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EDUCATIONAL DEVELOPMENTS IN NORTH KOREA

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FOREWORD

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I. REVAMPING OF THE PEOPLE'S EDUCATIONAL SYSTEM IS AN EPOCH-MAKING EVENT
IN THE PROGRESS OF THE PEOPLE'S EDUCATION

[Following is a translation of an article by Yi Nak-on
in Kulloja (Workers), P'yongyang, No. 11, November 1959,
pages 24-30.]

At the Sixth Meeting, Second Session of the Supreme People's Conference, an ordinance was adopted for revamping the people's educational system.

The fundamental features of the ordinance are to complete revamping of the people's educational system within a few years beginning in 1960, to strengthen the coordination of education and productive labor, to improve general educational and political levels and the technical quality of youth, and to train technicians and specialists. This is an epoch-making event not only in the progress of the people's education but in the acceleration of the scientific and cultural revolution for earlier realization of socialism.

Since its foundation, our Party has been making great strides in the people's educational progress. Since our liberation from Japan, our Party has completely eliminated the Japanese slave educational system and established democratic people's educational system. Our Party has faithfully implemented the provisions defined by Comrade Kim Il-sung in the "Twenty Political Programs" such as expansion of elementary schools, middle schools, technical schools, and colleges through the compulsory education system, and revamping of the educational system according to the democratic system of our state (p 44, volume 1, Selected Materials).

Our democratic educational system has progressed with minor periodic changes in accordance with the political and economic development of our country.

The Third Party Convention is historically significant in the progress of education and its system. The Third Party Convention stressed the need to correct defects in school education, to adapt the technical education to changing trends, to start technical education for basic production in ordinary schools, and to eliminate formalism by following the principle, "Work as you learn and learn as you work."

In accordance with the educational program outlined at the Third Party Convention, our Party has taken measures to implement the principle of combining education and productive labor in various schools; and, particularly, by establishing two-year technical schools, our Party has made preparations to start compulsory technical education in a few years.

As a result of the Third Party Convention, all schools have been vigorously pursuing the program of combining education and productive labor. At universities and technical schools, various modern machines such as lathes, lenses, microscopes, reflecting telescopes, and super sound wave producing mechanisms have been expanded.

In machine tool producing work at the university experiment factories alone, 20 all-purpose lathes and 200 other various tools were manufactured. In that process, the technical theory and ability of the students were tremendously improved. Even at ordinary schools, due to the program of combining education and productive labor, the students learn not only general subjects but basic knowledges and skills in engineering and agriculture, and many of them are able to drive automobiles and tractors and make loudspeakers, pottery, machine parts, school things, and items of daily necessity.

Our existing educational system, which has progressed since the liberation from Japan, has produced more than 100,000 specialists and intellectuals, and 2,500,000 students are currently studying at 37 colleges and 8,000 other various schools. Our educational system keeps the younger generation armed with proper knowledges of society and nature, the Marx-Lenin world philosophy, and the uncompromising spirit in the fight against the class enemy. Our educational system has faithfully stood for the Party's educational policy of educating the youth to devote themselves to the realization of socialism and communism. However, it has become necessary for the existing educational system to adapt itself to social and economic changes of today.

We are confronted with the tasks of improving our productivity and of carrying out the technical and cultural revolutions.

The progress of our industrial and agricultural management must be preceded by mechanization, automation, specialization, and cooperation, accompanied by progress in electrification, electronics, and utilization of atomic energy, power, metals, and various mechanical devices.

The technical progress requires a great number of able scientists and technicians, a change in the types of labor in social production, and improvement in the general and technical knowledge of the laborers.

Machines are replacing the physical labor of the laborers, and therefore, the ability to set up, adjust, repair, and inspect the machines and tools has become more significant. Constant improvement of the level of laborers' ability and skills will enable the change of labor methods as the productive conditions change.

The laborers must be familiarized with principles and fundamentals of science and technology as well as the latest successes of the modern science. Technical equipment alone is insufficient for the technical progress and modernization of production. It must be combined with the laborers' progress in technical and cultural standard. The level of the farmers and laborers must be brought up to that of technicians and engineers.

Our schools must play a vital role in succeeding in this historical task of ours. The more the schools produce able men, the higher the social labor productive capacity and the technical progress. That is why the ordinance defines the role of the schools as, "to educate the students with the Marx-Lenin's ideas, to equip them with scientific knowledge and skills, to train them to be able to produce material wealth necessary for building-up socialism, and to raise them as builders of perfect socialism and communism."

However, our existing educational system cannot be said to be adaptable in its system, quality, and method to the implementation of the above task. Particularly, the higher middle schools in our educational system cannot meet the progressing social demand even if the program of basic productive technical education were to be inaugurated in them.

