

ON FURTHER DEVELOPING EDUCATIONAL WORK

Letter to the National Meeting of Educational Activists
July 22, 1984

Seven years have passed since the publication of the Theses on Socialist Education by the respected leader Comrade Kim Il Sung. The theses are a communist educational programme for training people to be truly revolutionary workers who have independence and creativity. This historic document clearly shows the path of our contemporary education.

Over the past years educationalists have worked hard to implement the theses and have achieved great success in their work. Juche has been firmly established in education, the quality of education has improved and its material and technical foundations have become stable. With the complete introduction of universal eleven-year compulsory education in our country today, all the younger generation receives general secondary education at state expense, many institutions of higher learning have been established and an army of 1.2 million intellectuals has been trained. Our educational work which started from scratch after the liberation has now reached a very high level where the whole of society is being intellectualized. Our country has literally become a land of learning, a land of education, where everyone studies.

The rapid progress in educational work has resulted in a considerable rise in the ideological and cultural standards of the working people, in a closer political and ideological unity of the masses, and in a great advance in socialist economic construction and the development of national culture.

The success in education, which our Party and people have achieved and are proud of, is associated with the unseen efforts of our educational workers who have devoted everything to training the younger generation.

Highly appreciating the achievements of our educationists in their work, I would like, on behalf of the Party Central Committee, to offer our warm thanks to all the educationists who are working devotedly for the education of our young people. The educational sector is today confronted with the weighty task of developing public education and the training of technicians and specialists to a higher level so as to meet the new requirements of our revolution.

Availing myself of this meeting of educational workers from all parts of the country, I should like to dwell on some questions in advancing educational work still further to meet these new requirements.

1. FURTHER DEVELOPMENT OF EDUCATION IS AN IMPORTANT REQUIREMENT OF OUR REVOLUTION

Education is one of the fundamental bases on which the prosperity and future of a nation depend. Without education, no country, no nation, would be able to achieve social progress and prosperity nor would its dignity and its bright future be conceivable.

To develop education is an important requirement for training people to become more powerful beings and for the acceleration of social development.

Socialist education is, in essence, an undertaking to transform man into a powerful being. Man's social position and role are determined by his consciousness of independence and by his creative ability. A man with only these qualities can be a powerful being and can fulfil his responsibility and role as a master of society. The consciousness of independence and creative ability which determine man's social position and role are fully cultivated by means of education.

Of course, man learns a great deal and is reformed in the course of his practical

activity to transform nature and society. But learning from one's own experience is not enough for one to assimilate the thoughts and culture which have been developed by mankind down through the ages. The younger generation in particular would be unable to play their role properly in society even when they reached working age unless they had received systematic education. Systematic education enables people to digest the thoughts and culture attained by humanity, acquire accurate knowledge of nature and society, learn science and technology in order to transform nature and society, and develop the qualities and personality capable of fulfilling their responsibility and role as masters of society. Therefore, if we are to train people to become powerful social beings and ensure that they discharge their liability and role as masters of society, we must steadily develop education. Its rapid development is indispensable also for rapid social progress.

The basic realms of social progress involve the activities to transform nature, society and man. The development of society means, after all, the development of the transformation of nature with the resultant increase in the production of material wealth, the development of the transformation of society with resultant rationalization of social relationship, and the development of the remoulding of man with his resultant growth into a powerful social being having higher standards of ideological and cultural wealth. Of the three major aspects of transformation, that is the transformation of nature, society and man, the remoulding of man is paramount. If we are to accelerate social progress we must give clear priority to the remoulding of man in particular, although we have to carry on the transformation of all three simultaneously. This is because man transforms nature and society and because the level of social progress is determined, in the final analysis, by his ideological consciousness and by his cultural and technological standards. Without giving our principal attention to the remoulding of man, it would not be possible to promote the transformation of nature and society nor would it be possible to accelerate the revolution and construction. Because it is precisely an activity to remould man, the main factor in social progress, education is an important revolutionary work which must always be given the first and foremost place in the revolution and construction and which must be developed quickly by strenuous efforts.

To develop education is an important requirement for success in the revolutionary cause of Juche.

Giving proper training to the younger generation is very important in carrying on the revolutionary cause of Juche.

The revolutionary cause of the working class initiated by the leader is a historic cause which is consummated in the course of many generations rather than one. We have a history of half a century since the respected leader Comrade Kim Il Sung pioneered our revolution, but we have not accomplished the revolutionary cause of Juche; we have neither reunified the divided country nor won a nationwide victory in the revolution. In order to accomplish the historic cause of reunification, of building socialism and communism in this land and of modelling the whole society on the Juche idea, we must continue the revolution for a long time into the future.

