

KIM IL SUNG

**ON THE FULL
IMPLEMENTATION
OF THE *THESES ON*
*SOCIALIST EDUCATION***

WORKING PEOPLE OF THE WHOLE WORLD, UNITE!

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ON THE FULL IMPLEMENTATION OF THE *THESES ON SOCIALIST EDUCATION*

Concluding Speech at the 14th Plenary
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The *Theses on Socialist Education*, published at this meeting, throws light both on current practices in education and on innovations that are 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 coordinate preschool, school and adult education.

The *Theses on Socialist Education* makes a point of coordinating preschool, school and adult education so that all the people receive education throughout their lives. In order to train every member of society to be of a communist type equipped with the revolutionary world outlook and with considerable scientific and technical knowledge, it is necessary to educate them all from childhood until the day they die.

Preschool education is the first stage of education. It plays a major role in forming a man's world outlook and has a great influence on his intellectual development.

In this country preschool education is provided in the main at kindergarten. Therefore, the work there should be improved to give a good upbringing to the children below school age.

In educating children below school age, those who remain at home without attending kindergarten pose a problem. Party organizations and educational institutions should study the question of educating these children and

take appropriate steps.

Schooling is the basis of all education. Only when children and adolescents are properly trained during secondary and higher education can they be raised as communist revolutionaries equipped with a revolutionary world outlook and a full knowledge of science and technology. Therefore, we should increase the sense of responsibility and role of education workers so that they teach well.

Education does not end after preschool and school education. Even after leaving school, people should still receive continuous education.

Adult education is as important as preschool and school education. Even after graduating from university and going out into society people should continue to receive education. Only then can they devote themselves wholeheartedly to fighting for the Party and the revolution whatever the adversity.

In my experience of working with tens of thousands of people from the time when I began the anti-Japanese revolutionary struggle to this day, nearly all of those who turned degenerate were people who neglected to study.

If iron is left outdoors, it will rust and become useless. To prevent this it must be oiled or painted.

Since we are building socialism against a capitalist background, bourgeois reactionary ideas and degenerate culture may infiltrate from outside and all sorts of outdated ideas, including feudal and capitalist ones, may exert a

corrosive action domestically. If bourgeois reactionary ideas infiltrating from outside and outdated ideas remaining in the minds of the people are combined, their corrosive action will be still greater. Under such circumstances, if we do not intensify the education of the people to make them thoroughly revolutionary, they may fall prey to degeneracy.

If people dislike studying and hate life in an organization, they will become degenerate.

Even some of those who participated in the anti-Japanese armed struggle became degenerate. They simply went hunting and fishing and did not study or participate in the organizational life of the Party. Even those who have been engaged in the revolutionary struggle for many years should continue to study and be loyal to their Party organizations. Only then will they avoid becoming degenerate and remain sound to the end of their lives and preserve the honour of a revolutionary fighter. Revolutionaries should be faithful to the Party and the leader, to the country and the people till the end of their days. Only then will they retain the respect of the people even after they have died.

A considerable number of university graduates have become corrupt because they did not study properly after going out into society. A man will not always acquire a correct world outlook just because he has graduated from university. At university only the basis of a revolutionary world outlook is laid. So, even after leaving university

and becoming a full member of society, one must continue to study and develop one's revolutionary world outlook.

Historical experience shows that anyone who neglects studies and Party life will go astray, whether he is an old revolutionary fighter or a university graduate.

The publication of the *Theses on Socialist Education* is aimed not only at educating the younger generation but also at capturing the ideological and material fortresses of communism through imbuing all the working people with revolutionary and working-class qualities.

We should improve adult education, so that all the working people consolidate and develop their revolutionary world outlook and steadily raise the level of their general knowledge and their levels of culture and skill.

In particular, careful attention should be paid to educating cadres.

At present the revolutionary habit of study has not been properly established among the cadres. It is not the subordinates but the cadres who dislike studying. This is the case with cadres belonging to both central and local authorities; they seem to prefer just driving around in cars.