The principal defect of the higher middle school system is that the schools are not effectively tied to the practical life and, therefore, the students are unable to learn skills necessary in practical life and there is no possibility for them to acquire skills and knowledge in productive labor. Such a defect also affects the Communist training of the students of a sense of responsibility toward society and group and for comrade fraternity and cooperative spirit.

Acquisition of knowledge from textbooks or pamphlets alone is not Communist education. As Lenin said, "...we shall easily gain braggarts which are communism's own competition and almost always bring to us harm and loss. For, although these people have read many books and pamphlets on communism, they cannot coordinate the knowledge gained from them and they cannot act as communism demands." (p 339), Korean Edition, volume 31, Selected Materials)

At the Third Convention of the North Korean Democratic Youth Federation, Comrade Kim Il-sung addressed, "the knowledge obtained from schools and books become powerful weapons only after they are tied to the real life and refined in the struggle for our fatherland and people."

It is perfectly understandable that education isolated from productive labor cannot train the students effectively. Inasmuch as the higher middle school education puts its emphasis on general knowledge and theory, the learning comes from the mental labor and neglects the physical labor.

"Labor creates the wealth of society and is a source of happiness. In the exploiting system, leisure was considered a privilege but under our socialist system, in which no one should eat unless he works, it is the most shameful thing." (Kim Il-sung, Concerning Communist Education).

The youth must be taught that labor is a means for society to survive and they must be convinced that it is a great honor to participate in modern production. Due to so many defects, the existing educational system--particularly the higher middle schools-- has lost its significance for continuation. This argument may be supported by one illustration which occurred at Chon-jin Agricultural Cooperative in Pyongan-pukto.

The management committee of this cooperative tried to assign to an appropriate position a young man who was graduated from a higher middle school this fall and assigned to this cooperative. They could not give him an important position because he was not familiar with agriculture. They could not make him a statistician because he was not skilled in statistics. They could not make him either a farm leader or a livestock leader. Finally, they had to assign him to a farm group. The higher middle school's education, isolated from production, resulted in the above illustration.

If, during the term, the school had taught him certain production skills as well as general subjects, it would have been beneficial not only to him but to society. The cooperative had only one technician and one engineer although they needed 50 of them. If the 150 graduates of higher middle schools currently working at the cooperative had learned farming techniques as well as general knowledges, they could have greatly contributed to the progress of the cooperative, and the problem of technicians urgently needed in the development of villages would have been solved in such a short time.

In view of all these facts, our Party has revamped the people's educational system so that it can adapt itself to the new social demand. The revamped people's educational system consists of the basic educational system (kindergartens, 4-year people's schools, 3-year middle schools, 2-year technical schools, 2-year higher technical schools, 4- to 5-year colleges, and 4-year research institutes), of the adult educational system (2-year workers' schools and 3-year workers' middle schools), of the correspondences and evening school system (2-year evening technical schools, 2-year correspondence and evening higher technical schools and 4- to 5-year correspondence and evening colleges), of the teachers' educational system (3- to 4-year teachers' colleges and 4-year normal colleges), of 4-year physical education schools, of 11-year arts and foreign language schools, and of 3-year labor institutes. Then where can we find the characteristics and superiority of the revamped people's educational system?

First, inasmuch as the revamped system stresses the tie between schools and practical social life, and between education and productive labor, improvement has been made possible in the educational and training standard of the youth.

The combination of education and productive labor is the only right Communist method of educating the youth as builders of perfect socialism and communism. Marx stressed that the combination of education and productive labor is also the only method of making a well developed man. Lenin said, "...education not tied to productive labor, and productive labor not tied to education cannot reach the modern technical standard and the level which the modern science requires." (Complete Collection, Korean edition, pp 327-328, 2nd section, 2nd volume).

The improvement of the people's education through firm combination of education and productive labor in schools is our Party's most important principle of revamping the people's educational system.

Second, another characteristic and superiority may be found in the new type middle technical education system which is a combination of general and technical education. Creation of higher technical schools is an example of this system. This attaches greater importance to the position of technical schools in which a close combination of education and productive labor is a basic feature.

The new technical schools and higher technical schools will raise the educational standard higher than that of higher middle schools, strengthen the general subjects on nature and society, and produce more competent middle class specialists and engineers than the old middle and technical schools.

The higher technical schools are to train graduates of technical schools and those young graduates who are already working in society and make them middle class technicians in all economic fields such as machine, metals, chemistry, light industry, agriculture, and commerce.