The younger generation are the people who are to carry forward the revolutionary cause of Juche. The victorious advance of our revolution and its future depend largely on how we educate them, the heirs to the revolution. The history of the international communist movement shows that the working-class party can give a steadfast continuity to the vitality of the revolution, advance the revolution and construction triumphantly and carry out its historic mission only when it properly educates the younger generation which will replace its predecessors in the revolution. If the revolutionary cause of Juche is to be consummated through generations under the leadership of the Party, it is necessary to concentrate on education and prepare the younger generation as stalwart heirs to the revolution and as its strong reinforcements.

Educational work must also be developed further for the complete victory of socialism.

Our revolution which has advanced victoriously under the banner of the Juche idea has now reached a very high point in its development where the struggle is going on to win the complete victory of socialism with the object of modelling the whole

society on the Juche idea. In order to win the complete victory of socialism, we must eliminate class distinctions between the working class and the peasantry, legacies of the old society which still remain in our country. The essential difference which characterizes them is the difference between town and country in the ownership of the means of production. The distinctions between the working class and the peasantry will not disappear until the ownership of the means of production is made uniform throughout society. In order to establish a single form of ownership, we must effectively continue the ideological, technical and cultural revolutions. In our country where the state power and the means of production are in the hands of the masses, there is no social force which obstructs the change of cooperative ownership into all-people ownership. The reason why we are unable to achieve this is that the remoulding of man and the transformation of nature are still inadequate. The rural communities still lag behind the urban communities in terms of ideology, technology and culture. Agriculture is technically behind industry, and cooperative farmers are behind the working class in ideology and culture. When agriculture has been further industrialized by forceful technical revolution, and when the ideological and cultural standards of the cooperative farmers have been raised to those of the working class by vigorous ideological and cultural revolutions, we can bring cooperative property under public ownership and abolish the distinctions between the working class and the peasantry. If we are to establish a classless society and win the complete victory of socialism, we must step up the three revolutions so as to counter the corrosive action of outdated ideas by freeing the peasantry from their fetters and by raising the ideological and cultural levels of all members of society, and so that we can develop the productive forces to such an extent as to permit the industrialization even of agriculture.

An important task which we must now carry out to win the complete victory of socialism is to speedily make the national economy Juche-oriented, modern, and scientific-based and attain the ten major long-term objectives of socialist economic construction in the 1980's. The struggle to carry out this task is an undertaking to effect a great revolution in the field of science and technology, to lay solid material and technical foundations for socialism and communism and to increase the nation's economic power in every way. Only by carrying out this task can we win the complete victory of socialism as soon as possible.

In order to succeed in carrying out the whole task for the complete victory of socialism, we must direct our efforts towards education and raise the ideological, technical and cultural standards of the working people still more and train a large number of competent technicians and specialists. Success in the struggle for the complete victory of socialism and for the acceleration of the cause of modelling the whole of society on the Juche idea depends largely on how educational work is developed. The standard of education is precisely the level of the scientific and technological progress made by a country; it finds expression in the level of culture and of the productive forces. To hope for success in the technical revolution and economic construction without developing education is wishful thinking.

The real state of educational affairs in our country today urgently requires further development in this work.

Although our educational work has made a great deal of progress over the past years under the correct leadership of the Party, it still falls short of our needs and the quality of education is not very high. In particular, the level of technical education is lower than world standards.

We must bring about a revolution in education to meet the new requirements of the developing revolution and so improve school education as a whole and raise its quality appreciably so that the new generation are well trained to become useful revolutionary workers and so that our education better contributes to the development of science and technology and to socialist economic construction in our country.

2. ON IMPROVING THE QUALITY OF UNIVERSAL ELEVEN-YEAR COMPULSORY EDUCATION

The stage of universal eleven-year compulsory education covers a very important period of people's education. It involves the education of the children and adolescents whose physical growth is at its most vigorous, and who are very sensitive and enterprising. In this period people shape the basis of their world outlook and thinking ability. The people's shaping of world outlook, their intellectual development and the formation of their characters depend largely on how this eleven-year compulsory education is practiced.

Improving the quality of this education has an important bearing on raising the standard of higher education and on the general ideological and cultural levels of society. At this stage all the younger generation receive general secondary education, and from it they launch into society, go to institutions of higher learning, or join the People's Army according to their wishes and aptitudes. Only when the quality of universal eleven-year compulsory education is improved so as to give all the younger generation a first-class general secondary education will it be possible to train qualified technicians and specialists at the universities and to improve the general ideological and cultural levels of society.

In order to improve the quality of this stage of education, we must first of all define the content of general secondary education properly and teach it correctly.

The quality of general secondary education is determined, above all, by its content. Only when this is defined and taught correctly can we give the younger generation a perfect general secondary education and ensure a higher standard of universal eleven-year compulsory education to fit in with the trend of the progress of modern science and technology and to meet the real demands of socialist construction.

