to educate them uninterruptedly from childhood into old age.

The way of educating all members of society throughout

their lives is to combine correctly and provide continuity to preschool, school and adult education.

Preschool, school and adult education are successive stages of education which correspond to growth stages, and form a continuous educational process.

Preschool education is the first process of human education. Since a man's ideology is formed and his intellectual faculties develop from early childhood, it is important to give him correct education and implant good habits at a tender age.

In preschool education the main stress should be placed on laying the foundations for school education. In kindergarten, while laying emphasis on revolutionary ideological and moral education, the children should be given education proper to their mental development, and careful attention should be paid to raising their cultural level and building up their bodies. It is particularly important to give a year of compulsory preschool education at a high qualitative level and thus prepare the children well for school.

Kindergarten education should suit the psychology of the children through a proper combination of varied forms and methods such as lessons by visual aids and demonstration and teaching by songs, dances and games.

School education is the education in the most important period of life. It is in the young years that one's outlook is formed, that inquiry and cognition are most active while the body is growing fast. Therefore, school education has a decided bearing on the establishment of a man's outlook and the formation of personality.

The fundamental task of school education is to rear all members of the rising generation to be revolutionary cadres armed with a revolutionary world outlook and a knowledge of modern science and engineering. Through secondary education the youth should be moulded into men with the broad basis of a revolutionary outlook and good general knowledge of the

secondary school standard, while in higher education, there should be training to become revolutionary workers firmly equipped with a revolutionary world outlook and versed in modern science and technology.

Adult education is the education of the working people who are engaged in socialist construction. It is of great significance in consolidating and developing a revolutionary world outlook and continually raising the level of general knowledge and technical and cultural standards.

Man's ideological consciousness is not immutable, it can change with conditions and environment. Science and engineering do not mark time, they move ahead continuously. Even those who, through school education, have established a revolutionary outlook and acquired a high level in science and technology, cannot consolidate and develop their revolutionary world outlook and cannot keep abreast of developing conditions, unless they receive continued education. Therefore, adult education should be promoted to consolidate and develop the gains of school education and to keep raising cultural and technical standards in conformity with actual developments.

Adult education deals with working people whose level of general knowledge and technical and cultural standards vary. In our country today adult education covers those who were unable to receive regular schooling in former days but have attained approximately the educational level of the middle school leaver through the adult education programme, those who have received secondary education at regular schools, up to and including university graduates.

In order to improve adult education it is necessary to set up a variety of adult education institutions to suit the specific needs of working people at different intellectual levels, so that all of them can study in educational institutions suitable to their level.

Profound attention should also be paid to educating cadres

to meet the requirements of the developing situation. While passing them through various refresher courses according to plan, we should make sure that they attend the Saturday studies and Wednesday lectures without fail and put in two hours' regular study a day.

We must see that under the slogan of "The Party, the people and the army must all study!" a revolutionary habit of study is established throughout the nation and that all members of society, young and old, study and study hard.

4. THE SOCIALIST EDUCATIONAL SYSTEM IN OUR COUNTRY

Socialist education work can only be successful when it is based on an advanced educational system consonant with the nature of socialist society. The socialist educational system of our country constitutes a basic guarantee for applying the fundamental principles of socialist pedagogy in education and achieving the objective of socialist education.

The historical roots of our socialist educational system were laid during the anti-Japanese revolutionary struggle. In those days, we put forward a revolutionary line of education based on the Juche idea and, in pursuance of this, conducted educational work by unique methods. In this course valuable experience was gained in training revolutionaries and our Party's glorious traditions of revolutionary education were established. The new educational system created during the anti-Japanese revolutionary struggle is the prototype for the socialist educational system of our country.

After liberation, in the period of the anti-imperialist, anti-feudal democratic revolution, we abolished the Japanese im-

perialist colonial slave education and set up a popular, democratic educational system, as part of the social and economic reforms for building a new country. The democratic educational system was further consolidated with the progress of the revolution and construction and gradually developed into a socialist educational system. At the stage of the completion of the socialist revolution and full-scale promotion of socialist construction, the system, content and method of education were reorganized to suit the requirements of socialist society and so the socialist education system was fully established.

Our socialist education system is a revolutionary system which serves the revolutionary cause of the working class, the cause of building socialism and communism; it is a most popular education system under which the state bears full responsibility for providing all people with the opportunity to learn.

We should further consolidate, develop and perfect our socialist education system whose advantages and vitality have now been proved beyond dispute.

1) THE SYSTEM OF UNIVERSAL COMPULSORY EDUCATION

The socialist education system is essentially universal and compulsory. Socialist education is education for all aimed at training not a small section of people but all members of our society as Communists. In our society everyone has the right to an education and the obligation to learn. Our Party and state's education policy concerning the education system, the distribution of educational institutions and introduction of free education, is based entirely on the principle of education for all.

The basic factor in compulsory education is schooling.

In the short period after liberation, we set up a large number of schools at all levels ranging from primary schools to

colleges and universities and established a well-regulated democratic education system and, on this basis, introduced universal compulsory education stage by stage with the advance of the revolution and construction and the consolidation of the country's economic foundation. Universal compulsory primary education was introduced in 1956, compulsory secondary education in 1958, and then nine-year compulsory technical education in 1967. Since 1972 compulsory 11-year education has been in force which includes a year of compulsory preschool and a ten-year compulsory school education.

The universal 11-year education is compulsory and free providing a complete general secondary education to all members of the rising generation till they reach the working age. This education is based on a scientific educational system and the most thoroughgoing free education, and combines a high level of general and technical education.

Our Party pursues the policy of making it compulsory for all working people to study in some kind of educational system, while giving full-time compulsory education to the younger generation at regular schools.

Our Party has set up various forms of study-while-working systems alongside the regular education system, and run those systems with success to ensure that not only the children of school age but all the working people without exception study. In accordance with the wise policy of the Party all the working people including the adults who were denied access to learning in the old exploiter society can now receive a systematic education, and everyone has attained the cultural and technical standards of the middle school leaver and above. In our country today, under the guidance of the Party and the state all the working people make it a rule to study to improve their cultural and technical, political and theoretical standards.

The universal compulsory education system should be

further developed and perfected in keeping with the inevitable demands of building socialism and communism.

For the consummation of the compulsory education system compulsory higher education should be introduced in the future on the basis of further consolidating the universal 11-year education now in force.

In order to eliminate the distinctions between mental and physical labour and build a communist society, it is necessary to raise the cultural and technical standards of all members of society considerably and intellectualize the whole society. The intellectualization of the whole society can only be achieved when all members of society study in some kind of higher educational institution. For this, higher education, too, should be made compulsory. Only when higher education becomes compulsory will the universal compulsory education system, as a socialist educational system, be complete.

For the present we should make preparations for the introduction of compulsory higher education while making efforts to successfully ensure universal 11-year compulsory education. And at a certain stage in the future, we should expand higher education institutions in a big way and gradually move towards the introduction of compulsory higher education. In expanding higher educational institutions, the main accent should be on the expansion and development of the study-while-working system. Then we should see to it that higher education is given to all youths who have completed their 11-year education, without adversely affecting the labour front of socialist construction.

In order to ensure greater success in universal education, the educational institutions should be distributed rationally. Correct regional distribution of educational establishments is of great significance in pushing ahead vigorously with the ideological, technical and cultural revolutions nationwide,

reducing the differences between town and country and developing all areas in a balanced way.

Educational institutions should be rationally distributed in urban and rural communities and in industrial and agricultural zones by taking into consideration the regional characteristics of the country and the general balance. Higher educational institutions should be distributed on the principle of meeting state demands for cadres and building up comprehensive training bases in all provinces.

It is important to arrange the composition of higher educational institutions by the sciences rationally. On the basis of a correct calculation of state demands for cadres in each period, universities and colleges and faculties and courses should be formed by the sciences, and the size of student bodies determined correctly. In particular, with the progress of socialist and communist construction and the great development of natural science and technology, the share of natural science and engineering should be markedly greater than the liberal arts.

2) THE UNIVERSAL FREE EDUCATION SYSTEM

Compulsory education can only become a reality when it is free. Compulsory education that is not free is never compulsory in practice. What fundamentally distinguishes the compulsory education in socialist society from the so-called "compulsory education" in capitalist society lies in the fact that the costs of education are borne by the state, which actually provides the people with the right and freedom to study. State-financed universal free education is possible only in socialist society where the means of production and educational facilities are owned by the state and the people and

the interests of the state and the people in education coincide with each other.

The most thoroughgoing free education is ensured in our country on the principle that the state takes full responsibility for the education of the people.

Immediately after liberation when the economic situation in our country was very difficult, we already took measures to exempt the children of poor families from tuition fees and provide the students at specialized schools and colleges and universities with state grants. In the postwar years universal compulsory primary education and universal compulsory secondary education were free. In 1959 state-financed universal free education was introduced in all educational institutions of our country.

Now we give universal 11-year compulsory education entirely free of charge and give free education to all children and students studying at educational institutions of all levels from kindergarten to institution of higher learning. Not only school education but also all forms of social education are free, and adult education for cadres and working people is also given at state expense. The proportion of educational expenses is very high in our budget, and from year to year it increases.

Our system of state-financed universal free education is firmly guaranteed by the popular policy of our Party and state which stint nothing for the education of the rising generation and the training of cadres and by our ever-growing independent economy.

With the development of education and the economic consolidation of the country, the state should build up better educational institutions and facilities, supply all pupils and students with free textbooks and school equipment and even bear the cost of the students' collective hostel life.

3) THE STUDY-WHILE-WORKING SYSTEM

The study-while-working system is a superior educational system which enables working people in different areas of socialist construction to study in some educational institution while they continue with their productive activities, their own work.

Besides the regular educational system, our Party set up a spare-time educational system on the principle of giving education not only to the rising generation but to workers, peasants and other sections of the working people and all people without exception, and steadily developed it to meet present demands. Today, this educational system consists of educational forms such as working people's senior middle school, factory higher specialized school, factory college, correspondence and evening courses and the regular study system for officials and working people.