Of course, a firm combination of education and productive labor will be pursued in higher technical schools, too. Those who go through technical schools and higher technical schools will find it both easy to receive higher education and advantageous to become historians, writers, philosophers, or economists, according to their abilities, because they also receive general education in these schools. They can become potential specialists because they are learning skills and are being trained in productive labor.

These schools enable the students to practice their knowledge and theories and to study further as problems arise out of their practices. They not only keep the students from falling into subjective thinking and attitude but help them acquire objectivity in their judgement, observation, and pursuit of true reality. They also train the students to be faithful to our Party and fatherland, to maintain Communist attitude toward labor, and to possess group spirit and discipline.

By accepting the graduates of higher technical schools, the higher educational institutions will give higher education to those who already possess certain specialized knowledge and practical abilities. This means that technically and practically better equipped personnel will be turned out for early realization of socialism and communism.

Starting compulsory technical education and higher technical schools is a significant policy of our Party and a hopeful future of the people's educational system is anticipated.

Third, another superiority may be found in the popular practice of correspondence and evening school education for the workers and in the improvement of the quality of adult education. Because of the compulsory technical school education system and the expected compulsory

higher technical school educational system, our country will be flooded with the people's schools, lower middle schools, technical schools, and higher technical schools. To these schools, correspondence and evening schools will be added and the workers will be able to study in more favorable conditions.

Such measures as strengthening the work for the children of revolutionists and patriots, the children of the war dead, the schools of the war orphans, and the nurseries, and establishing preparatory departments in universities for the veterans will greatly contribute to the improvement of the quality of cadres, technicians, and specialists of our country.

Fourth, another superior characteristic is the establishments of 11-year music, ballet, sculpture schools, 11-year foreign languages schools, and 4-year physical education schools which will admit the graduates of middle schools. This will open the way for the development of young men with extraordinary abilities in those fields.

Last, superiority may be found in the improvement of the education of teachers and the reeducation system. In the foreseeable future, our country will become one of the countries which possess teachers with highest political and educational quality, and this will constitute a turning point in our educational progress.

Revamping of the people's educational system will become a turning point both in the progress of our educational work and in the political, economic, and cultural progresses.

Revamping of the people's education will be an epoch-making event in our educational progress and it will be another great success in our socialist build-up.

This will be a great joy not only for the people in the northern half but for the people in the southern half, who are fighting against American imperialism and the Rhee Syngman regime for the democratization of schools and the peaceful unification of our fatherland.

Revamping of the people's educational system which is historically very significant is a complex and difficult task. The leading workers of various organs of the Party and Government must fully understand the purpose and significance of revamping the education system and they must faithfully and correctly carry out this task.

Beginning the 1962-63 academic year, compulsory technical school education will be put into effect and further extension of the compulsory educational period through the higher technical schools are being contemplated. Then, careful study must be made of the developmental outlook of our country and local environment in fixing the site and school surroundings, and serious consideration must be given to new construction, shut-down, expansion, and revamping of other schools.

We are confronted with the need of many construction materials and skills and the task of reeducating and producing teachers in mass. The success of this work depends upon the successful coordination of political and systematic organizational works of the various organs of the Party and Government. It is especially necessary to mobilize systematically all the people in completing the work for more schools, experiment factories, experiment farms and livestock farms, implements, and school necessities.

In connection with revamping of the people's educational system, there is an important problem of improving the teaching quality.

In improving the teaching quality, the students must be provided with highly scientific teaching, firm moral education of communism, Party education, and the revolutionary tradition.

The teaching quality will be improved by faithfully adhering to the Party's educational policy for combination of education and productive labor.

To implement our gigantic task successfully, effective reform of the educational administrations and elimination of formalism and bureaucracy of many educational workers must be carried out. Political leadership for schools must be strengthened. Teachers' quality must be improved to improve teaching quality.

The creative ability and resourcefulness of our people rallying around the Party's Central Committee with Comrade Kim Il-sung as head are a powerful security for the success of revamping of the people's educational system.

II. FOR THE UNINTERRUPTED ADVANCE AND REFORMATION OF

THE TASK OF THE PEOPLE'S EDUCATION

Following is a translation of an unsigned article in
Inmin Kyoyuk (People's Education), P'yongyang, No. 8,
August 1959, Pages 3-7.

In celebrating the 14th anniversary of the August 15th liberation, brought by the great Russian Army, the Central Committee of the Korean Labor Party issued a statement addressed to all the people of Korea. In this statement, they pointed out that, under the great leadership of the Central Committee of the Korean Labor Party with Kim Il-sung as its head, the people of Korea have made great strides in spite of difficulties and trials and have brought about a great historical turning point during the last 14 years.