The content of general secondary education should be designed to train the children and young people to be well-rounded communists who are knowledgeable, moral and healthy. Since socialist education aims at developing men's consciousness of independence and creative ability, the content of general secondary education must be so defined as to develop the consciousness of independence and creative ability in children and youngsters and to train them to be versatile communists who have knowledge, morality and strong physiques.

What is most important in general secondary education is to strengthen its political and ideological content. This is a consistent policy of our Party. Only by strengthening political and ideological education can we bring up the children and young people to be communist, revolutionary workers who possess the revolutionary world outlook and distinguished personality. General secondary education should arm the new generation firmly with the Juche idea and the Party's policies, strengthen revolutionary and communist education and so train them to be truly communistic revolutionary workers who fight devotedly for the Party and the revolution, for the fatherland and the people.

In this education emphasis should be laid on teaching the basic subjects of science and foreign languages. Mathematics is not only fundamental to all natural science but is also an important means of studying social phenomena. Strengthening the teaching of mathematics is important in developing the scientific thinking ability of the new generation. General secondary education should also teach physics, chemistry and biology more effectively. Adequate general knowledge of basic science subjects will enable pupils to increase their ability of understanding and application quickly and will lay a solid foundation for the development of natural science and technology for the good of the country. If we are to introduce advanced science and technology widely and develop international interchange and cooperation in the fields of science and culture, we ought also to improve the teaching of foreign languages in general secondary education. If they acquire general knowledge of the basic subjects of science and at least one foreign language through general secondary education, the younger generation will have a sound scientific and theoretical basis on which to develop into competent technicians and specialists. The key to improving the quality of universal eleven-year compulsory education is to intensify the teaching of basic science subjects and foreign languages.

Schools must make greater efforts in teaching the basic subjects of science such as mathematics, physics, chemistry and biology, and foreign languages so that all the

pupils can cultivate the mental faculties of technicians and specialists and read foreign books at this stage of their education.

General secondary education must also teach artistic subjects and physical culture more effectively. Schools must give priority to political and ideological education, and closely integrate intellectual education and education in art and physical culture, so that all the pupils can be trained to be competent revolutionary workers who have high cultural and artistic standards and strong physiques.

Efficient training in the rudiments of technology occupies an important place in general secondary education. If the pupils are to be trained to serve the country and the people faithfully after graduation, they must be equipped both with basic general knowledge and the necessary basic technical expertise. In strict accordance with the Party's policy on the proper combination of the teaching of adequate basic general knowledge with training in the rudiments of technical aptitude in the course of general secondary education, the senior middle schools must teach their pupils the basic techniques of modern production including electricity and machinery and at least one kind of technical skill. They must train them to be skilful in the operation of lorries, tractors and other machines and equipment which are widely used in production and construction.

The educational sector should investigate all the subjects taught at this stage of education and then rationalize the educational content in such a way as to teach the pupils the fundamentals of the revolutionary world outlook and train them to become communists who are sound mentally, morally and physically. The revised subjects must be taught thoroughly.

In order to improve the quality of universal eleven-year compulsory education, you must see to it that the work of educating the pupils goes through the necessary pedagogical processes exactly.

Education is a difficult and complex process of training human beings. Just as one strictly follows scientific and technical processes according to natural laws in one's effort to transform nature, so teachers must correctly observe the educational processes in accordance with the laws of human development, if they are to develop men into powerful beings. Unless educational work follows these processes, it will be impossible to train them to be competent revolutionary workers.

Schools should discard the tendency of placing undue emphasis on lectures, and ensure that all the teaching processes such as the preparation and execution of lectures, the process of digesting the lessons given and examinations are geared to the principles of socialist teaching and that the work of education exactly follows these processes.

In observing the pedagogical processes exactly, lessons of different kinds defined by the educational programme must be given without any omission, and particular efforts should be made to apply the correct methods of teaching so as to help the pupils to digest the lessons. No matter how much you may teach, it is useless if the students cannot understand the lessons.

Experiments, practical work and exercises are important forms of teaching to amplify the theories they have learned, consolidate them and cultivate the ability to apply and put them into practice. Schools should devote a great deal of time to experiments, practical work and exercises, steadily improve their quality and let the pupils themselves operate integrated circuits, electronic computers and other up-to-date scientific and technological devices so as to familiarize themselves with them. In raising the quality of universal eleven-year compulsory education, it is very important to improve educational methods.

The method of teaching, as well as its content, is an important factor which affects the quality of education. Educational content, even if it is correct, cannot be understood properly by the pupils unless it is taught by effective educational methods which are commensurate with the intrinsic nature of socialist education. It is all the more urgent to improve educational methods in view of the fact that at present outdated teaching systems are doing serious harm to the education of the younger generation. The old educational methods are now one of the major factors which obstruct the development of education. Only when they are improved will it be possible to wipe out the remnants of the old style of education, quickly advance

socialist education and continuously raise its quality in conformity with the requirements of the developing situation.