This educational system makes it possible for the working people to continue studying without leaving their posts in socialist construction, which brings success in the education for all.

The regular educational system alone is not enough to provide education for all, since there are working people who never had the opportunity to learn in the old exploiter society, the regular education system is limited in its scale and term of education, and educational work and socialist construction need to push ahead simultaneously. The study-while-working educational system, along with the regular educational system, provides an opportunity of learning to all our people and makes it possible to give continuous schooling to all people while energetically pushing ahead with socialist construction. In our country today there is

no one without education and none gives up his studies halfway; everyone goes on with his studies all through life. Herein lie the correctness of our Party's educational policy of developing the full-time educational system and the spare-time educational system simultaneously, and one of the great advantages of the spare-time educational system.

The study-while-working system makes it possible to train large numbers of competent officials equipped with a firm revolutionary world outlook and well versed in theory and practice, and it closely combines education with socialist construction.

Those studying in the spare-time educational system are student-producers and working officials. Mainly engaged in practical activities, they study theory in compliance with the urgent needs of revolutionary practice, and then apply the theory to the practice of socialist construction. For them, study and practical activities are an integrated whole. The spare-time educational system is fully in accord with basic socialist pedagogic principles, and it is a very effective way of bringing up competent revolutionary workers required in socialist and communist society.

As almost all the spare-time schools are attached to the regular educational institutions and production enterprises, teachers, education facilities and conditions for experiments and practical training are easily available. Besides, the spare-time educational system does not affect the manpower problem in socialist construction, for it enables students to study without stopping their productive work.

We should give full play to the superiority of the study-while-working system and develop it to meet the demands of the developing situation.

Since we have universal 11-year education, the working people's senior middle school will presently become unnecessary, and the higher educational system and regular study

system of cadres and working people will in the future become the basic spare-time educational system. In order to give higher education to all members of society in accordance with Party policy, it is necessary to continue to expand and improve the part-time higher education system. In particular, factory colleges should be further expanded, the education there improved and farm colleges set up in the rural areas to give higher education to rural officials and agricultural workers.

4) THE STATE SYSTEM OF BRINGING UP AND EDUCATING CHILDREN

In order to bring up children to be masters of society and reserves of communist builders, they should be reared and educated collectively in modern facilities from early childhood. If children are brought up collectively, they are accustomed to an organized and disciplined life and develop collectivist ideas and communist moral qualities from childhood, and this greatly helps mental development and physical growth.

Our Party and the Government of the Republic have always devoted much effort to the work of bringing up children under public care. After liberation we set up nurseries and kindergartens in towns, at factories, enterprises and state farms and ran them with large state funds, and thus established a system of bringing up and educating children under public care. Even in the difficult circumstances of the Fatherland Liberation War, bringing up children under public care was still continued, and such enormous measures as setting up large numbers of baby homes and orphanages and rearing war orphans were taken. After the foundations of an independent national economy were laid and the socialist system established in the postwar years, the state work for nursing and

educating the children entered the stage of full-scale development. With the planned investment of funds by the state and through a movement involving the whole of society, numerous modernly-equipped nurseries and kindergartens were built everywhere in town and country and their management was systematically improved.

This led to the establishment in our country of a solid socialist system of nursing and educating children, under which all the preschool children are brought up collectively in nurseries and kindergartens at state and public expense.

Our state system of bringing up and educating children is the most progressive of such systems, which embodies the communist principles of child-rearing.

Bringing up children collectively under public care is an important communist policy. Socialist and communist society is a society based on collectivism, and collective education is the basic form of training Communists. Only by nursing and educating children collectively in social surroundings is it possible to rear them to be men with truly communist qualities.

That the state and society bear the costs of nursing and educating children, is also based on communist principles. In our country the children are educated and brought up at state and public expense, with the result that all children enjoy completely equal state and social benefits, irrespective of the occupations of their parents and the quantity and quality of the labour they put in.

The state system of nursing and educating the children should be consolidated and developed still further.

The institutions for bringing up and educating children should be further modernized and managed well, and the level of nursing and educating children be raised steadily on the basis of socialist pedagogy. In order to rear and educate the children better and enable women to take part in public

life, many weekly and monthly nurseries and kindergartens should be established step by step.

Supply services to the nurseries and kindergartens should be improved. A well-regulated state system of supply should be established and foodstuffs, toys, teaching aids and furnishings, medicines and nursing facilities needed in bringing up and educating children should be adequately supplied.

5. THE DUTY AND ROLE OF EDUCATIONAL INSTITUTIONS, GUIDANCE AND ASSISTANCE TO EDUCATION

The educational work in socialist society is an honourable and important revolutionary task assigned to the educational institutions and educationists. In socialist society educational work is Party and state work and a concern of the whole society. In order to carry on socialist education smoothly, the functions of educational institutions and the part educational workers play should be increased and Party guidance, state support and social assistance to educational work should be carried out in full.

1) THE MISSION AND DUTY OF SCHOOL

In socialist society school is the base for revolutionization and the centre of the cultural revolution. Through educational work the school contributes to the ideological and cultural revolutions.

The mission of school in socialist society is to help the

rising generation grow up as Communists and create cadres on the fundamental principle of socialist pedagogy.

Bringing up the new generation to be Communists is to work for the everlasting prosperity of our country. The rising generation represents the future of our country and they are heirs to the revolutionary cause. After all, the future of the country and the revolution depends on how the new generation is brought up.

Bringing up cadres is a decisive factor in promoting revolution and construction. It is they who will decide everything. Without cadres well prepared politically and ideologically, and technically and practically, we cannot solve the difficult problems arising in building a new society nor can we develop the economy, culture, science and technology as fast.

School should actively contribute to the cause of socialism and communism by working efficiently to rear the new generation as Communists and to train cadres.

In order to discharge its mission in full, the school must first organize and carry out the work of educational administration properly.

What is fundamental in educational administration is to ensure that the work of educating the students go through the necessary pedagogical processes exactly.

The first pedagogical process is the preparation of the education programme. The educational administrations and institutions of higher learning should draw up a good education programme on the basic principle of socialist pedagogy and in conformity with the demands of our revolution and the actual conditions of our country and with the processes of the development of the ideological consciousness of people and the patterns of learning in science and engineering, and correctly carry it out.

The educational administration of schools should give

guidance to the teachers so that they may make adequate preparations. The cardinal point in preparing for teaching is make a good plan. The educational administration of schools should always check the teachers' own plans without fail and complete them through collective discussion. When teaching new subjects and giving lectures on new problems, model lectures or demonstration lectures should always be arranged.

The educational administration of schools should guide the teachers so that they may cover the whole education programme.

The key problem in the guidance of instruction work is to maintain both the political and ideological principles and scientific accuracy. The educational administration should see to it that teachers thoroughly establish Juche in the instruction and base the lessons strictly on the Party policy and impart to the students a working knowledge useful for the revolution and construction. Besides, the latest achievements of science and technology should be introduced quickly to enrich the content of the lessons and to steadily raise the academic level.

The educational administration should guide the teachers so that they may improve the methods of teaching and give all kinds of lessons envisaged in the teaching schedule including lecture, discussion, experiment, practice and writing of essays.

The educational administration should regularly examine and take note of how much the students have digested the subjects they have learned and organize the work for improving their academic performance.

Regularizing and standardizing school work is an important task for the educational administration.

This means that educational work should be conducted

in conformity with the requirements of the scientifically-arranged pedagogical processes and that the revolutionary system and discipline should be established in the school.

A scientific system of educational administrative guidance should be established in schools; education should be geared to pedagogical demands; and the whole work of the school education administration from the drawing up of educational plans to their implementation, should be organized and guided in a unified way.

There must be strict discipline in schools to carry out the education programme without fail. Correct execution of the education programme is a legal task assigned to school and the most important educational discipline. School should establish the revolutionary discipline of exactly implementing the education programme and unconditionally and thoroughly carry out teaching schedules and syllabuses.

School should guide the extra-curricular activities and political and organizational life of the students responsibly.

In socialist society the school is entirely responsible for the education of the students. That is why the school should be responsible not only for teaching but also for the extra-curricular activities of the students, and should properly organize and guide not only studies of the students but also their organizational life and social and political activities.

The school must have a good educational environment and it should be well managed.

A good educational environment and good management are of importance in discharging the mission of school as the organ for ideological education and the base for the cultural revolution and also in training the students to be good workers who are educated and enlightened enough to manage the economic life of the country frugally.

The educational environment at school should be arrang-

ed in a way befitting an organ of the ideological revolution and it must be conducive to learning, and it should also contribute to cultivating Party loyalty in the students, to making them understand how right and vital Party policy is and increasing their revolutionary consciousness. Moreover, school should be built up in such a way as to help students to consolidate what they have learned and know the realities of the country.

School should be built up like the base of the cultural revolution and be managed as assiduously. In school, classrooms, study rooms, laboratories and all other facilities should be managed in a cultured way, a mass-based management system should be established and all the teaching staff and students should play a part of the master in school management.

2) THE POSITION AND ROLE OF TEACHERS

Teachers are directly in charge of educational work. In our society they are career revolutionaries who bring up the younger generation as heirs to the revolution and as Communists. The quality of the young people, heirs to the revolution and the future of the country, depends on how well teachers fulfil their honourable mission. Teachers are responsible to the Party and the revolution for the future of the country.

The primary task of teachers is to teach well. Teaching is also their primary revolutionary task. Teachers must teach the students well and, at the same time, guide them in their after-school studies and activities responsibly.

In order to educate the rising generation properly, teachers must themselves acquire revolutionary and working-class traits.

Unless teachers turn revolutionary and working-class,

they cannot revolutionize and working-classize their students; and unless they become communist themselves, they cannot train their students to be communist.

The basic way for making teachers into revolutionaries is to strengthen their political organized life. Teachers should strengthen their organized life in Party and working people's organizations and intensify criticism in particular.

Teachers must steadily temper themselves through practical revolutionary activities. Education is their major practical activity. They should put their talents and energies into education and, in this course, temper themselves politically and ideologically. They should go among the workers and farmers to carry on their social and political activities and spread science and technology among them while they learn from them.