The statement also appealed to the people to advance continuously to achieve new success by maintaining the revolutionary spirit. It stated, "we have already entered into the new realm in establishing socialism. Our circumstance today is most favorable to us and the future prospect of our development is even more hopeful. Today's struggle is soon to bring about the day when we can occupy the last step of socialism. We urge you to maintain revolutionary spirit and to achieve new revolutionary fruits!"

Especially, the statement indicated the importance of the teachers' duty. It said that the workers in the educational field must improve their teaching quality, follow the Party's educational policy, and teach the young generation to love the fatherland and to maintain noble and moral character.

We have made great progress in the task of people's education during the last 14 years but, regardless of how great achievements we have made, we should not be content with the present situation and should not slow down our tempo of progress. One of the most important revolutionary tasks of our Party is to complete rapidly the realization of socialism and thereby to be able to join the other socialist nations in the Communist society. For this very goal, we are encouraging strongly the mechanization and automation of production in all fields of our economy and are carrying out successfully the water conservation, electrification, and mechanization of the rural economy.

This new reformation in our people's economy has become the cause of bringing about the basic changes in the labor characters of labors and farmers. Our labors and farmers should possess the technical ability and scientific knowledge in handling the machines, and should arm themselves with the Communist ideology. Our educational workers must raise such future workers.

Reconsidering the importance of the teachers' duty, we find more problems to be solved. One of the important tasks of our educational workers is to strengthen the compulsory educational system of overall middle schools and to encourage the establishment of the compulsory technical educational system. Compulsory technical educational system is impossible without strengthening the compulsory educational system of middle schools since the latter is the basis of the compulsory technical educational system.

There is another problem of preparing for the material aspect including the school buildings. People in general as well as teachers show tremendous enthusiasm in this task. Thus, the problem raised here is how to organize and mobilize such enthusiasm of the masses by the leading workers to carry out the task. We are planning to build more than 400 new technical schools, which means an increase in the number of students. Not only that, we need to reequip the old school buildings and replace the old equipment with the new and modern ones. Therefore, the task of building new schools and preparing for the material foundation must be vigorously carried out.

Thorough accomplishment of this task in this year would influence not only the educational task of this academic year but the preparations for the next academic year. The technical schools alone should be built in larger scale in view of the rapid increase of the number of students graduating from the elementary and middle schools. Therefore, it is very urgent to raise the level of planning and organization of the educational administrative organs.

The educational administrative organs must make yearly planning and carry it out. Today our Party is endeavoring to show the importance of improving the teaching quality and of ameliorating the task of teaching Communist ideology to the students. First of all, the teachers themselves must be equipped with our Party's ideological system, and their political as well as practical quality should be cultivated. Without solving this problem, it is useless to discuss the teaching quality. However, in some cases, this important problem has not yet become the central theme of discussions among the educational workers. Although very few in number, there are still some leading workers who consider the teaching task as secondary and minor and do not try to dedicate all of their ability, wisdom, and passion, for the students. This is because the teachers' point of view is not yet in accordance with the Party's principle.

All the leading workers in the educational field must seek the policy of developing systematically the teachers' quality. Especially, the educational administrative branches of the regional political organs must be in charge of this task. Their task is imminent due to the fact that the teachers' quality does not meet the Party's wishes and the educational method is unable to keep the pace with the rapid progress in educational field.

Second, Communist education for the students must be strengthened. For a long time, our Party has been emphasizing that Communist education for the students must be strengthened and thereby the students can be armed ideologically in accordance with our Party's revolutionary tradition.

The central purpose of our educational activities is to educate the students to love the country with patriotic spirit and to become fighters who can carry out our Party's policy of peaceful unification and eventual realization of socialism and communism. But, in some places, the educators teach the revolutionary tradition and the Party's policy only in formality. Therefore, such education cannot penetrate into the daily life of the students. This phenomena is especially true in the case of minority students who still have the bourgeois ideas. For this, such students may be blamed but the main fault lies in the lack of correct method of teaching and right viewpoint on the part of the teachers.

In the past, the students were taught only by lips. There was no consideration of the emotional and psychological factors of the students. But it has been a long time since we discarded such a teaching method. Still, however, we find some educators who are clinging to the old and obsolete teaching method. It has been proved that the mistakes found in the students life are due to the bad teaching method of the teachers.

There is a problem of satisfying the students' emotional life in the educational field. However, this aspect has been ignored by some of the schools. For example, some of the schools including Pyongwon Higher Middle School have not been offering enough courses in music, drawing, and other art fields.

We must correct this situation. By teaching music, dancing, drawing, sports, etc. to the students, they will be satisfied with their emotional life and will become gayer, sporty, and optimistic persons, who would never draw back from defending justice.