The cadres are now neglecting their Saturday studies on the pretext of meetings and other things.

As I have always said, studying, too, is a revolutionary task. Therefore, you should attend these study sessions without fail, even if it means that you are unable to deal with some other work on Saturdays. The system of

Saturday studies has now been well established, but the cadres do not keep to it faithfully.

Moreover, the system of month-long short courses is not being run properly. This was instituted after the 15th Plenary Meeting of the Fourth Central Committee of the Party, and it was made obligatory for all cadres to go to school for one month's study every year. For a few years after this system was established all the cadres without exception attended these courses, but now the courses are not being run regularly, and when they are given, they are restricted in scope. When told to attend, some chief secretaries of the provincial Party committees refuse, saying they cannot possibly do so at the height of the farming season. But as long as there are Party organizations, Party members and government bodies, farming in the province will not go particularly amiss because the provincial Party chief secretary is absent.

Without studying, the cadres cannot keep up with the developing situation nor play their role properly as the leading officials of the revolution.

By establishing the revolutionary habit of studying all cadres should become imbued with the revolutionary doctrine of our Party and acquire comprehensive scientific and technical knowledge.

Above all, they should study Party policy harder.

It is only when they study Party policy closely that their political life can continue to flourish and they can advance bravely along the revolutionary road throughout

their lives. Only then can they measure everything by the yardstick of Party policy, distinguish right from wrong and propagate its truth.

Since our cadres are failing to study Party policy properly, they do not propagate it well and when they are sent abroad they fail to work without hesitation in conformity with its demands.

All cadres should study Party policy in depth, digest it thoroughly and use it as a strict basis for all their actions and their lives.

Meanwhile, all cadres should have a complete understanding of their own work. For this, they should acquire the latest scientific expertise.

They should attend Saturday studies and Wednesday lectures without fail and go on the month-long courses with enthusiasm. If a whole month is too long, it could be shortened to 20 days or so, but the point is that the courses must still be run.

As far as studying 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 study. Under the slogan of "The Party, the people and the army must all study!" all cadres must persevere in their studies and in this way steadily improve their political-theoretical levels and their

cultural and technical standards.

Next, the quality of education should be radically improved.

This is an important, common concern of all the branches of education: primary, secondary, higher, general and technological.

Above all, we should bring about a marked improvement in the quality of primary and secondary education.

This requires improving both the universities of education and teacher-training colleges.

These universities and colleges are “breeding stations” for the education of the younger generation. They train teachers, so they can be compared to the breeding stations that hatch chicks; hence, in the *Theses on Socialist Education* I have called them “breeding stations” in simple language.

It is only when such “breeding stations” are improved and the standard of education raised that they can turn out many excellent teachers, and this will make it possible to improve the quality of primary and secondary education markedly.

If we do not train teachers efficiently, this will have serious consequences on educational work. Before the 15th Plenary Meeting of the Fourth Party Central Committee, education was in an extremely deplorable state. At the time there were many teachers and officials in the field who did not adhere to a firm working-class stand. As a

result, they failed to give a sharp working-class edge to education and tended in the main to conduct education of a motley form and nebulous kind, on the borderline between working class and capitalist. At the time one particular teacher speaking on the platform at an education 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 in political and ideological education, revolutionary education. And a leading official in the field of primary and secondary education applauded, rather than hitting out at him. Because the workers in the education field were in this state at the time, it was inevitable that they would be unable to give education a working-class edge, and instead they taught a motley form.

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, landowners and capitalists were our enemies and that they should learn from the People's Revolutionary Army and fight after their fashion in order to crush the Japanese, landowners and capitalists and build a decent society in our country. We even taught them how to beat the Japanese. Thus, these members of the Children's Corps grew up to become ardent revolutionaries.

If we fail to give a working-class edge to teaching and

instead offer a motley education, people may become motley and not care 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, neither one thing nor the other. Therefore, after the 15th Plenary Meeting of the Fourth Party Central Committee we concentrated great efforts on strengthening the ranks of education workers and giving a working-class edge to educational work.