Teachers must steadily improve their qualifications.

The qualifications of teachers decide the quality of education. To teach well, teachers must not only be steadfast politically and ideologically but also have high scientific qualifications and the like. To teach one, you must know ten.

Teachers must know both Party policy and their speciality well. They should also have the knowledge in various fields, including elementary science, and know about home and international affairs, the situation in our country and educational theory and methods. University teachers must have academic degrees in their subject, and teachers in general education should all qualify.

In order to raise their qualifications teachers must establish the revolutionary habit of study. All teachers must study regularly and energetically and read a great deal.

It is necessary to strengthen organization and guidance for improving teachers' qualifications. Model and demonstration lectures, scientific discussions and meetings to exchange experiences with others should be organized frequently, and

state examinations held regularly to test and judge teachers' qualifications.

In order to bring up students to be communist revolutionary cadres, the role of LSWY and JC instructors at school should be improved.

LSWY and JC instructors at school must organize and guide the lives of students and children in the LSWY and JC and train and protect them politically. They should also be responsible educators to guide the activities of students and pupils after school hours.

The role of nursery school and kindergarten teachers should be raised.

Nursery school and kindergarten teachers are social caretakers and educators. They should bring up and educate the youngsters in communism and pave the little children's way to school.

Teacher training should be improved.

A well-regulated system should be established to train teachers and high priority given to teacher training. Teacher-training centres such as normal and teacher-training colleges are "breeding stations" to educate the younger generation. Only when teacher-training centres educate their students proficiently can they send out excellent teachers prepared politically and ideologically, scientifically and technically; only then can all children and students be brought up as able revolutionaries. Good boys and girls should be selected and admitted to teacher-training colleges and the level of teaching raised decisively at these colleges.

Teacher-training institutions must also pay close attention to training school LSWY and JC instructors and nursery and kindergarten teachers.

Teachers on the active list should have frequent refresher courses. A system should be established to re-educate the teachers according to plan so that the teachers' qualifica-

tions are always in step with current requirements. Short courses should be organized regularly, to ensure uniformity in teaching and to raise the quality of teaching steadily.

3) THE PARTY GUIDANCE OF EDUCATION

Strengthening the Party guidance of education is a decisive guarantee for developing socialist education fully into a Party and working-class education and for solving all the problems that arise in educational work.

Party guidance of education is, in essence, a guidance based on politics, political guidance. The central task in the Party guidance of education is to fully apply the fundamental principles of socialist pedagogy in educational work and properly control and guide educational work, so that the Party's educational policy is implemented correctly.

Party organizations must, above all, control and guide school education. School is the basic unit of education. Party organizations must always keep informed about the work of schools and guide them so that their education suits the needs of the Party and the interests of the revolution.

Party organizations must give proper guidance to the educational administrations. The Party's educational policy is put into practice by these organs. Party organizations should guide them to play a greater part in implementing the Party's educational policy correctly and strengthening the state guidance of education.

It is necessary to build up the ranks of teachers solidly and work with them properly.

Party organizations must build up the teaching staff firmly with good people who are well armed with the Party's monolithic ideology and have a firm working-class stand and high academic qualifications. Among teachers there must be

no one who has not accepted the Party's monolithic ideological system.

Party organizations must tighten the political and organized life of teachers and buckle down to their ideological education. In this way, they will guide all teachers to become revolutionary and working-class and improve their academic qualifications and show great revolutionary zeal and creative activity in educating the new generation.

Work with students must be done well.

The chief revolutionary task assigned to students is to study. Party organizations should guide students to treat studies as their primary revolutionary task and to go hard at it. A revolutionary habit of study must be established, particularly among university and college students. Thus, all of them will know their speciality well, master at least one foreign language and acquire full qualifications as cadres before they graduate.

Party organizations must responsibly guide the organized and ideological life of students and direct great efforts to their political education and organizational tempering.

Party organizations must lead school LSWY and JC organizations to do their work satisfactorily. They should appoint good LSWY and JC instructors to the school and always educate them well. They also must see that LSWY organizations at all levels direct their main efforts to work with school children and students, and must give better guidance of school LSWY and JC organizations.

Party organizations must direct the student enrolment of colleges and universities strictly on Party and working-class principles. Higher education institutions must admit young people who have completed secondary education and have been tempered through work or in the army, are fully prepared ideologically to serve the Party and the revolution and are good at their studies.

In order to improve Party guidance of higher education, Party committees in colleges and universities must play a bigger part.

Higher learning institutions have large bodies of teachers and student Party members, and departments and chairs and students have their own Party organizations. These institutions organize and carry out all kinds of work of educational administration independently starting with the making of the education programme. Therefore, increasing the Party committees' part in the guidance of all their work, is a major guarantee for the success of higher education.

The principal task facing university and college Party committees is to establish the monolithic ideological system of the Party firmly among the teachers and students and to train all students as able cadres, fine builders of communism, as the Party requires. These Party committees should organize the implementation of Party education policy responsibly and discuss every major university and college problem collectively, adopt sound measures and carry them out. The Party committees must consolidate their own and the LSWY organizations in universities and colleges, increase their part and always control and guide the organized and ideological life of the teachers and students.

4) STATE GUARANTEE AND SOCIAL SUPPORT FOR EDUCATION

The material needs of socialist education which enables all members of society to study are indeed enormous. Also, socialist education needs modern conditions for education. Only when a state based on a strong independent socialist economy responsibly guarantees education, can the tremen-

dous material needs of education be met and modern conditions provided for education.

The state must steadily increase the investment in education and provide adequately for educational needs.

The state must give priority to school building to cope with the increasing number of students and the requirements of the developing reality and build good school laboratories and practical study bases. It must also provide ample textbooks, school equipment, teaching aids and furniture, and continue to improve and modernize them. It should build up the centres to produce education equipment to supply them according to plans.

The state must build up good social educational establishments. It must build many modern social educational establishments, including the students and children's halls and the JC camps.

In socialist society all members of society must play their part in education and the whole society must give its active support. In socialist society all working people should be educators of the young and help with education.

The working people, who are the parents, should always guide and help their sons and daughters in their studies and pay attention to the social education of all children and young people.

We should start a widespread campaign for social support in laying down material foundations for schools. All factories, enterprises and cooperative farms should be supporters' organizations to give great manpower and material aid to the nearby schools. Publishing houses, factories and other enterprises must send new books, machinery and equipment preferentially to schools, when these are needed for education.

* * *

It is a sacred and honourable revolutionary duty for Communists to run education well. For it is an important guarantee for the victory of the revolution and promises a brilliant future for our prospering homeland. We should develop socialist education to new heights on the basis of the successes achieved so far in our educational work.

We should train the whole new generation as dependable builders of communism by educating them well, to make them fitting heirs to our revolution. We should make a new turn in training our own officials to meet the demands of the developing situation and train more able people to serve the revolution and construction. We should establish the revolutionary habit of study across the nation and lead all members of society to work while studying and study while working so that their cultural and technical attainments steadily increase.

Our Party's educational policy has been tried and found correct beyond all doubt. We will carry through the Theses on Socialist Education which embodies the Party's educational policy, and thus achieve greater successes in socialist education.

ON THE FULL IMPLEMENTATION OF THE THESES ON SOCIALIST EDUCATION

Concluding Speech at the 14th Plenary Meeting of the Fifth Central Committee of the Workers' Party of Korea

September 7, 1977

The document *Theses on Socialist Education* published at this meeting throws light both on current practice in education and on innovations to be introduced. I would like to make a few brief remarks on just some of the questions relating to its implementation.

First of all, we should combine preschool, school and adult education.

The *Theses on Socialist Education* makes abundantly clear the problem of educating people all through their lives by combining their preschool, school and adult education. In order to train all members of society to be communist-type people equipped with the revolutionary world outlook and considerable scientific and technical knowledge, it is necessary to educate them from childhood till the time when they die of old age.

Preschool education is the first stage of education. It exerts a great influence upon the formation of a man's world outlook and his intellectual development.

In this country preschool education is given mainly through

kindergartens. Therefore, their work should be strengthened to give a good upbringing to children under school age.

In educating the children under school age those who remain at home without going to kindergarten pose a problem. Party organizations and educational institutions should study the question of educating such children and take appropriate steps.

Schooling is the basis of all education. Only when children and adolescents are properly trained in secondary and higher education can they be reared to be communist revolutionaries equipped with a revolutionary world outlook and an ample knowledge of science and technology. Therefore, we should heighten the sense of responsibility and the role of workers in education so that they conduct their teaching energetically.

Education does not end in preschool and school education. Even after leaving school people should be educated continuously.

Adult education is as important as preschool and school education. Even after graduating from college or university and going out into society people should receive continuing education. Only then can they wholeheartedly devote themselves to the struggle for the Party and the revolution in any adversity.

In my experience of work with tens of thousands of people since I started the anti-Japanese revolutionary struggle to this day, nearly all of those who turned degenerates were people who neglected their studies.

If iron is left outdoors, it will rust and become worthless. In order to prevent this it must be oiled or painted.

Since we are building socialism in the encirclement of capitalism, bourgeois reactionary ideas and degenerate culture may infiltrate from outside and all sorts of outdated ideas including feudal and capitalist ideas may exert a corrosive action at home. If the bourgeois reactionary ideas infiltrating from

outside and the outdated ideas remaining in the minds of people join, their corrosive action may be still greater. Under such circumstances, if we do not intensify the education of people to revolutionize them thoroughly, they can fall prey to degeneration.

If people dislike studying and hate life in the organization they will become degenerate.

Degeneration happened even to some of those who had participated in the anti-Japanese armed struggle in the past. They just went about hunting and fishing and did not study or participate in the organized life of the Party. Even those who have been engaged in the revolutionary struggle for a long time should continue to study and be faithful in the life of Party organizations. Only then will they avoid becoming degenerate, but will remain sound to the end of their lives and be rewarded for their revolutionary services. Revolutionaries should be faithful till the end of their lives to the Party and the leader, to the country and the people. Only then will they retain the respect of the people even after death.