Third, we must emphasize the scientific and ideological aspects in teaching and endeavor to improve the students' grades. In order to emphasize the scientific and ideological aspects in teaching and try to improve the students' grades, the school curriculum should be properly executed according to the regulations. However, some of the teachers are ignorant of the fact that they are required to carry out faithfully the established curriculum. For example, the leading workers of the Ahnak Higher Middle School did not teach the students for the full hours and yet did not feel responsible for it. We cannot forgive such teachers. Without teaching the students properly, we cannot expect to see the students' grades improve.

In order to improve the students' grades, they should be given more self-study hours, and teachers should strive to educate the students in and out of the regular class. At the same time, relationship of

education and productive labor should be strengthened. However, today, this task has not been done satisfactorily. Some educators still do not possess the theoretical and practical knowledge in this matter and they are full of prejudice. Especially, they confuse productive labor with menial work.

Productive labor in schools should be in compliance with achieving the educational purpose and the students should be taught the living knowledge. Therefore, the students should not be mobilized just for any kind of labor. Productive labor in schools has close relationship with learning the basic scientific knowledge and its real meaning lies in trying to teach the students of the production techniques. Thus, it is significant to strengthen the combination of education and productive labor which will, in turn, strengthen production within the schools. Every school must invest properly the funds distributed under the Cabinet Ordinance No. 8 for productive technical education, providing the school with productive equipment and strengthening productive activities.

In practice, some of the schools in cities and districts built factories without scientific calculations and scattered the factory equipment, which made the production activities impossible. We must correct this kind of error.

We must also pay attention in providing enough equipment for the laboratories. For the progress of the people's education, simple administrative methods alone are not enough. Educational workers as well as the masses should be mobilized politically and ideologically, and their abundant energy should be utilized in solving the educational problems.

The success in solving the educational problems depends upon whether the workers can effectively lead the masses to realize the significance and purpose of the revolutionary task of education.

III. LEARN ACTIVELY THE ADVANCED EDUCATION EXPERIENCES OF SOVIET RUSSIA

Following is a translation of an article by H. Pak in
Inmin Kyoyuk (People's Education), P'yongyang, No. 9,
September 1959, pages 58-61.

Today, under the leadership of the Communist Party, the Russian people are successfully carrying out their duty of building a Communist society in accordance with the scientific Communist theory of Marx and Lenin. They have also accomplished a great reformation in the people's educational field and are educating able Communist workers.

They have set up the most advanced educational system in the world, applying the Marx-Lenin theory of New Man's Education; and, under such an educational system, they are constantly struggling for the development of society. It has been proved that the Soviet education and culture, scientific techniques, and social system are superior to the capitalist system. Soviet schools have trained not only millions of able citizens who are participating actively in establishing a Communist society, but also prominent scholars, technicians, and planners who recently have invented artificial satellites, an atomic power station, an atomic ice-breaking ship, high speed jet airplanes, etc.

Soviet schools, while training the youth to dedicate all of their knowledge, ability, and passion in building a Communist society, constantly fought against the bourgeois theory of education and other bourgeois ideology, and they have accumulated vast, new advanced experiences.

Last year, the Central Committee of the Communist Party and the Russian Presidium suggested for a wide discussion a theme, "On strengthening the tie between schools and practical life, and developing the people's educational system." As a result, with the active support of the people, the Supreme Soviet adopted an ordinance which would support the above theme; and, at the historical 21st Congress of the Communist Party, an epoch-making policy on accelerating the educational task was considered.

The great accomplishments and the epoch-making measures in the Russian people's educational field have important significance not only for Russians themselves but for all the socialist nations. Since the liberation, brought by the great Russian Army, the Korean people and the educational workers, under the just leadership of the Korean Labor Party, have been introducing creatively and rightly the advanced educational experiences of Russia, in compliance with our Party's slogan, "Let us learn from Russia."

We not only invited noted Russian scientific, technical workers and scholars but also sent our students to Russia. Under the Cultural Exchange Program between Korea and Russia, educational representatives are exchanged for studying the great educational experiences of Russia. Through these processes, we have been learning the experiences of the advanced Russian educational system.

The compulsory educational system in elementary and middle schools, curriculum and organizing methods of education, educational tasks outside the campus, youth organizations within the schools, etc. are some of the experiences we have learned from Russia.

Also, the various Russian publications have been useful to us. Textbooks of the various Russian schools, curricula, teaching principles, teachers' reference materials, various educational theoretical magazines, newspapers, etc. have been the precious materials for us.

We have accomplished great results by applying creatively the advanced educational experiences of Russia under the wise policy of the Korean Labor Party. The Japanese colonialistic educational system has completely disappeared and the democratic educational system has replaced it.