Nowadays, all the foreigners who visit our country express great admiration for the excellent way in which we raise our younger generation.

One President who visited us a short time ago was greatly touched to see our children and young people lining his route to welcome him and performing the mass gymnastic display *Song of Korea*. In Korea, he said, the children and young people were very well educated: with a younger generation such as this, one need have no fear of anything. The strength of Korea is indeed invincible, he added. Then he asked me how we had brought them up and given them such organization and discipline to allow them to make such high ideological and artistic accomplishments. So I told him that it was essential to educate them properly and not give them 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 like

this if a motley education is offered with no working-class edge.

We should never rest content with the successes we have achieved in the field of education, but continue to improve teacher training.

Since the 15th Plenary Meeting of the Fourth Party Central Committee I have taken every opportunity to stress the need to improve it.

However, the Science and Education Department of the Party Central Committee and the provincial Party committees have failed to take any decisive steps in this direction. The Party has placed the universities of education and teacher-training colleges entirely in the hands of the provincial Party committees, but none of the chief secretaries and secretaries in charge of education has ever given a lecture at these universities. Some officials plead a lack of knowledge for failing to deliver a lecture at the universities. But this does not stand to reason.

Party organizations should totally abandon the practice of ignoring teacher training and intensify their guidance of the universities of education and teacher-training colleges.

The provincial Party committees must reinforce the teaching staffs at these universities and colleges and improve their ideological education and encourage them to take a more active part in the Party organizations, so that they teach in accordance with the requirements of

the *Theses on Socialist Education*.

The provincial Party committees must provide these universities and colleges with ample laboratory and practical training facilities to improve teaching by means of visual aids and laboratory and practical training.

The proper combination of school and social education is very important in raising the quality of primary and secondary education.

At present no deviation is evident in our social education. Good films are shown; TV broadcasts are wholesome; there is nothing decadent, like vulgar jazz dancing and loafing about, as in other countries.

But at present there is something wrong with the organization of the schoolchildren's extracurricular activities. When they come home from school, they play football out in the streets or make mischief, because their parents are out at work.

The schoolchildren's extracurricular activities should be properly organized so as to stop them making mischief.

To this end, it is necessary to build pleasant children's parks everywhere. If many children's parks are built and provided with various facilities, the pupils will be able to go and play there and carry on a variety of out-of-school activities. It would be a good idea to assign Children's Union instructors to these parks to guide the children's extracurricular activities.

Many libraries for schoolchildren should be built and run properly.

Then, it will be possible to cultivate a love of reading in the pupils from childhood and thereby educate them.

At present, some personnel do not know how libraries should be managed, although it is not a very difficult task. In Pyongyang there are the Central Library and district and school libraries and all that is required is to run them properly. There is no need to build big, local libraries. Simply taking a few rooms of a house and installing books in them will serve the purpose.

In order to run the libraries well the state must provide them with plenty of books. 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 a lot of books that will help in the education of the children and supply them to the libraries.

In order to run the libraries properly, it would also be a good idea to make pupils write synopses of the books they have read on a few sheets of paper and submit them together with the books when they return them to the libraries. This will put an end to the practice of returning books borrowed 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 of greater benefit to use materials provided by the state to build pupils' libraries or schoolchildren's halls rather than noodle houses. 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 science lectures given. A scientific film show will provide them with a lot of knowledge about science. It would be a good idea, when schoolchildren are assembled in the cinema, for a teacher, well-prepared for the occasion, to give 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, there is now a snag in home education. Parents are not educating their sons and daughters, not because they do not want to, but because of a lack of time. They come home from work so late at night that they have no chance to talk to their children. Some working women are being compelled to do their job until eleven o'clock at night and to work even on Sundays. Some working mothers are even being mobilized in social efforts. Such being the case they have no time to look after their children and their homes.