The important thing in improving these methods is to do away with cramming and dictation and to apply the heuristic method.

Cramming and dictation are very harmful because they paralyse the independence and initiative of pupils. If every lesson is crammed into the heads of the pupils or dictated, and if they are required to repeat, parrot-fashion, what they have learnt, it will be impossible to develop their reasoning faculty nor will they correctly understand the essence of things and phenomena and the profound principles of science.

Schools must make proper use of various teaching methods in keeping with the characteristics of the subjects being taught and the preparedness of the pupils, so that they can gain a broad and deep understanding of what they are taught.

In particular, it is necessary to introduce a wider use of visual aids and demonstrations. These greatly assist the pupils to understand difficult and complicated scientific principles easily and quickly and encourage them to think for themselves. Schools must improve visual lessons and demonstrations to suit the characteristics of the subjects of the lessons and make more use of modern visual aids of various kinds especially in explaining difficult subjects.

In improving the educational system it is important to correct examination methods. Examinations are an important way of testing and appreciating the degree of pupils' understanding of what they have been taught. If an examination requires the pupils to learn lectures by heart, you cannot make a correct assessment of the degree of their understanding nor can you appraise their real academic attainment. The educational sector must discard the outdated examination system once and for all, and adopt an improved method which can primarily test the pupils' theoretical understanding and their ability to apply this knowledge.

You should give deep consideration to a systematic cultivation of the pupils' extraordinary aptitudes and talents.

It is an important characteristic and superiority of socialist education to ensure both the development of the collective and the cultivation of individuality. The socialist educational system provides wide scope, not only for giving full play to the might of the collective but also the full, development of individual aptitudes and talents. It actively encourages the development of such abilities. You must treasure the special aptitudes and talents of pupils and cultivate them actively so that those who have such qualities will contribute greatly to the development of science, technology and culture for the country in the future. The educational sector must select pupils with remarkable aptitudes and talents and give them systematic education so that they may grow into competent workers for the basic branches of science and other specialized fields.

3. ON IMPROVING THE TRAINING OF TECHNICIANS AND SPECIALISTS AND PROMOTING THE INTELLECTUAL DEVELOPMENT OF THE WHOLE SOCIETY

This is the age of science and technology. Their rapid development urgently requires that the training of technicians and specialists be improved. Only when we improve this work in conformity with the trend of development of modern science and technology can we rapidly advance our own, step up the technical revolution and accelerate socialist economic construction at a high speed. The workers in higher education should improve the training of technicians and specialists in keeping with the requirements of our developing situation.

To this end, the scientific and theoretical level of higher education should be raised still further.

The development of technical education is the most important thing in this connection.

Strengthening basic technical education is a prerequisite to making specialized technical education efficient. Basic technical education is a training to give students a fundamental knowledge which they will need to study specialized technology.

Only when we encourage students to master the fundamental principles of modern science and technology through intensified education can they learn modern science and technology more effectively, perfect their professional knowledge during the university course and, after their graduation, creatively solve difficult and complicated science and technology problems arising in different sectors of the national economy. The workers in higher education should not neglect basic technological education but concentrate on strengthening the basic education in specialized fields.

We should raise the scientific and theoretical standards of specialized technological education by intensifying basic technical education. As science and technology are now developing rapidly, new dimensions are being steadily opened up and up-to-date technical equipment such as electronic computers and industrial robots are widely used in production. Higher institutions of learning should widely introduce the latest scientific and technological achievements in their particular fields so as to raise the standard of specialized technical education quickly. In particular, technical universities should devote their efforts to the teaching of up-to-date science and technology, the elements and means of automation in the electronic and automation industries; to the teaching of welding and hydraulic techniques and to the teaching of other new processes and developments in their specialized fields.

One of the important tasks facing us today in promoting technical education is to improve training in design. Technical universities should give great attention to this so that every student can easily read any kind of blueprint and can be skilful in inventing and designing a variety of modern machinery and equipment on his own. It is important to establish Juche in technical education.

Establishing Juche is an important principle which our Party maintains in technical education. Only when Juche is firmly established in this sector can we prepare our students to be useful technical personnel who will serve our revolution faithfully. Technical universities, firmly based on Juche in education, should pass on to their students a great deal of scientific and technical knowledge, which are necessary for the effective development and use of our natural resources and for the further strengthening of the independent and Juche-based character of our national economy. Engineering universities, in particular, should instruct their students well in respect of scientific and technical problems which will help them to solve the problems of raw materials, fuel and power by using our domestic resources and also help them to strengthen our independence in iron production and bring about progress in producing and processing nonferrous metals. The agricultural universities should concentrate on the teaching of the Juche farming methods and the Juche-oriented agricultural science and technology which we are developing creatively in our country.