In spite of the difficulties in rehabilitating our nation's education, under the wise leadership of our Party, we have started the compulsory educational system in elementary and middle schools and are now preparing for the compulsory technical educational system.

Our young generation has been trained in the socialist and Communist ideology according to the educational principles of Marxism and Leninism and they have been effectively learning technical and scientific skills necessary in building socialism in our country.

The youth trained by our schools fully utilized their knowledge and technical skills in their practical life and maintained the noble socialist and patriotic attitude in the period of peaceful reconstruction, in fighting for the liberation, in people's economic reconstruction, and in the first 5 Year Plan.

The advanced Russian educational experiences have contributed tremendously to our educational task. However, our revolutionary task imposes on us a task to develop better educational system. First of all, we must correctly introduce the advanced educational system of Russia into our country.

Some of the educational workers are not aware of the new Russian educational experiences and lack the interest in trying to understand the direction in which Russia is developing its educational system. Such educational workers are complacent in their present work and are unable to forsake their conservatism and passivism.

Russia is revamping its educational system in accordance with the Communist principles as she enters the important period of development, namely the Communist society. At the historical 21st Congress of the Russian Communist Party, Khrushchev pointed out in his report that "First of all, education must be closely tied to life, production, and practical activities of the masses. Our Party suggests that the labor education of all the people and the promotion of a mature Communist attitude toward labor be the central theme of the educational task. We are trying our best to convince the people that labor, as creator of all the material and mental affairs, is the prime demand of men in their life."

Close relationship among education, life, and productive labor is the central part of the educational task in Russia. In Russia, various studies and experiences in the relationship between theoretical problems and practical problems are being reported. In our country, we, too, have been emphasizing the importance of combining education and productive labor for a long time. Our Party instructed the people "work as you learn and learn as you work," and stressed many times that such educational methods will be applied to the education of succeeding generations.

Since the Third Conference of the Korean Labor Party, the problem of combining education and productive labor has become the most important problem to all the schools. Since the importance of Communist education through labor and combination of education and productive labor has already been recognized by our country, studying the advanced educational system of Russia and applying their experiences creatively to our educational system have real significance.

In learning and introducing the Russian educational system, it has been disclosed that some of the educational workers failed to apply such experiences properly and thoroughly in our reality. Our Party has been urging us to fight against formalism in introducing the advanced educational system from other socialist nations, but the Party's wishes have not yet been fulfilled.

It is an important task to strengthen the Communist education for all the workers and, especially, for the growing generations in our struggle to achieve the peaceful unification of our fatherland and to build socialism in the northern Republic. This should be one of the basic tasks in the educational field. In order to carry out the Communist educational system in our country, first of all, the younger generations must be armed with faith in our eventual victory and firm class consciousness, so that they can clearly distinguish the red children from others, fight uncompromisingly against the enemy, overcome the evil and selfish individualism of capitalism, and firmly establish the socialist mass ideology. Only by doing so, can Communist education become significant.

It is also important to teach the students the glorious revolutionary tradition of our Party in order to train them to be the red fighters who can think and act according to our Party's ideology and will, uniting them under the Central Committee of our Party with Premier Kim Il-sung as its head. Therefore, Marx-Lenin's general principles in regard to the moral education must be creatively and thoroughly applied to the reality of our nation.

The glorious revolutionary tradition of the anti-Japanese partisans, organized in 1930 under the leadership of the Communists with Premier Kim Il-sung as its head, plays a central role in our Communist education.

By educating the youth with this glorious revolutionary tradition, they can be armed with the Party's ideology, namely the red Communist ideology. This will remain as the characteristics of Communist education for the future generations, too. Therefore, without considering these concrete circumstances, the Soviet educational system and experiences cannot be correctly introduced into our country. That is why creativeness is vitally necessary in this task.

In our country, elementary and middle schools are already compulsory and the policy of combining education and productive labor has already started; and, at present, we are preparing for the establishment of the compulsory technical school educational system. As our educational system progresses, we are confronted with many other theoretical and practical problems.

First, there is a problem of effectively coordinating the general education, the basic productive technical education, and vocational education. The relationship among these three fields is being studied with great interest in Russia where the educational system is being revamped.

In any case, the particular characteristics and conditions of our own situation must be taken into consideration when we try to introduce the Soviet educational experiences.

It is the Korean people's good fortune to be able to study and introduce the precious Russian experiences while strengthening the friendship between Korea and Great Russia. Russia is the source of progress in the movement for the everlasting peace of mankind and communism.

We must study the advanced Russian educational system systematically, totally, and actively, and utilize it creatively in our reality.