No small number of college and university graduates have gone to the dogs because they did not study properly after going into society. A man will not always acquire a correct world outlook just because he has graduated from a college or university. At college or university only the basis of revolutionary world outlook is laid. So, even after leaving college and joining society one must continue to study and develop one's revolutionary world outlook.

Historical experience shows that whoever neglects study and is unfaithful in his life in the Party organization will go wrong, whether he is an old revolutionary fighter or a college graduate.

The publication of the *Theses on Socialist Education* is aimed not only at educating the new generation but also at successfully taking the ideological and material fortresses of

communism through the revolutionization and working-class-ization of all working people.

We should strengthen adult education, so that all working people consolidate and develop their revolutionary world outlook and steadily raise their level of general knowledge and cultural and technical standards.

In particular, careful attention should be paid to the education of cadres.

At present the revolutionary habit of study is not well established among the cadres. It is not subordinates but cadres who dislike studying. This is the case with both central and local cadres; they would prefer to just drive round in cars.

The cadres now neglect Saturday studies on the pretext of meetings and what not.

As I have always said, study, too, is a revolutionary task. Therefore, you should definitely be present at these studies, even if you are to some extent prevented from attending to other work on Saturdays. The system of Saturday studies has now been well established, but cadres do not keep to it faithfully.

Moreover, the system of one-month short courses is not properly run. We instituted it after the 15th Plenary Meeting of the Fourth Central Committee of the Party, making it obligatory for all cadres to go to school for a month's study every year. For a few years after the establishment of the system all the cadres attended the short course without exception. But now the course is not given regularly, and when it is given, it is in a restricted form. When told to attend it, some chief secretaries of the provincial Party committees refuse, saying they cannot possibly do so in the height of the busy farming season. But as long as there are Party organizations, Party members and government bodies, farming in the province will not go very

amiss because of the absence of the provincial Party chief secretary.

Without studying, the cadres cannot keep pace with the developing realities nor play their role properly as the commanding personnel of the revolution.

By establishing the revolutionary habit of study all cadres should firmly equip themselves with the revolutionary doctrine of the Party and acquire thoroughgoing scientific and technical knowledge.

Above all, they should intensify their study of Party policy.

Only when they study Party policy well can their political life continue to flourish and can they advance bravely along the road of the revolution all through their life. Only then can they measure everything with the yardstick of Party policy, distinguish right from wrong and propagate its truth.

Since our cadres fail to study Party policy properly, they are poor in propagating it and when sent to foreign countries, fail to work actively in conformity with its demands.

All cadres should make a careful study of Party policy, digest it thoroughly, and strictly base on it all their actions and their entire lives.

Meanwhile, all cadres should become fully versed in their work. For this, they should acquire new scientific expertise.

They should participate in Saturday studies and Wednesday lectures without fail and attend the one-month courses with enthusiasm. If a whole month is too long, it could well be shortened to 20 days or so, but the point is that the courses must continue to be run.

As far as study is concerned, no exception can be made for high-ranking officials. The members of the Political Committee of the Party Central Committee and officials of the Party Central Committee, Central People's Committee, Administration Council, economic establishments, educational and cultural institutions and all other cadres should take part in

study. Under the slogan of "The Party, the people and the army must all study!" all cadres must persevere in their studies and thus steadily raise their political and academic level and their cultural and technical standards.

Next, the quality of education should be radically improved.

This is an important problem in all branches of education: common, higher, general and technological.

Above all, we should raise markedly the quality of common education.

This requires reinforcing normal and teachers' training colleges.

These colleges are "breeding stations" for the education of the younger generation. They are colleges training teachers, so they can be compared to the breeding stations that hatch chicks; hence, in the *Theses on Socialist Education* I called them "breeding stations" in simple language.

Only when such "breeding stations" are fortified and the quality of education enhanced can they turn out a large number of excellent teachers, and this alone, in its turn, will make it possible to improve the quality of common education markedly.

If we do not train teachers efficiently, this can entail serious consequences for educational work. Before the 15th Plenary Meeting of the Fourth Party Central Committee education was in a very deplorable state. At that time there were many teachers and officials in the field who lacked a firm working-class stand. Accordingly, they failed to give a sharp working-class edge to education but tended largely to conduct a motley form of education of a nebulous kind, on the borderline between working-class and capitalist. At that time a certain teacher speaking from the platform of an educational workers' congress preached bourgeois child psychology saying that we should only teach young children such notions as red and blue, beautiful and ugly, and not mix them with political and

ideological education, revolutionary education. And a leading official in the field of common education applauded him rather than hitting out at him. Because the workers in the field of education were in this state at the time, it was inevitable that they could not give education a working-class edge but conducted it in a motley fashion.

In our experience, people should be given revolutionary education from their childhood. During the anti-Japanese armed struggle we gave revolutionary education to the members of the Children's Corps in the guerrilla zones. We taught them that the Japanese villains, landlords and capitalists were our enemies and that they should learn from the People's Revolutionary Army and fight after their model in order to crush the Japs, landlords and capitalists and build a decent society in our country. We even taught them how to beat the Japanese. Thus, the members of the Children's Corps grew up into ardent revolutionaries.

If we fail to give a working-class edge to teaching but give a motley education, people may become motley not caring who they earn their daily bread from—whether from the capitalists or the working class—and society may become a mixture of capitalism and socialism being neither one thing nor the other. Therefore, after the 15th Plenary Meeting of the Fourth Party Central Committee we concentrated great efforts on firmly building up the ranks of educational workers and giving a working-class edge to educational work.

Nowadays, all of the foreigners who visit our country express great admiration for the excellent upbringing of our new generation.

A certain President who visited us some time ago was greatly touched to see our children and young people welcoming him along the route and performing the mass gymnastic display *Song of Korea*. In Korea, he said, the children and young people have been very well educated: with a younger

generation such as this, one needs to fear nothing. Korea has indeed an invincible strength, he added. Then he asked me how we had brought them up and equipped them with such organization and discipline and such a high ideological and artistic accomplishment. So I told him that it is essential to give them proper education and not one which is a motley mixture of capitalism and socialism.

I have heard that in some countries now if they are to mobilize people to welcome a foreign delegation, they have to give them a day's pay. Things will turn out this way if a motley education is conducted without giving it a working-class edge.

We should never rest content with the successes achieved in the field of education in the past, but continue to strengthen teacher training.

After the 15th Plenary Meeting of the Fourth Party Central Committee I stressed the need for strengthening it at every opportunity.

However, the Party Central Committee's Department of Scientific and Educational Work and the provincial Party committees have failed to take decisive steps in this direction. The Party entrusted the normal and teachers' training colleges entirely to the provincial Party committees, but none of the chief secretaries and secretaries in charge of education has ever gone and given a lecture in these colleges. Some officials plead poor knowledge as their excuse for failing to deliver a lecture at the colleges. But this does not stand to reason.

Party organizations should completely abandon the practice of ignoring teacher training and intensify their guidance of the normal and teachers' training colleges.

The provincial Party committees must reinforce the teaching staffs of these colleges and strengthen their ideological education and their life in the Party organizations, so that

they teach according to the demands of the *Theses on Socialist Education.*

The provincial Party committees must provide these colleges with ample laboratory and practical training facilities to strengthen object-lessons and laboratory and practical training.

The correct combination of school and social education is very important in raising the quality of common education.

At present there is no deviation in our social education. Good films are shown; TV broadcasts are healthy; there is nothing decadent, like vulgar jazz dancing and loafing about as in other countries.

But there is now a defect in the organization of the extracurricular activities of schoolchildren. When they come home from school, they play football out in the streets or make a mischief of themselves, because their parents are away at work rather than at home.

Extracurricular activities of schoolchildren should be properly organized so as to prevent them from making a mischief.

To this end, it is necessary to build pleasant children's parks everywhere. If many children's parks are built and equipped with various facilities, pupils will be able to go to play there and carry on various out-of-school activities. It will be preferable to assign Juvenile Corps instructors there to guide the children's extracurricular activities.

Libraries for schoolchildren should be built in large numbers and run properly.

Then, it will be possible to cultivate a love of reading in pupils from childhood and thereby to educate them.

At present, some personnel do not know how to manage libraries, though it is not a very difficult task. There are the Central Library and district and school libraries in Pyongyang, and all that is required is to make good use of them. It is unnecessary to build big libraries locally. Simply taking a

few rooms in a house and equipping them with books will serve the purpose.

In order to run the libraries well the state must provide them with books in abundance. However well a library may be built, if it has no books worth reading, the schoolchildren will not go there. Therefore, the state must publish many books necessary for the education of the children and supply them to the libraries.

In order to run the libraries properly, it is also advisable to make pupils write synopses of the books they have read on a few sheets of paper and submit them together with the books they return to the libraries. This will put an end to the practice of returning books taken out from the libraries without reading them, and enable the children to learn how to write a composition. Where necessary, pupils' libraries and schoolchildren's halls must be built.

It is more beneficial to build pupils' libraries or schoolchildren's halls than noodle houses with materials provided by the state. It is no less important to build them than it is to build schools.

Many scientific films should be produced and shown to the schoolchildren and many lectures given on science. Scientific film show will give them a lot of knowledge of science. It would be advisable if, when schoolchildren are assembled in the cinema, a teacher, well-prepared for the occasion in advance, gives a lecture on science for about 30 minutes before the film is shown.

Good conditions should be provided for home education.

The home is a cell of society and home education is a form of social education.

Yet, home education has now come up against a snag. Parents do not educate their sons and daughters, not because they do not want to, but for lack of time.

In future sufficient time and appropriate conditions should be provided for parents to educate their sons and daughters.

The most important thing in raising the quality of education is to improve the quality of higher education decisively.

We are now striving to consolidate the material and technical foundations of the country and free the working people from difficult and arduous labour by fulfilling the three major tasks of the technical revolution set forth by the Fifth Party Congress. However, we are prevented from vigorously propelling these three major tasks forward because the qualifications of college and university graduates are poor.

Many of the college and university graduates are presently incapable of managing the economy and ignorant of contemporary trends in the development of science.