In future sufficient time and proper conditions should be provided for parents to educate their sons and daughters.

On weekdays, except on Saturdays when they attend studies, the working women must be allowed to leave work unfailingly at seven or eight o'clock in the evening. In addition, the practice of mobilizing them for social work on Sundays must be totally eliminated, so that they can

take care of their children at home and attend to their housekeeping properly.

Men should also be allowed to rest on Sundays. Those who are under the pressure of work can have a holiday in turn. On Sundays they should rest at home, educating their children, taking a walk with them and attending to their own personal hygiene.

The most important thing in raising the quality of education is to make a decisive improvement in the quality of higher education.

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 as set out by the Fifth Party Congress. However, we are prevented from advancing forcefully in our efforts to implement these three major tasks because the qualifications of university graduates are low.

Many university graduates are incapable of managing the economy and ignorant of contemporary trends in scientific development.

Recently the Party Central Committee made an inspection of Kim Chaek University of Technology, the University of Construction and Building Materials and the Pyongyang University of Mechanical Engineering and found that they were in a deplorable state. Graduates from the University of Mechanical Engineering are unable to design a machine properly; they have not made an

efficient machine.

Universities are not teaching welding properly, either.

Nowadays welding is essential for both the machine industry and the construction industry. This is an age of welding, so to speak. But graduates from the University of Mechanical Engineering and the University of Construction and Building Materials do not know how to handle a welding machine, nor do they have a clear knowledge of welding-rods. That was why the machine and construction industries failed to bring about a revolutionary improvement in welding and retarded the fulfilment of the Six-Year Plan to a considerable degree.

The graduates of universities of agriculture are not well qualified either.

Directing agriculture myself since 1973, I have visited cooperative farms frequently, talking and listening to the farmers. I have also studied a lot of advanced farming methods which are being applied in other countries. In the course of this I have developed a farming method that suits our situation.

In our country agriculture is managed on scientific and technical principles in accordance with the Juche farming method. As a result, we harvest a very rich crop every year even under the severe influence of the cold front.

Until recently, however, universities of agriculture were teaching their students outdated farming methods, not the Juche farming method which we have developed.

During my on-the-spot guidance tours of Kangwon and South Hamgyong Provinces last year, I investigated the situation in the rural economy and learned that the graduates from universities of agriculture had neither a clear idea of the Juche farming method nor a good understanding of world trends in agriculture. This led me to suspect that the universities of agriculture were not teaching their students properly, so I had the textbooks of the Wonsan University of Agriculture examined. The investigation showed that these textbooks contained quite a few theories that were contrary to our Party's Juche farming method. This farming method requires that crops should be planted closely and that fertilizer should be applied at a number of different times to suit the biological characteristics of the crops. But one textbook in use at the Wonsan University of Agriculture said that close planting should be avoided because it would result in poor air circulation and that the whole amount of fertilizer for the rice crop should be applied by June 25.

When I was visiting North Hamgyong Province in the spring of 1976, I inquired into tobacco cultivation there. I learned that 12 tobacco plants had been planted per *phyong* and that the yield was barely one ton per hectare. This was too low a yield to permit us to supply the people with sufficient tobacco. Therefore, I told the officials in charge of agriculture in the province to ensure that tobacco was planted closely. Later I studied a variety of information on tobacco cultivation and discovered that in

a foreign country a high yield of tobacco was being attained by sowing 30 plants or more per *phyong*. By contrast, the textbook used in our universities of agriculture said that more than 12 tobacco plants sown per *phyong* would cause poor air circulation.

No wonder that the agriculturists who have been educated with such textbooks at these universities are unable to manage agriculture by the Party's Juche farming method.

The failure to improve the quality of higher education in the past was due mainly to poor Party and state guidance and to the senior officials in this field not doing their job properly and failing to exert themselves to implement the Party's education policy.