It is imperative to intensify training in social science and basic sciences in raising the scientific and theoretical standard of higher education.

Those universities whose duty it is to train specialists in social science should teach a wide and profound knowledge of the Juche idea, our Party's policies and Juche-based theories on social science so that the students may master the ideology, theory and method of Juche and develop all aspects of social science from a new angle on the basis of the Juche idea.

The present situation in which the national economy is growing in scope and up-to-date scientific and technical measures are extensively introduced in economic administration calls for the management of the socialist economy on the basis of a scientific system. The universities which train specialists in social science should give a good grounding in this so that the students may acquire a deep knowledge of management as a whole, starting with the fundamental principles of socialist economic management and proceeding to planning, labour organization, equipment control, technical maintenance and financial operations, as well as an ability to make wide use of electronic computers and other technical equipment in the management of the economy.

Close attention should also be paid to training in the basic sciences such as mathematics, physics, chemistry and biology. The rapid development of modern science and technology is based on success in the basic sciences and independence in these disciplines starts from the basic sciences. By developing them we can

quickly raise the level of science and technology, successfully solve related problems which face different sectors of the national economy and develop our science and technology in keeping with the Juche character. Universities should assist their students to understand the latest successes achieved in the field of basic sciences, so as to bring about drastic improvements in the training of specialists. In order to improve this training higher education should also give students practical working knowledge applicable to the revolution and construction. If higher education is to teach practical knowledge to students, it should give lectures in close combination with scientific experiments and practical training in production. Knowledge from lectures is better understood through experiments, and only when it is combined with the appropriate ability through practical training in production, will it become practical working knowledge. Higher education should not leave out necessary experiments or practical training and should improve their quality by constantly raising the scientific and theoretical level of lectures. Universities should build up their experimental and practical training centres and extend experiments and practical training so as to ensure that all students fully understand what they have learnt and consolidate it and increase their ability to apply this knowledge.

Improving scientific research at universities is one of the important ways of improving the training of technicians and specialists.

A university is a centre for training national cadres and a place of scientific scholarship. Unless universities intensify scientific research, they will be unable to carry out the steady improvement of the quality of education to meet the demands of the developing revolution and the trend of scientific and technological progress, nor will they be able to train technicians and specialists properly. University education must be closely combined with scientific research and university teachers must not only be competent educators who train such students but also well-qualified scientists who contribute to the scientific and technological development in our country. Universities must not only train students to be competent national cadres, but produce valuable scientific research results by encouraging teachers to increase their research work.

If they are to strengthen scientific research, they should consolidate research centres and conduct research work under a far-sighted plan. They ought to mobilize teachers to lay the firm material and technical foundations needed for research work and see to it that teachers carry out effective research to solve scientific and technological problems arising in education and economic construction. It is necessary to establish a well-regulated system of directing scientific research at universities, coordinate their research projects and review their results quickly. At the same time, universities should be provided with adequate modern laboratory equipment and the materials necessary for research.

In order to improve the training of technicians and specialists, it is necessary to reorganize the technical education system and continue to perfect it in step with the developing situation.

Higher education should take proper measures to improve specialized technical education in the latest science and technology and to train a large number of field technicians who are urgently needed in socialist construction, in conformity with the trend of developing science and technology and the long-term demand of the national economy. While constantly raising the educational level of the existing technical universities, we will in future have to set up colleges so as to train technical personnel needed by different sectors of the national economy such as electronic, automatic, metallurgical, mechanical engineering industries and tideland reclamation and services, thus producing large numbers of technicians and specialists in these sectors.

A proper educational system should be established to train skilled workers and efficient technical education must be given to the younger generation who will be employed in the productive sector.

Since the technical equipment of the national economy as a whole has been improved markedly as a result of socialist industrialization, different economic sectors demand a large number of skilled workers as well as technicians. This demand will increase as the nation's economy develops. In future the educational

sector should set up specialized schools to teach technical skill in definite occupations for the systematic production of high-grade skilled workers to meet the demand of different sectors of the national economy.

The intellectual development of the whole society is an important task of the educationalists. Drawing on the success already registered, they should strive to achieve this.

To this end, it is important to develop the system of giving higher education to the people who are on the job.

This is the best educational system to turn all members of society into intellectuals successfully at the present stage of socialist construction. The educational sector should run the existing institutions of higher learning such as factory, farm and fishermen's colleges efficiently and increase the number of these colleges as the circumstances permit, so as to teach the working people who need higher education. In addition, the university on TV should be run efficiently, and videotape lectures be introduced extensively from now on.

In order to bring up all people of society to be intellectuals, it is necessary to increase social education and establish a revolutionary habit of study throughout the country.