The failure to raise the quality of higher education in the past is mainly due to poor Party and state guidance and to the personnel responsible in this field loafing on their job and failing to exert themselves actively to carry through the Party's educational policy.

Party organizations at all levels and those responsible for education should rectify shortcomings in higher education as soon as possible and enhance the quality of education in this area decisively.

In higher education it must be seen to that the students are carefully taught the latest achievements of natural science.

Without adequately solving scientific and technical questions arising in the building of socialism through development of natural science, we cannot develop the economy of the country nor accomplish successfully the three major tasks of the technical revolution. Unless we develop natural science we cannot take the material and technical fortress of communism. Therefore, the institutions of higher learning must give proper teaching in natural science subjects.

In particular, efforts should be made to raise the standards of basic science subjects such as mathematics, physics and biology.

Meanwhile, the students should be made proficient in handling modern machinery and equipment including automatic control system through good teaching in mechanical engineering and cybernetics.

Further, ample preparations should be made to introduce compulsory higher education.

We are now confronted with the very honourable yet difficult task of intellectualizing the whole of society.

Intellectualization of the whole society is one of the inexorable requirements of socialist and communist construction. We must intellectualize all members of society so as to eliminate the distinction between mental and physical labour and build a communist society. True, in order to build socialism and communism, the working class, having seized power, must transform society on its own pattern in all spheres—the economy, culture, ideology and morality. But communist society will not come simply because we have working-classized all members of society.

As you all know, communist society is a highly developed, civilized form of society all of whose members will work according to their abilities and receive according to their needs. Unless people in communist society have considerable cultural and technological knowledge and a high moral level, they cannot run a highly developed communist society. So, we should tirelessly carry on the work of intellectualizing the whole of society.

To do this we must provide universal higher education and turn everyone into a comprehensively developed Communist whose cultural and technological accomplishments are as high as those of the college graduate.

Higher education for all means that education in institu-

tions of higher learning is compulsory to all members of society. In other words, it means enforcing universal compulsory higher education.

In our country compulsory higher education is not a thing of the distant future. Because the country is not yet reunified, we cannot put it into effect, but if only it were reunified it would be easy to enforce compulsory higher education. Even under present conditions when the country is divided, compulsory higher education is quite feasible as long as we have the Party and the government.

Since we are the first to put forward the question of compulsory higher education, its introduction will no doubt involve a number of difficult and complex problems. Nevertheless, it should not be regarded as a vague affair. When Marx advanced the theory of communism in the last century, people had only a vague idea of it as a matter of the distant future. However, afterwards, Lenin overthrew the capitalist system in Russia and carried out the socialist revolution, and socialism is being built in many countries now.

When in 1956 we suggested introducing universal compulsory primary education in this country, some people had only a vague idea of this too. But we introduced it and followed it by universal compulsory secondary education. We now have universal compulsory eleven-year education in force. The enforcement of compulsory higher education, too, is not a matter of the far-off future. If we get down to it with determination, we will be able to effect it in the near future.

While consolidating universal compulsory eleven-year education, we must make good preparation for the introduction of compulsory higher education so as to bring it into effect at some future time.

Needless to say, with even universal compulsory eleven-year education now lying heavy on our hands, it is hard to introduce compulsory higher education right away. Therefore,

it should be introduced gradually county by county and province by province.

It is essential to build up factory colleges, above all, in order to introduce compulsory higher education. It is impossible to enforce it simply by expanding regular colleges and universities. As manpower is short now, we cannot afford to expand the regular colleges and universities either. So, we must build up the factory colleges so well that everyone can study while working.

If the factory colleges are to be built up and managed properly, the education programme should be elaborated and the teachers well qualified. Technicians in factories and teachers at regular colleges can be mobilized to teach in the factory colleges. When instruction in a social science subject is to be given in a factory college, a social science teacher can be invited from a regular college, and when a natural science subject is to be taught, a technician from the factory can give the lecture. If only the provincial Party committees and administrative committees organize the work properly, the problem of providing teachers to the factory colleges can be solved easily.

While reinforcing the factory colleges, we should set up a large number of higher specialized schools attached to the factories. In major industrial areas we must establish technical schools alongside senior secondary schools so as to give technical education to the pupils.

We have now built many automated factories, but we have few assistant engineers and sub-engineers so that college or university engineering graduates are operating general automation control panels.

Properly, such things should all be operated by skilled workers. In the future the higher specialized schools and higher technical schools should train a large number of skilled workers as well as assistant engineers and sub-engineers.

Further, it is necessary to strengthen the state's backing and social support for education.

Only by doing so and providing schools with laboratories and practical training centres and other educational facilities can we give the students education in accord with the principles of socialist pedagogy and bring them up as communist revolutionary workers equipped with useful knowledge.

To strengthen state backing and social support for education, before anything else, the attitude to education should be corrected.

We must reunify the divided country as soon as possible and build a socialist and communist society where there is no exploitation and oppression and all people are comfortably off. To do so, we should give good education to the rising generation. We can say that whether we educate the younger generation well or not is one of the fundamental questions deciding the future destiny of the nation.

We are now bringing up 8,600,000 children and students at the expense of the state, giving them free tuition. This by no means is a simple matter. But if we let difficulties frustrate us in providing free education, we will not be able to raise them properly. It is true that if we were to give up free education and divert the money to the production of mass consumer goods, we would be able to improve the people's livelihood a great deal. However, we are unable simply to spend money on the people's livelihood for the moment without thinking of the future prosperity of the country and the nation. Bringing up all children and students properly is a very important job, paving the broad way for the prosperity of the country and the nation.

However, our personnel now regard education as of secondary importance and are halfhearted in giving state backing and social support to it. That is why institutions of higher

education have poor laboratories and practical training centres.

The Party, with a view to raising the quality of higher education, has recently decided to use valuable foreign currency to import laboratory and practical training equipment and fit out the University, Kim Chaek Polytechnical Institute, Pyongyang Civil Engineering and Building Materials Institute, Pyongyang Medical College, Sariwon Agricultural College and Institute of Science.

If we only choose to do so and get down to work, we can provide schools with enough good laboratories and practical training centres and other facilities for education. As we have a powerful economic foundation, it is not very difficult to furnish schools in this way. If we call upon the working class to make and send to schools such facilities as they need to bring up the rising generation, the workers will provide motorcars, machine tools and all types of machines for practical training by waging a campaign for increased production. It all depends on how our personnel work to develop education.

Once I carried on underground revolutionary work in a farm village. There were two old men in the village at the time. One was very poor and the other well-off. The elder who was living in poverty made up his mind to have his children educated and gave education to all of them by working hard. On the contrary, the well-to-do elder of the two only made his children work, without thinking of sending them to school although he could well afford it.

We did enforce compulsory primary education and then compulsory secondary education, but this was not because we were well in funds. We regarded the education of the rising generation as a question affecting the future of the nation and, although we were poor, introduced compulsory education with determination.

But some countries fail to introduce compulsory education because it costs them large sums.

All officials must have a correct view of education and must not fail to provide the material foundations and other amenities to educational establishments at all levels up to colleges and universities.

We must take on the responsibility of catering to the material needs of the central and local institutions of higher education. The state should take charge of looking after those under central authority, and the provincial Party committees, provincial people's committees and provincial administrative committees those in their own localities. Of course, the state must provide the local colleges with textbooks and such like. However, the provincial authorities should assume the responsibility of furnishing the local colleges with facilities for laboratory and practical training and an educational environment. In the provinces the support organizations for schools should be formed from industrial enterprises and cooperative farms, which must be held responsible for supplying the needs of the schools in their charge.

Industrial enterprises should make it a rule to send to colleges machines and equipment turned out as trial products.

I said a long time ago that when a new type of machine is made, it should be supplied first to colleges. But these days officials are wont merely to boast when a new machine is made, and do not think of offering it to a college.

In future industrial enterprises should send to schools the machines and equipment they turn out as trial products, so that they can be used in practical training.

The provincial people's assembly should place educational problems on the agenda of its meetings and solve without delay problems arising in educational work.

A nonpermanent committee should be set up in the Education Commission, to be operated regularly. This com-

mittee should be composed of not only officials of the Education Commission but also leading personnel of other commissions and ministries, and scientists. Its task should be to discuss questions relating to educational work including state backing.

Next, the Party's guidance of education should be strengthened so as to carry out the *Theses on Socialist Education.* This is indispensable for rectifying deviations in educational work in good time and developing education in accordance with the demands of the theses.

All Party organizations should devote themselves to the implementation of the theses as an important objective and push ahead vigorously with it.

In order to strengthen Party guidance of education, the combined and joint operations of the organizational department, propaganda and agitation department and educational work department of the Party should be efficiently organized. Socialist education is in essence the work of remoulding people and the work with people to foster all members of society to be communist revolutionary workers soundly equipped with a revolutionary world view and considerable scientific and technical knowledge. In order to ensure success in the implementation of the *Theses on Socialist Education,* therefore, these departments of the Party should form a trinity and firmly take in hand and guide educational work. Since they deal directly with people, they should naturally conduct weil the combined and joint operations united as a trinity in guiding educational work.

In particular, the chief secretaries of the provincial, city and county Party committees should not be inclined only to economic work but take firmly in hand educational work as part of the function of their committees. But at present they do not pay attention to education leaving it entirely to the secretaries in charge of propaganda or education.

For the purpose of improving educational work I stressed many times already that the Political Committee members of the Party Central Committee and all other leading personnel of the Party should go to institutions of higher education to deliver lectures and to settle questions arising in education. However, nobody has ever carried out the task properly.

The provincial, city and county Party committees now have secretaries in charge of ideological and educational work, but they, too, are indifferent to education. Since the chief officials of the provincial, city and county Party committees pay no attention to education, Party policy fails to find its way into the educational institutions in time and is not carried out effectively.

The chief secretaries of the provincial, city and county Party committees should regard education as an important part of Party work and further strengthen its guidance.

It is necessary to sum up the *Theses on Socialist Education* properly.

All Party organizations should constantly broaden the work of implementing the theses.