On the occasion of the 30th anniversary of the establishment of Kim Il Sung University, I addressed the university presidents and the teaching staff, stressing the importance of radically improving the quality of education. However, the senior officials in charge of education neither conveyed the speech to their subordinates nor did they make arrangements to implement the instructions I had given in this speech. These senior officials have idled away their time in their offices, instead of visiting the universities and giving them guidance.

Party organizations at all levels and the senior officials in the field of education should rectify the shortcomings in higher education as soon as possible and radically improve the quality of higher education.

In higher education it must be ensured that the students are carefully taught the latest breakthroughs in natural sciences.

Without finding proper solutions to the scientific and technological problems that arise in the building of socialism through the development of natural sciences, we cannot develop the country's economy nor attain the three major tasks of the technical revolution. Unless we develop natural sciences we cannot capture the material and technical fortress of communism. Therefore, the institutions of higher learning must teach natural science subjects properly.

In particular, efforts should be made to raise the standards in 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 systems, through good teaching in mechanical and automation engineering.

Furthermore, full preparations should be made to introduce compulsory higher education.

We are now confronted with the extremely honourable yet difficult task of making the whole of society intellectual.

Making the whole of society intellectual is an inevitable requirement of socialist and communist construction. We must make every member of society an intellectual so as to eliminate any 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 arrive simply because we have imbued all the members of society with working-class qualities.

As you all know, communist society is a highly developed, civilized society, the members of which will all work according to their abilities and be provided for according to their needs. Unless people in communist society have high standards of cultural and technological knowledge and morality, they are in no position to run a highly developed, communist society. So, we should work tirelessly to make the whole of society intellectual.

To do this we must provide universal higher education and turn everyone into a fully developed communist whose cultural and technological accomplishments are as high as those of a university graduate.

Higher education for all means that education in institutions of higher learning must be compulsory for every member of society. In other words, it means enforcing universal compulsory higher education.

In our country compulsory higher education is not something in the distant future. Because the country has not yet been reunified, we cannot put it into effect, but if only reunification was achieved it would be easy to

enforce compulsory higher education. Even under the present circumstances, in which 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 present the question of compulsory higher education, its introduction will no doubt involve a number of difficult and complex problems. Nevertheless, it should not be treated as a vague notion. When Marx evolved the theory of communism in the last century, people had only a vague idea that it was something that would happen in the distant future. However, afterwards Lenin overthrew the capitalist system in Russia and conducted the socialist revolution, and socialism is now being built in many countries.

When in 1956 we suggested introducing universal compulsory primary education in this country, some people had only a vague idea of what this was. But we introduced it and followed it with universal compulsory secondary education. We have now enforced universal compulsory eleven-year education. Compulsory higher education, too, is not something that will be introduced in the far-distant future. If we put a lot of work into it and show determination, we will be able to effect it in the near future.

While consolidating universal compulsory eleven-year education, we must prepare well for the introduction of compulsory higher education so as to bring that into effect at some future date.

Needless to say, with universal compulsory eleven-year education now lying heavy on our hands, it is hard to introduce compulsory higher education right at this moment. Therefore, it should be introduced gradually county by county and province by province.

It is essential to improve factory colleges, above all else. It is impossible to enforce compulsory higher education simply by expanding regular universities. As there is currently a manpower shortage, we cannot afford to expand the regular universities. So, we must improve the factory colleges to such an extent that everyone can study while they work.

If the factory colleges are to be improved and managed properly, the education programme should be well prepared and the teachers well qualified. Technicians in the factories and teachers at regular universities can be mobilized to teach at the factory colleges. When instruction in a social science subject is to be given at a factory college, a social science teacher can be invited from a regular university, and when a natural science subject is to be taught, a technician from the factory can give the lecture. If the provincial Party committees and administrative committees were to organize the work properly, the problem of providing teachers for the factory colleges could be solved easily.

At the same time as improving 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 middle schools so as to give the pupils technical education.

We have now built many automated factories, but the number of associate engineers and assistant engineers working there is low, so university engineering graduates are operating general automatic control panels.