The Grand People's Study House assumes a very important mission in improving social education. It is one of the important centres for turning all members of society into intellectuals and constitutes a correspondence university. It should play a greater part and thus contribute actively to raising the cultural and technical levels of the working people and to bringing up all people to be intellectuals. The study house should widely introduce and disseminate the latest achievements of science and technology in various forms and ways and carry on more vigorously the work of improving the scientific, cultural and technical levels of scientists, technicians and working people.

Libraries have a large share in strengthening social education. They should be well equipped and run effectively so that all of them will satisfactorily fulfil their role as disseminators of new science and technology and as organizers of social study.

The establishment of a revolutionary study habit throughout society is an important means of quickly turning the whole of society into intellectuals. The establishment of a well-regulated educational system of studying while working and the strengthening of social education alone are not enough to make it a success. If we are to ensure that all the members of society acquire a university education, we must encourage everyone to study hard by establishing the revolutionary habit of study throughout society, while at the same time increasing the number of higher educational institutions and strengthening social education. We should see to it that under the Party's slogan, "The Party, the people and the army must all study!" every working man and woman gets into the habit of studying and makes it a part of daily routine and steadily improves their level of general knowledge and their technical and cultural standards.

4. ON RAISING THE ROLE OF TEACHERS AND IMPROVING THE CONDITIONS FOR EDUCATION

The improvement of educational work calls for greater responsibility and role of teachers, the development of educational science, and the guarantee of adequate conditions for education.

First of all, the responsibility and role of teachers should be increased.

Teachers are directly in charge of educational work; they are career revolutionaries who carry out the honourable duty of bringing up the rising generation to be heirs to the revolution, to be communist revolutionaries. Nothing is more important than raising men, the most precious beings in the world, to be more dignified and powerful and educating the younger generation, the future of the country, to be successors of the revolution is the most worthy and honourable job. Our Party wholly entrusts teachers with our rising generation who represent the future of the fatherland. The success of educational work and the quality of the new generation, the future of the country, depend on how the teachers work. They should bear in mind a high sense of responsibility and pride at being professional revolutionaries who bring up the younger generation to be heirs to our revolution, to be communist

revolutionaries, and should devote all their wisdom and energies to the education of young people and the training of national cadres.

The basic revolutionary task devolving upon teachers is teaching, and their primary duty is to be proficient in teaching. They must make a deep study of the instructions of the respected leader Comrade Kim Il Sung and Party policies, make good preparations for giving lessons in the proper context of the situation and ensure a high level of lectures, class debates, experimental work and all other lessons as outlined in the curricula.

Besides teaching well, teachers should be responsible for guiding students and pupils in their after-school studies and life. Teachers should give adequate, planned guidance to their extracurricular studies and, at the same time, direct them properly so that they will study seriously of their own accord and carry out their extracurricular work including social and political activities effectively.

In order to discharge their duty and responsibility, teachers must improve their qualifications. These show themselves in the attainments of students and pupils and decide the quality of education. The principal reason why our educational work fails to keep pace with the requirements of the situation is found in the poor qualifications of teachers and the decisive factor for a better quality of education lies in the improvement of their competency. They must establish the revolutionary habit of study and carry on their studies energetically and tirelessly so as to raise their scientific and theoretical levels as well as their educational and working qualifications still higher.

In future, university teachers must all be versed in their own subjects and qualified highly enough to solve for themselves the scientific and technical problems arising in the circumstances and give expert lectures catering to the trends of the development of modern science and technology. All of them must have academic degrees in their subjects, and each faculty must have at least some scholars of professorial and doctoral caliber who are capable of making new inventions with definite views on modern science and technology. Teachers in general education must achieve complete mastery of their own subjects and acquire the ability of teaching one or two related subjects. Those who did not finish teacher training should all qualify in the next few years.

In order to raise their responsibility and role, teachers should be secure in their own posts and given social respect and preferential treatment. This will enable them to dedicate their whole lives to the education of young people, giving them a great sense of pride and honour in their work. Teachers are unknown industrious men, unassuming revolutionaries who exert hidden efforts for the upbringing of the rising generation, the future of the country. We should confirm teachers in their posts, give them as much social prominence as possible and introduce and commend the exemplary teachers widely.

Improving teacher training is an important requirement for the development of socialist education. Better training makes it possible to satisfy the growing demand for teachers immediately and improve the quality of education. Today the level of the universal eleven-year compulsory education has risen and there is the need to reshape the technical education system. This situation calls for a corresponding improvement in teacher training. In the educational field the training of teachers should be improved so as to have many teachers who have attained political and ideological preparedness and have acquired high scientific and theoretical qualifications.