We are grateful to the great Russians who are our liberators and true helpers. Under the Korean Labor Party with Premier Kim Il-sung as its head, the Korean people are determined to uphold the values of Marxism, Leninism, and the Proletarian Internationale and learn constantly from great Russia. We resolve to advance toward communism together with the Russian people.

IV. IMMEDIATE TASKS OF NEWLY ESTABLISHED COLLEGES AND

TECHNICAL SCHOOLS

Following is a translation of an article by Yi Nak-on in Kodung Mit Kisul Kyoyuk (Higher and Technical Education), P'yongyang, No. 10, October 1959, pages 2-7.

Our country has reached the revolutionary climax in establishing socialism. The realization of socialism depends upon the successful accomplishment of the technical and cultural revolution. Therefore, our central and immediate task at the present stage of socialism is to accelerate the technical and cultural revolution and to accumulate the socialist material foundation.

Today's reality requires more technicians, engineers, experts, etc. To meet these requirements, 15 new colleges and more than 40 new higher and middle technical schools have been established. Such is the victorious accomplishment of the educational policy of our Party and it is another result of the wisdom of our Party. This accomplishment is not only the turning point in higher and technical educational progress which accelerates the technical and cultural revolution, but also a significant event in bringing about a communist society which is man's highest ideal.

The newly established colleges and technical schools have been given the most important duty to educate the students so that they may become leaders of socialism and communism, able technicians, and revolutionary fighters. Then what are the basic tasks of these newly established colleges and technical schools?

First, these new schools should endeavor to improve the teaching quality to the standard of already existing schools. Since these schools have just started, they should try to establish their school traditions in the right direction. In order to establish the Party's ideological system on the campus, teachers and students must unite under the leadership of the Central Committee of our Party with Kim Il-sung as its head and must be always prepared to cooperate with the Party's policy and support the Party's educational policy.

In this way, the newly established colleges and technical schools can start out as institutions where our Party's red fighters are educated and they can establish definite traditions for these schools.

Second, with the Party's aid, these schools and colleges were opened with all the basic equipment and facilities. However, they must continue to provide more new material equipment and facilities. We should not be content with what we have. To provide the students with high scientific knowledge, laboratory rooms must be equipped with the most modern technical facilities. Scientific knowledge of the technicians, and scientists must be increased so that we can catch up with the advanced nations.

Therefore, the teachers as well as all the students of these colleges and schools must devote all of their wisdom and effort in building the material foundation of their schools. In this task of providing school facilities, we should not depend only upon the government's help or try to import the equipment from foreign countries. Instead, we should mobilize our energy to produce the necessary facilities by ourselves. However, for this purpose, we should not go to the extent that the teaching task is interrupted due to the irregular and unplanned mobilization work.

In connection with the task of providing the material facilities, another duty is assigned to the new schools and colleges. That is to produce able scientific and technical workers for our Party through the school productive labor program.

Productive factories, farms, and livestock farms should be built inside all the newly established colleges and technical schools so that all the students can participate in the productive labor program. Until the completion of school productive factories, farms, and livestock farms, the teachers and the students of the new schools must find ways to carry out their productive labor program in the neighboring factories, enterprises, state-owned farms, livestock farms, and agricultural cooperatives.

Next task of these new colleges and schools is to reform the curriculum constantly to meet realistic demands and to carry out the teaching task thoroughly to improve the teaching quality. First of all, the school curriculum and teaching principle should be examined carefully. In general, the teachers take the curriculum for technicians very lightly and do not carefully study the teaching principle in each course.

Without understanding our Party's policy, the curriculum and the teaching principle, the problems of teaching scientific, ideological aspects and of combining education and productive labor cannot be solved.

Next, beginning in the new academic year, the social and political courses and general basic courses will be emphasized for the new students. The teachers must see to it that the students understand the purpose and significance of teaching those courses. The purpose of offering the social and political courses for the students is to arm the students with the theory of dialectical materialism, Marx-Lenin's revolutionary theory, and the realization of socialism and communism. However, in reality, we find some educators who only enumerate the theories and teach "theories for the sake of teaching theories." They fail to teach the theories in relation to the living reality of our nation.

In teaching the social and political subjects, the socialist reality of our nation and the creative application of the Marx-Leninism theory by our Party must be made clear to the students. In doing so, the students will be able to comprehend the justness and wisdom of our Party's policy and eventually learn to apply such theories in practice.

Next, the purpose of offering the general basic subjects is to increase the students' knowledge in the theories of technical science. Physics, mathematics, chemistry and other basic subjects must be taught in relation with the students' major fields. If the students cannot utilize the knowledge obtained from the general basic courses in their major fields, the significance of the general basic subjects will be lost. The basic subjects, also, must be taught in relation with our reality. In other words, the students must be taught as to how their knowledge in basic subjects may be applied to the development of our people's economy and scientific and technical development.