It is advisable that, as the current plenary meeting of the Party Central Committee proposed unanimously, the 5th of September, the anniversary day of the publication of the *Theses on Socialist Education*, be fixed as Education Day. Students' Day should be abolished, inasmuch as Education Day is newly instituted. Because this country is a "country of education" and a "country of learning" where everyone studies, it is unnecessary to have Education Day and Students' Day separately. You ought not to abolish the Anniversary Day of the Founding of the Juvenile Corps just because Students' Day is repealed. Since the 6th of June, when the Juvenile Corps was founded, is a historic day this anniversary should be left as it is.

Even though Education Day has been instituted at the

current plenary meeting of the Party Central Committee, you ought not simply to observe it as a mere holiday.

In celebrating Education Day every year, all Party organizations and educational institutions should make it a rule to sum up the work they have done to implement the *Theses on Socialist Education.* When Education Day comes round, the officials of all Party, government, administrative and economic organs and working people's organizations should sum up at a high political and ideological level the achievements and shortcomings in one year's struggle for implementing the theses and take concrete measures to carry it through. And all personnel should make up their minds to bring the theses into full effect.

All Party organizations must see that the whole Party, all the people and the entire army make a deep study of the *Theses on Socialist Education* and digest it thoroughly. Only then can they discover ways of putting into practice the tasks set forth in it and carry them out one by one.

Not only the Party, administrative and economic bodies and educational institutions, but also the army should study the *Theses on Socialist Education.* The principles of socialist pedagogy are equally applicable as they are to the People's Army. Without these principles army staff cannot be trained into ardent revolutionaries, Communists. True, the technical subjects taught in colleges may differ from those taught in the People's Army. But the principles of socialist pedagogy are the same.

The study of the *Theses on Socialist Education* should be continued persistently over a long period rather than being rushed. All Party organizations should see to it that it is studied tirelessly by stages.

A diligent study of the theses is especially important among the cadres; otherwise, it will be impossible to implement it thoroughly.

After the *Theses on the Socialist Rural Question in Our*

Country had been published earlier, our personnel did not study it carefully. So, the policies laid down in the rural theses were not carried out properly. As the leading personnel worked without clearly knowing the main idea of the rural theses, they did not wage a struggle to follow up the completion of the irrigation programme with the work to realize mechanization. For the realization of rural mechanization, they should have produced a large number of tractors and carried out land rezoning, but they did not take any steps to do this.

Since the implementation of the *Theses on Socialist Education* involves training all members of society to be communist revolutionary workers, it is more difficult and complex than the *Theses on the Socialist Rural Question in Our Country*. Therefore, all cadres should study the education theses still harder and gain a clear idea of its essence and make thorough ideological preparations for its implementation.

The *Theses on Socialist Education* is not an empty theory but a scientific theory verified through practice. We advanced the idea of socialist education a long time ago and accumulated rich experience and gained conviction in the course of carrying it into practice.

The *Theses on Socialist Education* contains many proposals which either have been translated into action already in this country or are now being put into effect. So, if the entire Party, the whole country and all the people get down to work, the theses will be put into practice with success.

I firmly believe that with the full implementation of the *Theses on Socialist Education* you will develop education to a higher stage in keeping with actual demands.

LET US BRING ABOUT RADICAL IMPROVEMENT IN EDUCATION BY THE FULL IMPLEMENTATION OF THE THESES ON SOCIALIST EDUCATION

Speech Delivered at the National Meeting of Educational Workers
October 1, 1978

On behalf of the Central Committee of the Workers' Party of Korea, the Government of the Republic and the entire Korean people, I would first like to offer warm congratulations to the National Meeting of Educational Workers.

I also extend profound thanks to the professional revolutionary educationalists at this meeting, and to educationalists throughout the country, who, under the guidance of the Party, have persevered with their whole hearts since the liberation in training communist reserves and bringing up cadres.

We have always had a high regard for scientists, educationalists and other intellectuals, both during the anti-Japanese revolutionary struggle and after the liberation, from the first days of the Party's existence.

The building of a new society inevitably requires the participation of intellectuals. That is why, as is apparent from its emblem, the Party comprises workers, peasants and working intellectuals.

In our society intellectuals are workers who do mental labour. The intellectuals of former colonies or semi-colonies, in particular, have a strongly patriotic, national revolutionary spirit. It is true that intellectuals do not make a class. But they are a component of society that serves the people and plays an important role in revolution and construction. Without intellectuals society cannot be developed nor can an independent and sovereign state be built.

At first sight they seem to be doing an easy job, but that is not so. Their work is as arduous as that of others and their mental labour contributes greatly to the revolution and construction.

I think highly of our educational workers and intellectuals who, upholding the Party's policies on education and the intelligentsia, have done a great service to education ever since the liberation.

After the liberation we started educational work from scratch. There was not a single university in the country before the liberation, and each province had one or two secondary schools at most.

Today, however, our country has well over a hundred universities and colleges, every ri has a senior secondary school, and everyone receives education.

At present our country has the most highly developed education system in the world.

The country has a greater ratio of students for every 1,000 people than any other socialist state and any of the advanced capitalist countries, and the number of students is still larger if the schools run by our overseas compatriots including the ones operated by the General Association of Korean Residents in Japan are taken into account. No nation has so many schools abroad as ours, and the world knows no country with so high a percentage of students. This amply proves how much our

people love education and what a great effort the Party and the Government of our Republic are exerting towards education.

The brilliant success we have gained in education is unprecedented in our nation's history. It is a greatest and most magnificent and worthy achievement, attainable only in the era of the Workers' Party.

It is by no means because our country is wealthy that it educates large numbers of students and lays a great stress on education.

We are not yet very wealthy: we have a great deal of work to do and many burdens to bear. We are still obliged to further strengthen our economic foundation and direct great efforts to increasing our defence power. Therefore, it is not easy to educate students at the state's expense.

Our pupils and students alone number more than five million, and if the children in nurseries and kindergartens are added, the figure runs to 8,600,000. We must provide this huge number of pupils and students with clothing and textbooks, and university students with hostel accommodation. Thus the state's burden in feeding and educating children and students free whose number exceeds half the population is very heavy.

However, in the face of all difficulties, we devote particular efforts to education for the nation's future; good education is essential for national prosperity and for the successful building of socialism and communism.

Education is so important that we gave top priority to the building of colleges and universities even under the stringent economic conditions immediately after the liberation. And during the difficult days of the war, we continued education while fighting the enemy. We called back students from the battle line and educated them in tents pitched in mountains. In the postwar days when everything was lying in ruins from the war, we tightened our belts and built schools first, allocat-

ing considerable funds to education. Of course, this entailed great hardships. However, we are now deservedly enjoying the fruit of the education we conducted at such a great cost.

We now have a million-strong army of intellectuals, and we are running all our factories, enterprises and state and economic establishments efficiently with our own personnel. We did not, do not and will not import foreign engineers.

Many foreigners now visit our country and express great admiration for our hardworking, vigorous, cheerful people, who are full of hope for the future, and are firmly united by a single ideology and purpose. Our people have thus become an object of envy to the people of the world, and this too is one of the results of our successful work in education.

If we had not devoted great effort to education in the past despite all hardships, we would not have a million intellectuals, we would not have been able to create a vigorous and industrious people, or unify the whole society by the Juche idea.

Current developments testify clearly to the fact that the Party policy on education and on the intelligentsia has been correct and mighty from the outset.

We must carry through the Theses on Socialist Education in the future to bring about a radical improvement in education.

The strengthening of education is the only way to intellectualize all members of society and achieve communism.

Communist society is not only a society in which everyone is well dressed and well fed but also one in which all work with ease yet produce more material wealth. In our society many people are still obliged to do arduous jobs and the distinctions between heavy and light labour and between physical and mental work still remain. To eliminate these differences and make human labour easier, it is necessary to develop the productive forces so as to attain a high level of automation in production and, at the same time, to raise everyone's standard of

technical knowledge radically. In other words, the whole of society must be intellectualized.

In the final analysis, this is aimed at eliminating all differences in labour, whose final disappearance will immediately mean the realization of communism. When we raise the standard of technical knowledge of the entire population through proper education and turn our country into a country of intellectuals and workers, then communism will be achieved.

Therefore, intellectualizing the whole of society through intensified education is a glorious undertaking for the happiness and prosperous future of our nation; it is a noble task to create a communist society for all in which the well-being of everyone is assured.

Good education through the implementation of the education theses is also of importance in bringing about the ideological, technical and cultural revolutions.

At present these three revolutions represent the Party's general line, designed to step up the building of socialism and reunify the country. To bring them about successfully and hasten progress towards these goals the education theses must be put into practice in their entirety.

The education theses and the three revolutions are closely connected. Success in the three revolutions and in strengthening the material and technical foundations of socialism depends largely on the education of the people. Proper education is essential for arming the people with the Juche idea, and for fulfilling the Second Seven-Year Plan ahead of schedule by stepping up economic construction and for making the national economy Juche-oriented, modernized and scientifically-based. Once applied, the education theses will lead, in the end, to the completion of the three revolutions, and this, in turn, will make it possible to achieve national reunification and communism.

The comrades who took the floor yesterday said that they were quite confident of success in carrying out the theses. I am

very glad about this, and their confidence fills me with confidence. And since our educational workers have shown such confidence and such great pride in their work, they will surely carry out the education theses.

We started education from scratch right after the liberation and have reached today's height, so it will not be very difficult now to go on to implement the theses, much easier than the work we did to get education started from nought and develop it immediately after the liberation.

Of course, it may be difficult to put the education theses into practice with nothing to start with. However, today our country has a solid foundation and asset for developing education. Everything depends on how our educationalists do their work.

If all the workers in education set to work and strive boldly, they will be able to implement the theses. Then, we will come to take the ideological and material fortresses of communism and achieve the historic aims of socialist and communist construction.

I am now going to speak about the tasks that must be carried out for the implementation of the Theses on Socialist Education.

Before anything else, we should improve the quality of education.

At present our education leads the world in terms of quantity, but its quality, and in particular, the quality of higher education, is rather low.