For improved teacher training, the function of teacher-training institutions should be improved. The universities of education and teachers training colleges are our Party's dependable centres for training teachers and 'breeding stations' for the education of the younger generation. In the educational field, these universities and colleges as well as other institutions for training teachers should be properly established and good students must be enrolled and brought up as teachers. The teacher-training establishments should be told how many teachers must be trained and what the student enrolment should be on the basis of proper consideration of the country's education development and its requirement of teachers, and be provided with adequate educational programmes suitable to the purpose of the training so as to meet the demand for teachers in good time. All those who received

teacher training are required to have high educational and working qualifications. For improved teacher training it is important to establish a well-regulated system of training technical teachers.

This system should be put on the right footing and teachers in this field be trained in large numbers so as to give good basic technical training at senior middle schools, improve technical education at universities and run the colleges and professional schools to be established in future properly. While managing the present system of training technical teachers effectively, measures should be taken in the educational field to ensure the systematic training of teachers of basic technical subjects at the senior middle schools as well as of expert teachers for the schools for teaching technical skills.

The postgraduate and doctors' courses should be improved and strengthened to train future educationists and scientists for the country with credit and thus build up the teaching staff of universities and scientific forces in a far-sighted manner. Educational science should be developed.

Only when this is done is it possible to place educational work on a high scientific footing in step with the development of science and technology and quickly raise the level and efficiency of education.

What is important for the development of educational science is to study measures for the correct solution of the questions outlined in the Theses on Socialist Education as well as the urgent theoretical and practical problems raised by our educational situation. In the area of educational science, we must steadily improve and perfect the educational system in conformity with the new requirements of the revolution and construction, develop the methods of study while at work and make a far-sighted appraisal of theoretical and practical problems which will arise in making all members of society intellectuals through scheduled compulsory higher education. It is also necessary to strengthen the studies on the proper designation of the scale and level of education at each educational stage from preschool training to higher education, on the scientific arrangement of educational programmes and on the improvement of teaching methods.

If we are to develop educational science, we must build up educational science institutes and enhance their role. It is essential in the educational realm to reorganize the existing institutes rationally, improve their functions and role and thus make fresh progress in educational science research.

Sufficient educational facilities must be provided.

With the rapid development of educational work, the material need in the educational sector today grows at a tremendous rate and the demand for educational facilities increases. On the basis of the firm economic foundation of the country, we must ensure the provision of sufficient up-to-date educational facilities for the rising generation.

The schools should be furnished with enough educational equipment. This is an important means of improving the quality of education. Various up-to-date educational facilities which conform to the principle of socialist pedagogy and the special requirements of subjects should be developed in large numbers and electronic computers, videotape recorders and other technical facilities and new scientific laboratory appliances should be widely used.

Under the state care firm bases producing educational equipment should be built up and the role of school suppliers' organizations be enhanced to produce large numbers of up-to-date equipment for experimental practice as well as scientific laboratory appliances and supply them to schools. At the same time, schools should make strenuous efforts to manufacture the necessary scientific experimental facilities themselves.

Various kinds of reference and extracurricular books should be published in large numbers and supplied to schools. Publishing and printing centres must be firmly established, and dictionaries, manuals, books of solutions to problems and of formulas for different sectors, as well as extracurricular books and illustrated books on science, technology, history, literature and art, sports and other different subjects should be produced in line with the standards, age and psychological features of the students and supplied in large numbers.

Precedence should be given to the construction of schools and various school

fittings and stationery must be supplied.

In keeping with the establishment of many schools of various levels, including universities, and a steady growth in the number of students, the construction of school buildings, hostels and practical training bases should be included in the state plan and carried out in a planned way, and various kinds of high-quality school fittings and stationery must be produced and supplied opportunely.

5. ON ENHANCING PARTY GUIDANCE IN EDUCATION

Enhancing Party guidance in education is the decisive guarantee for the successful implementation of the tasks facing the educational area. This is the only way to maintain the working-class character of socialist education and constantly develop educational work. Party organizations at all levels should intensify Party guidance in education in line with the new requirement of revolutionary development. An important thing in improving Party guidance in education is to launch a vigorous campaign to establish the Party's monolithic ideological system among the teaching staff and students firmly and to revolutionize and working-classize them.

This is the way to make them into true communist revolutionaries who are unreservedly faithful to the Party and the leader and implement the Party's educational policy successfully.

Party organizations should effectively carry on education in the monolithic ideology of the Party and revolutionary education among the teaching staff and students so that they will arm themselves firmly with our Party's revolutionary idea, think and act upon the Party's idea and intention anytime and anywhere and be true to the Party to the end. They should also intensify organizational life among the teaching staff and students and conduct various forms of energetic socio-political activities among them so that they will continuously train themselves through their organizational life and in the course of their actual work to carry out their revolutionary tasks.