If things were being done properly, such equipment would all be operated by skilled workers. In the future the colleges and higher technical schools should train a large number of skilled workers as well as associate and assistant engineers.

In addition, the state's backing and social support for education must be strengthened.

It is only by doing this and providing schools with laboratories and practical training centres and other educational facilities that we can educate the students in accordance with the principles of socialist pedagogy and bring them up as communist revolutionary workers equipped with working knowledge.

To strengthen state backing and social support for education, first of all, the attitude to education should be corrected.

We must reunify our divided country as soon as possible and build a socialist and communist society where there is no exploitation and oppression and everyone is comfortably off. To do so, we should educate the younger generation well. We can say that the education of the younger generation is fundamental to deciding the

destiny of the nation.

We are now raising 8 600 000 children and students at state expense, giving them free tuition. This is by no means a simple matter. But if we let difficulties frustrate our provision of free education, we will not be able to raise them properly. It is true that if we were to abandon free education and divert the money to the production of consumer goods, we would be able to improve the livelihood of the people a great deal. However, we must not simply spend money on the people's livelihood for the moment without taking into consideration the future prosperity of the country and the nation. Bringing up all the children and students properly is a very important job which paves the way for the prosperity of the country and the nation.

However, our officials now regard education as of secondary importance and show only half-hearted interest in giving state backing and social support to it. That is why the laboratories and practical training centres at institutions of higher education are poor.

The Party, with a view to improving the quality of higher education, has recently decided to use valuable foreign currency to import laboratory and practical training equipment for Kim Il Sung University, Kim Chaek University of Technology, the University of Construction and Building Materials, Pyongyang University of Medicine, and Sariwon University of Agriculture, and the University of Science.

Simply by resolving to do so and getting down to work, we can provide schools with enough good laboratories and practical training centres and other education facilities. As the economic foundations of our country are strong, it is not very difficult to equip schools in this way. If we call upon the working people to make and send to the schools such facilities as they need to educate the younger generation, the workers will provide motorcars, machine tools, and every type of machinery for practical training by conducting a campaign for increased production. It all depends on how our officials work to develop education.

Once I conducted underground revolutionary work in a farm village. There were two old men in the village. One was very poor and the other well-off. The one who was living in poverty made up his mind to have his children educated and worked hard to ensure that they were all educated. On the other hand, the well-to-do man simply 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 had plenty of funds. We regarded the education of the younger generation as a question affecting the future of the nation and, although we were poor, we were determined to introduce compulsory education.

But some countries have not introduced compulsory education because of the great expense.

All officials must hold a correct view of education and must not fail to provide the material foundations and other amenities for educational establishments of all levels up to universities.

We must take on the responsibility of catering to the material needs of central and local institutions of higher education. The state should take charge of those which are under central authority, and the provincial Party committees, provincial people's committees and provincial administrative committees should look after those in their own area. Of course, the state must provide the local universities with textbooks and such like. However, the provincial authorities should assume the responsibility for furnishing the local universities with facilities for laboratory and practical training and a good 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 the universities those machines and equipment they produce on an experimental basis.

A long time ago I said that when a new type of machine was made, it should be supplied first to the universities. But now the officials are wont merely to boast about a new machine being made, and never think of offering it to a university.

In future industrial enterprises should send the

machines and equipment they produce on an experimental basis to the schools so that they can use them in practical training.

The provincial people's assembly should place educational matters on the agenda of its meetings and solve promptly any problems that arise in educational work.

A nonpermanent committee should be set up under the Education Commission and meet regularly. This committee should be made up of not only officials of the Education Commission but also the senior officials of other commissions and ministries, as well as scientists. Its task should be to discuss questions relating to educational work, including state backing.

Next, the Party's guidance of education should be improved so as to implement the *Theses on Socialist Education*. This is indispensable for rectifying any shortcomings in educational work in good time and developing education in accordance with the requirements of the theses.

All Party organizations should devote themselves to the implementation of the theses, considering this to be an important objective.