It is very important today to improve the quality of higher education. Different branches of the national economy have been equipped with modern techniques and all the armaments of the People's Army are up to date. Therefore, only when we improve the quality of higher education and train large numbers of competent scientists, technicians and political workers,

can we build up the socialist economy and further increase our defence potential.

For better higher education, it is necessary that colleges and universities themselves should improve their standards and, at the same time, that the quality of senior secondary school education be enhanced. Only when students lay a solid foundation of learning at senior secondary school, can they do well in higher education. Therefore, senior secondary schools should improve the quality of their education and ensure that all their pupils gain excellent results, before sending the best ones on to higher education. In other words, the problem of the quality of higher education should be tackled from below.

The most important thing in raising the quality of education is improving the qualifications of teachers.

The qualifications of the teaching staff in the general education sector are not yet high enough. The main reason for this is that our education in the past started from scratch and was developed rapidly. We introduced compulsory primary and secondary schooling in a very short space of time, and this was soon followed by nine-year compulsory technical and eleven-year compulsory education. So, schools grew rapidly and the demand for teachers rose steeply. This situation made it inevitable that many people would become teachers at primary and secondary schools or kindergartens without having received appropriate education at normal college, teacher-training college, or specialized normal school.

In recent years a campaign has been conducted to improve qualifications, with the result that the teachers' level is now much higher than before. However, their general qualifications are not yet sufficiently high to meet demand, and there remain a good many teachers who have had no higher education at all.

To raise teachers' qualifications, we should first build up normal and teacher-training colleges and improve training.

Normal and teacher-training colleges are "seedbeds" for

teaching personnel. Only if they, and the training they give, are strengthened, will it be possible to turn out decent kindergartners and primary and secondary school teachers and improve the quality of general education and, further, to raise the quality of higher education. Therefore, Party organizations at all levels and officials in charge of education should pay careful attention to improving normal and teacher-training colleges and strengthening the training of teachers.

To improve the teachers' qualifications, we need, secondly, to consolidate the reorientation of the present teaching personnel.

It will take a long time to staff the schools entirely with graduates from normal and teacher-training colleges. So, it is necessary to give reeducation through correspondence courses to all those teachers who have had no systematic higher education.

This should not be given in a perfunctory manner but rather the students should be controlled strictly and made to study hard so that graduates of the correspondence courses are as proficient as the graduates of the regular courses. Meanwhile, a wide variety of short courses including those on how to conduct classes should also be given.

To raise the quality of education, laboratory and practical training should be improved.

This is essential for the students to consolidate theoretical knowledge gained from books by means of practice, making it working knowledge and giving full play to their creative initiative in practical work.

It is especially important in the study of natural science subjects to do a great deal of laboratory work and practical exercises. Education in social science, too, requires much practical training. Here, it is necessary to organize regular oratorical contests, debating meetings, and the like and to conduct activities of various propaganda groups such as a Party policy

propaganda corps, so that students can put their classroom knowledge to wider use. The normal and teacher-training colleges should see to it that students go and teach classes in the attached schools and follow all the necessary pedagogical courses properly.

An important aspect in improving the quality of education is giving students a knowledge of modern science and engineering.

At present the world is making remarkable progress in these fields and if we are to follow suit, our students must not get complacent but must study diligently advanced science and engineering.

For this purpose we must know foreign languages. This is indispensable if we are to have full access to foreign publications on science and engineering and acquire necessary knowledge from them. At college and university the teaching of foreign languages should be stepped up, to ensure that students obtain a mastery of more than one foreign language such as English, French, Russian, Chinese, and Japanese before they leave.

The principles of Juche should be rigidly followed when the technological advances are imported.

It will not do to swallow foreign things whole on the pretext of learning from modern technology. When one eats something, one chews and swallows it if it is palatable and spits it out if it is not. In the same way, we should accept other countries' technological advances if they suit our conditions, and not otherwise.

In introducing foreign technological advances our criterion should be whether they are needed for Juche-orientation, modernization and application of science in our national economy. We should only accept those achievements which are necessary to make our economy Juche-oriented, modernized and scientifically-based.

In the past our scientists and engineers have produced many inventions, including vinalon, for the Juche-orientation of our national economy. This means that our intellectuals are faithfully serving the country, and this is very gratifying.

It is extremely important to use domestic raw materials in developing industry. We have developed industry entirely with our own raw materials. Our recent experience in building the power industry is a good illustration of the importance of developing industry along Juche lines with domestic raw materials.

In the past some scientists asserted that a petroleum power station would be a more rapid way of increasing the production of electric power than a hydroelectric or other kind of power station and proposed the construction of petroleum power stations. So I told them: Indeed, a petroleum power station may take slightly less time to build than a hydroelectric power station, but considering that we do not yet produce oil, what shall we do if we cannot import enough from other countries after building petroleum power stations? We must build power stations which will use water power and coal, which are abundant native resources. Thus, I turned down the proposal for building petroleum power stations. A few years later there came a worldwide fuel crisis. Seeing this, the scientists said unanimously that our Party was quite right when it adopted the policy of developing the power industry with the use of our own raw materials and resources. If we had built petroleum power stations without recourse to the domestic raw materials and resources, our country would have been dragged into the world fuel crisis and our economic development would have been greatly impeded.

An embodiment of the Party's Juche idea, the Juche-orientation of the national economy means developing our economy with our own efforts, our own raw materials and resources. Juche-orientation is the only way to develop the national econo-

my independently and creatively. Therefore, this principle should be strictly abided by in introducing modern technology.

A higher quality of education requires that a studying habit is built up among teachers and students and that the study first principle is emphasized.

Upholding the Party's slogan "The Party, the people and the army must all study!", students and teachers should all study diligently. They must strictly follow the principle of "learn, learn and learn".

Rigid educational discipline should be enforced so that the education programme may be carried out in full at school. The education programme is a legal requirement and an honourable revolutionary task which teachers and students are duty bound to fulfil. Teachers must teach in accordance with it and students must study all the subjects which it specifies. Otherwise they will not be able to say they have fulfilled their revolutionary duties. Teachers should strive to abide by the programme in their teaching so as to educate all the students creditably with no laggards, and the students should study hard to master all the subjects included in the programme.

Party and government officials at all levels should provide adequate conditions for the complete implementation of the education programme in schools. In some local areas there has arisen the practice of mobilizing pupils and students randomly for social labour. This must be stopped. It is not bad to make them take part in a certain amount of social labour after school hours for their revolutionary education. But this must not be taken to excess to the extent of interfering with their studies or preventing the implementation of the education programme.

Further, sufficient material conditions should be provided for education.

Teachers and students are not all that are required for education. Necessary conditions must be guaranteed for good education. Schools must be provided with sufficient educational

materials. This is indispensable for improving the quality of education and bringing up the pupils and students as communist revolutionaries equipped with useful working knowledge.

Schools must be built on a large scale to create adequate conditions for studies.

Needless to say, we have so far built a large number of schools and are successfully giving compulsory eleven-year education to all children. But the number of schools must be further increased because with the introduction of eleven-year education the number of school children has increased sharply and more pupils are going on to schools of higher grade. The sudden increase in the number of school children has now compelled some schools to operate double shifts.

The state and local Party and government bodies and the entire people should give their active support to ensure enough supplies for building a large number of schools. Eventually, all schools should operate a single shift. The one-shift system is essential for the teachers to pursue their own studies and research work after dismissing classes, and thereby improve the quality of their teaching.

Rural schools should be the first to strive to go over to one shift. In urban communities, too, a large number of schools should be built so that the one-shift system is introduced in all schools.

To build many schools, the materials and funds allocated by the state for the purpose must not be used otherwise.

The present shortage of school buildings is not due to insufficient allocations from the state. The state furnishes supplies and funds for school construction according to set plan. But the local government officials have used them to build noodle restaurants, hotels, offices and the like, and have neglected school construction.

Noodle restaurants, hotels and offices can wait until schools have been built. Even if their construction is deferred, the

schools should be built first for the education of our children. The practice of diverting materials and funds intended for school construction must be thoroughly eliminated and schools must be built according to plan.

More laboratory and practical training equipment should be produced for schools.

Schools lacking such equipment cannot ensure high-quality education.

It is not very difficult to provide schools with laboratory and practical training facilities; this is quite possible if the officials concerned take some trouble over it. If the workers are called upon to work ten minutes more every day to produce school laboratory and practical training equipment, they will supply it in large quantities. At present our country has a great number of factories, and if the workers are encouraged and each factory makes only a few pieces of school laboratory and practical training apparatus, there will be enough for all the schools.

All factories and enterprises should join in this endeavour. A wireless factory should send wireless apparatus to schools and a factory producing lathes should send lathes. Only when sizable quantities of such equipment are provided for schools will it be possible to carry out the Party's policy for all students to acquire more than one kind of technical skill.

Provision of this equipment should be conducted by the entire Party, and on a nationwide scale.

A large number of study workshops should be built in schools and practical training centres for students should be set up in industries.

At present the students of universities, colleges and higher specialized schools are unable to obtain proper practical training even if they want it because schools have few study workshops and industrial enterprises do not ensure adequate training conditions on the grounds that it interferes with production.

From the viewpoint of economic construction the present

time can be called the age of welding. Welding is the basic factor both in the engineering industry and in the building industry. Yet, the welding technique of our engineering and building workers is low and, as a consequence, the fulfilment of the Six-Year Plan was retarded to a considerable extent. So we investigated how it was being taught in the Kim Chaek Polytechnical Institute, Pyongyang Engineering Institute and Civil Engineering and Building Materials Institute, and found that although graduates from these colleges had an academic knowledge of welding they did not know how to weld in practice. This was because they had had inadequate practice as students.

In future large numbers of study workshops should be built in schools and training centres set up in industries to enable students to consolidate their book knowledge through practical training.

Officials of the provincial, city and county Party, people's and administrative committees should call upon the workers of every factory to set up a training workshop or workteam for students. There is no need to erect new buildings for this. Existing factory buildings should be used rationally. For example, in an engineering factory, it will suffice to install a few pieces of equipment including a lathe and a drilling machine in a corner of a building.