Another important factor in improving Party guidance in education is to encourage schools to provide effective education.

The basic duty of schools is to provide this to the students. They should give proper education to the students, first, second and third. Party organizations should be mainly concerned to see that this is done.

The most important thing in education is to implement the educational programme correctly. The educational programme is a law which schools are obliged to implement. When they fail to do so it is impossible to improve the quality of education and bring up the students to be competent revolutionaries. Party organizations should see to it that schools establish a strict educational discipline and thus always implement the educational programme and do not mobilize the teachers and students for other work as they please.

Over and above the unconditional implementation of the educational programme it is also important to improve the politico-ideological level and academic level of instruction. Party organizations should see to it that all teachers fully meet the requirements of socialist pedagogy and thus provide teaching in line with the Party policy, constantly improve teaching methods to bring them to perfection and always give students information capable of practical application to our revolution.

Strengthening the ranks of teachers is another of the important problems in improving Party guidance in education. This is essential in order to improve its quality and raise the students to be communist revolutionaries boundlessly faithful to the Party and the leader; to be competent builders of socialism and communism. Party organizations should select teachers from among good people who are fully armed with the Party's monolithic ideological system, are completely true to the Party and the leader and have admirable academic qualifications.

Provincial, city and county Party committees should improve their guidance in education.

An important task confronting these committees is to give effective direction to education. At the moment they put the accent only on immediate economic affairs and are not much concerned about education. Some senior officials of provincial,

city and county Party committees consider that their guidance in education means only construction of school buildings. They are therefore not in the least concerned about instruction to which they should pay proper attention. They should rectify the deviation manifested in their guidance of educational work and should pay close attention to its improvement.

First and foremost, they ought to treat education as part of their own task and should apply themselves to its development. When the Party sets out a policy concerning education, they should promptly hold collective discussion and work out the right directions and means for carrying it out and they should launch a vigorous organizational and political campaign to this end. At the same time, they should regularly acquaint themselves with how the Party's educational policy is implemented, rectify the deviations promptly and see that the policy is carried through.

In particular, the city and county Party committees should see that schools in the general education field in their own areas unconditionally implement the curriculum and should apply themselves to provide suitable educational amenities. Their responsible officials should frequently visit schools in that field, inform the teachers and students of the Party's policies which are put forward from time to time, acquaint themselves in detail with how education is carried on and solve their problems promptly.

Provincial Party committees should give proper guidance to schools in general education and universities in their provinces. They should regularly oversee the work of university Party committees, in particular, and help them to do their duty. Provincial, city and county Party committees must give correct guidance to the educational administrations so that they will play their role properly.

Educational administrations are executive organs in direct charge of the work of implementing the Party's educational policy. To carry through this policy it is essential to improve the functions of the educational administrations. Provincial, city and county Party committees must back them up to exercise unified control over educational administrative work and execute it in a unitary way and strengthen the administrative direction and control of education. In particular, inspection and control should be given to educational administrations so that they work to lay the material and technical foundations of schools such as school building and educational equipment responsibly.

For the strengthening of Party guidance over educational work it is imperative to improve the functions of university Party committees.

The Party committee of a university is the highest organ with responsibility for guiding teaching at the university as well as the politico-ideological life of its teaching staff and students. Without increasing their role, the university Party committees cannot give proper leadership to the whole work of universities including education in line with the Party's intention. An important key to develop the work at universities lies in improving the functions of their Party committees. They should be very conscious of their responsibility and duty and give proper guidance in university work.

University Party committees should, above all, conduct Party political work in close liaison with educational administration. This close liaison is the unvarying guideline our Party has held fast to in the development of socialist education. Only when these are closely combined can instruction be given correctly in line with the Party's educational policy and the one help the other to ensure success.

An important factor in coordinating Party political work and educational administration is that we conduct Party political work, with an emphasis on providing successful instruction. For the university Party committee to give priority to Party political work and intensify its work with teaching staff and students is aimed at increasing their responsibility and revolutionary zeal and thus successfully carrying out university education.

The university Party committee should conduct Party political work centring on instruction and see that it results in educational success. Guidance to the organizational and ideological life of the teaching staff and students, too, should be concentrated on improving teaching and study, and all university work should be thoroughly subordinated to educational work.

In guiding the university's work its Party committee should see that collective guidance is properly combined with unified direction. It must discuss, and settle collectively, all problems facing the university including the work of implementing the educational programme and regularizing school management. After taking proper measures through collective debate the university Party committee should see that leading administrative personnel direct educational administration in a unified way according to their assignments and that Party workers back up and help them to carry out their assignments given by the Party committee promptly. The task of educationalists at present is heavy yet honourable and the Party expects a great deal from them. I am firmly convinced that they will all bring about another revolutionary change in education by thoroughly implementing the Party's educational policy.

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