In order to improve Party guidance of education, the combined and joint operations of the organizational department, information and publicity department and education department of the Party should be efficiently organized. Socialist education is in essence the work of remoulding people and work with people to foster

everyone as a communist revolutionary worker who is fully equipped with a revolutionary world view and considerable scientific and technical knowledge. Therefore, in order to ensure that the *Theses on Socialist Education* is implemented successfully, these departments of the Party should form a triad and take educational work firmly in hand and guide it. Since they deal directly with people, they should naturally conduct the combined and joint operations together as a triad when guiding educational work.

In particular, the chief secretaries of the provincial, city and county Party committees should not concentrate only on economic work but take educational work firmly in hand and make it a function of their committees. But at present they are showing no concern for education and leaving it entirely to the secretaries in charge of information work or education.

For the purpose of improving educational work I have stressed many times that the members of the Political Committee of the Party Central Committee and all other leadership personnel of the Party should visit institutions of higher education to deliver lectures and to settle problems arising in education. However, nobody has ever done this 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 leading 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 promptly and is not carried out effectively.

The chief secretaries of the provincial, city and county Party committees should regard education as an important aspect of Party work and improve their guidance of it.

It is necessary to review the implementation of the *Theses on Socialist Education* properly.

All Party organizations should work all the time to develop in depth the work of implementing the theses.

It would be a good idea, as the current plenary meeting of the Party Central Committee has proposed unanimously, for the 5th of September, the anniversary of the publication of the *Theses on Socialist Education*, to be fixed as Education Day. Students' Day should be abolished, once Education Day has been instituted. Because this country is a "country of education" and a "country of learning" where everyone studies, there is no need for Education Day and Students' Day to be separate. You should not abolish the Anniversary of the Foundation of the Children's Union simply because Students' Day has been revoked. Since June 6, when the Children's Union was founded, is a historic day, this anniversary should be kept.

Even though Education Day has been instituted by this plenary meeting of the Party Central Committee, you should not simply observe it as just a holiday.

In celebrating Education Day every year, all Party organizations and educational institutions should make it

a rule to review 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 review at a high political and ideological level the achievements and shortcomings in the year's efforts to implement the theses and take concrete measures to carry it through. And all officials should resolve to make the theses fully effective.

All Party organizations must see that the whole Party, all the people and the entire army study the *Theses on Socialist Education* in depth and digest it thoroughly. Only then can they discover ways of putting into practice the tasks that are set 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 to the People's Army. Without these principles soldiers cannot be trained as ardent revolutionaries, as communists. True, the technical subjects taught at universities may differ from those taught in the People's Army. But the principles of socialist pedagogy are the same.

The *Theses on Socialist Education* should be studied persistently over a long period of time rather than hurriedly. All Party organizations should see to it that it is studied tirelessly, step by step.

An intensive study of the theses is particularly

important for cadres; otherwise, they will be unable to implement it thoroughly.

After the *Theses on the Socialist Rural Question in Our Country* had been published, our officials did not study it carefully. So, the policies set out in the rural theses were not carried out properly. As the senior officials worked with no clear understanding of the main idea of the rural theses, they did not follow up the completion of the irrigation programme with the work to mechanize farming. In order to make rural mechanization a reality, they should have produced a large number of tractors and carried out land realignment, 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 a more difficult and complex matter than carrying out the *Theses on the Socialist Rural Question in Our Country*. Therefore, all cadres should study the education theses even harder, gain a clear idea of its essence and make thorough ideological preparations for implementing it.

The *Theses on Socialist Education* is not an empty theory but a scientific theory that has been verified in practice. We advanced the idea of socialist education a long time ago and have accumulated rich experience and grown in conviction in the course of putting it into practice.

The *Theses on Socialist Education* contains many

proposals which have either been translated into reality 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 hold the firm belief that with the full implementation of the *Theses on Socialist Education* you will develop education and take it onto a higher stage in keeping with the needs of the times.