Cooperative farms, too, should mark off plots for farming practice for agricultural colleges and higher specialized agricultural schools to enable students to gain farming experience by spreading fertilizers and operating farm machines.

Only when study workshops are built in all schools and practical training centres are arranged in factories and enterprises to enable the students to have practical training as much as they want, can competent technical personnel be trained, and graduates of universities, colleges and higher specialized schools do their jobs properly and serve the people better still as soon as they start work.

A revolution must be effected in the production of paper so that more reference books can be published for the students.

At present, we are short of paper and unable to print books needed by students, such as books on technology and Party policies and novels, in sufficient quantities. Thus, students are denied access to some of the reference books they need. To solve this problem it is of vital importance to deal with the paper shortage.

The principal way of tackling the problem is to operate all the local paper mills to capacity. Our country has paper mills in nearly every county and abounds in raw materials such as shrubs, maize stalks, rice straw and reeds. Nevertheless, the local paper mills are not operated properly.

For some time after the joint Changsong conference held in 1962 there was great enthusiasm in every county for building paper mills and turning out paper, but now interest has died down. A great failing of our personnel is that they lack perseverance in everything, and this applies to Party workers, administrative officials and economic executives.

If the officials do organizational work well to run existing paper mills efficiently and produce enough paper to meet each county's needs individually, it will be possible to use the paper produced by the central industry for the publication of greater quantities of books needed in education, such as schoolbooks, reference books, technical books, books on Party policies and novels. All counties should launch another drive to increase paper production.

Libraries and reading rooms should be well-stocked.

Since all our people study, this is very important. No matter how many books we publish, it is impossible to provide everyone with all the books they need.

Libraries should be set up in county seats and reading rooms in schools to allow everyone fuller access to reading matter.

We are planning to erect a Grand People's Study Hall in Pyongyang in the future. This hall will be supplied with a wide variety of books and local libraries will be provided with copies of those books which they lack.

To continue: we should strive to intellectualize the whole of society.

The Party's slogan of intellectualizing the whole of society is very good. The intellectualization of the whole of society is essential to eliminate the difference between physical and mental labour and build a communist society whose members will all work comfortably.

To be successful in this enterprise, it is necessary before anything else to have a correct conception of the intelligentsia in socialist society. In socialist society intellectuals are not loafers but toiling people just like workers and farmers. Workers work in factories, farmers work in fields and intellectuals do research work at their desk and teach. Therefore, we call the intellectuals of socialist society working intellectuals.

The Party policy of intellectualizing the whole of society aims at raising the educational level of the working people, all the working-classized members of society, to that of the intelligentsia.

Intellectualization of the whole of society is the ultimate objective of the education theses. While the final goal of the rural theses is to turn cooperative property into public property, the education theses are designed to turn all members of society into intellectuals in the end.

To achieve this we should expand and develop the study-while-you-work system in higher education, as pointed out in the education theses.

At present many of our young people are serving in the army and, in addition to this, children and students amounting to more than half the population are attending schools. This situation prevents us from setting up more regular colleges and

universities for all people. This would weaken the work force and strain the country's labour situation.

To intellectualize the whole of society we should set up a large number of such study-while-you-work institutions as factory, farm and fishermen's colleges and manage them properly. This is the quickest way to the intellectualization of the whole of society.

It is not particularly difficult to run a greater number of factory colleges. We have already gained experience in establishing and running them and laid their material foundations. Now we can easily set up and operate more factory colleges in industrial areas where they are needed.

A difficult problem in expanding and developing the study-while-you-work system is to set up and manage farm colleges. At present young people in rural areas have no time to study during the farming season. Therefore, the question arises how to enrol and educate them in these colleges.

Needless to say, if in the future comprehensive farm mechanization is completed and farmers come to work eight hours a day like workers in industry, it will be easy to solve the problem of running farm colleges.

For the present, however, they should be set up and run in the winter on a trial basis at those cooperative farms where mechanization is well in progress and which are situated in the vicinity of factories with many intellectuals. After gaining experience in this way, we must propagate it gradually.

Officials of Party organizations, people's committees and administrative committees at all levels, and managing personnel in industries and on cooperative farms should strive to manage study-while-you-work colleges well, thus providing all the working people with ample learning opportunities and successfully realizing the Party policy of intellectualizing the whole of society.

Further, Party control over education should be strengthened.

This question is stressed in the education theses. Since the Party is responsible for guiding the ideological, technical and cultural revolutions for the building of communism, it is, as a matter of course, in duty bound to give proper guidance to education, too. Only then will it be possible to conduct education well in accordance with the education theses and, hence, guarantee the success of the three revolutions.

The Party Central Committee has always been deeply concerned about education, but the provincial, city and county Party committees have tended to neglect its guidance. Some local Party officials substitute the provision of material conditions to schools for the guidance of education and pay little attention to how teaching and education is being run in schools.

The essential feature of Party control over education is to equip teachers and students firmly with our Party policy and ensure that teachers conduct their lessons well; in other words, it means ensuring a high quality of education. Therefore, Party organizations should have detailed knowledge of how well teachers and students are versed in Party policy, and of the quality of school education, and give appropriate guidance to ensure a high quality in teaching and education.

In order to strengthen Party control over education the higher officials of the provincial, city and county Party committees should make frequent visits to schools, giving lectures and timely solving knotty problems in teaching and education.

It is very important that ofiicials go and give lectures at schools.

If leading functionaries of provincial, city and county Party committees give frequent lectures to teachers and students on Party policy and on the internal and international situation, they can equip the latter closely with our Party policy and make them well posted in the internal and international situation.

Moreover, this will help them raise their own political and theoretical level. By visiting schools frequently to give lectures, the officials will be able to find out and solve the knotty problems in teaching and education promptly. By going out to schools often to deliver lectures, the leading officials of the provincial, city and county Party committees will be able, in the end, to bring Party guidance closer to schools.

These higher officials are all graduates of a communist college, the Higher Party School, or the National Economy Institute, so they are fully capable of preparing their own lecture texts. Therefore, given a little effort, they could prepare texts on our Party's industrial, agricultural and other policies and the domestic and international situation for themselves and give decent lectures to teachers and students. In future, leading provincial Party committee officials should make it a rule to go and lecture once a month at higher educational institutions and those of city and county Party committees at senior secondary schools and specialized schools. Officials of administrative bodies including the Administration Council will also do well to lecture before teaching personnel and students.

The activities of the Juvenile Corps and the Socialist Working Youth League organizations in schools should be properly controlled.

An important consideration in the guidance of these activities is tightening the organized life of the pupils and students. An organized life plays a very important part in revolutionizing and working-classizing people. Through their life in the JC and SWYL organizations, pupils and students receive ideological education and become organizationally tempered. However well they may teach children and students, teachers cannot educate them properly without improving their organized life.

In the students' organized life the main stress should be laid on ideological education and, at the same time, criticism should be stepped up. Our personal experience in the control

of education shows that criticism is a great asset in education of pupils and students.

In September 1972 when I called at the Taedongmun Primary School in Pyongyang, I asked some eight-year-old children who had just joined the JC if they had been criticized at a JC meeting. One of the pupils stood up and answered that he had been criticized at a JC meeting for failing to write properly from the teacher's dictation because he had not sharpened his pencils before coming to school. So I asked the boy what was his feeling when he was criticized. He said in reply that his heart was in his mouth, and added that from that time on he made a point of sharpening all his pencils beforehand and bringing them to school, so that he never repeated the error. Another pupil said that he had been criticized because he had neglected his homework and that after the criticism he never failed to do it. Even from the replies of innocent young children we can clearly see the value of criticism in the JC organizational life for the education of pupils.

The JC and SWYL organizations should see to it that criticism is intensified among their members and that they are thereby educated and tempered politically and ideologically.

These organizations and their instructors should guide the extracurricular activities of the pupils in a responsible fashion.

After school hours teachers are unable to exercise sufficient control over the life of pupils. And at home, parents cannot guide their children's out-of-school life properly because they all go to work. Therefore, no organizations other than the JC and SWYL can take responsibility for the guidance of the pupils' extracurricular activities. These organizations and their instructors should take full responsibility for the guidance of the pupils' lives after school hours.

Proper organization and guidance of the pupils' life after school hours is of great significance in their education. If their out-of-school activities are properly organized, pupils can be

educated excellently in the midst of collective. This is important not only in general education but also in higher education.

Because our pupils' life after school hours is properly organized and guided, all of them are growing up healthy and cheerful and make a good conduct drive collectively on a wide scale. By using their time after school hours the pupils have planted many JC and SWYL groves, carried on "greenery guards" and "sanitary guards" activities, and conducted an extensive drive for taking good care of their school and its furnishings.

The pupils of the Yaksu Senior Middle School, Changsong County, have set an example of handling the school and its furnishings with care. Once a reporter who came to the school to obtain information for his newspaper was inspecting the classrooms, when he wanted to jot down a few lines and so sharpened his pencil. Seeing this, a pupil came running towards him and caught the falling pencil shavings in the palms of his two cupped hands. They say that the reporter who was absent-mindedly sharpening his pencil was very impressed by the child's behaviour. The example of the Yaksu Senior Middle School has been propagated throughout the country and at present all the school-pupils are participating in an extensive movement for maintaining the schools and their furnishings well. This is very encouraging.

Our educational system, under which all pupils lead a JC and SWYL life and enjoy colourful cultural activities after school hours, and under which pupils are cultivated in the collectivist spirit through extracurricular activities, is an excellent system of which we can be justly proud.

On behalf of the Party Central Committee, I would like to offer thanks to the JC and SWYL instructors present at this meeting and to others in all parts of the country for their earnest efforts to guide the pupils' organized life and extracurricular activities.

In future the JC and SWYL instructors should organize the extracurricular activities still more efficiently so that the pupils may collectively review their lessons, play games and make a drive for good conducts after school hours. They should work with a high sense of responsibility so as to play their part well in bringing up the pupils as heirs to the revolution who will fight with all devotion for their homeland and people, for the Party and for the leader.

To conclude, I hope that all workers in education will equip themselves well with the Party's Juche idea and make every effort to carry out the Theses on Socialist Education to the letter.

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