The educators must thoroughly prepare their lectures in their respective fields and recommend all the necessary texts for the self-study of the students. At the same time, the opportunities for scientific study and discussion must be created and the discussion on the teaching methods should be carried out by the teachers in order to improve their teaching quality.

If we expect the educators to carry out their teaching task fully, it is important to provide them with favorable teaching conditions. Therefore, the leading workers of the newly established colleges and technical schools must provide the teachers with books and other reference materials necessary for teaching. Not only that, by simplifying the procedure of conferences and by releasing the teachers from complicated administrative work, the teachers should be allowed to concentrate their energy and time in preparing the lectures.

Next, the educators must take into consideration the fact that the Party's educational policy in regard to combining education and productive labor ought to be properly carried out within the new colleges and schools. We stress the importance of the relationship of education with productive labor only by lips, instead of making actual effort to put the program into practice.

When educating the lower class students, certain technical skills must be taught. The students should be technically prepared to produce goods in the school factories when they reach the advanced classes.

The school productive labor program must be carried out under a systematic plan. The educational bureau and branches must draw the working plans for schools on the basis of the characteristics of schools, major fields, etc. Since the general basic subjects are mainly taught for the lower class students, there is a tendency to overlook the importance of those students' major fields. Therefore, teaching technical skills in their special fields is very important.

On 5 August 1959, the Central Committee of our Party issued a report "concerning the errors made in carrying out the Party's educational policy of combining education and productive labor." The educational bureau and branches must understand thoroughly the content of the report and supervise colleges and schools in order to keep the students from being assigned to just any kind of labor which interferes with their studies.

The educational purpose of having productive labor in schools can be effectively carried out if the productive labor for the students is carried out in conformity with our Party policy. If the students produce goods merely for the purpose of obtaining technical skills, the fundamental purpose of productive labor will be lost. Even when a single item is produced, they must be taught to realize the effect of such production upon the "Movement of Producing Machine Tools" sponsored by our Party. At present, the workers have risen to support the Party's slogan, "think boldly, act boldly." The mystery of machines has disappeared, and today, the movement of producing machine tools, supported by our Party and the masses, has been successfully carried out. If the students realize all these facts, they may grasp the justness and wisdom of our Party policy. Thus, the students would feel honored by knowing their productive labor has a direct effect upon the Party's policy. Consequently, they may participate in productive labor more actively, try to improve the quality of goods they produce, and devote all of their energy to creative thinking.

Next, the educators must turn their special attention to teaching the new students with the right method from the beginning, providing them with good academic atmosphere. Today, the majority of the new students are the model youth who have already been trained in labor circles and are veterans. Since they have yearned for learning, their zeal to study is higher than anybody else's. But, the educators cannot rely only upon their zeal to learn. These new students were out of school for a long time and need to be accustomed to the academic life for which the educators must help create the best academic atmosphere. At the same time, in order to avoid the formalistic attitude of the students, the teaching method should be well organized and planned from the beginning.

The educators must lead the students in such a way that the students will not be content with only what they learn in the classes. The students must be taught to widen their views and to apply their knowledge in practice.

Next, important task of the newly established colleges and technical schools is to establish each department to maintain order and a system in administrative work. In order to establish regulations and order, each department must know its basic duty. Therefore, the newly established colleges and technical schools must set up internal and academic regulations as soon as possible and make clear the division of work for each department. The operational experience may be lacking in these new colleges and schools. Therefore, the responsible workers of these schools and other teachers must learn how other colleges and schools are operated and organized, and exchange their profitable experiences with one another. This task can be carried out systematically.

First, the responsible workers of the newly established colleges and technical schools must send the head of each department to other schools to observe their system and study their experiences and then dispatch other teachers for the same purpose. There are many problems with which our new colleges and technical schools are confronted. Whether these problems can be successfully solved or not depends upon how the responsible workers of the schools and other teachers can prepare themselves with the Party's ideology, the ability of revolutionary reformation and the ability of organizing and planning.

Therefore, the responsible workers of the new colleges and schools must teach the students the Party's policy and, by grasping the Party's general policy as well as specific policy, the teachers and students must be ideologically armed. That is the most important task. Both teachers and students must know the answer to the following question: how their schools and departments affect the development of the people's economy of our country and what is their duty and role in carrying out the revolutionary task of our nation.

For example, a newly established fishery college must study the Party's fishery policy and Premier Kim Il-sung's statement on "For the Promotion of Fishery Development" given at the Kangwondo Fishery Conference, and should carry out its duty accordingly. Also, an agricultural college must carefully study the Party's agricultural policy and consider the practical methods to carry out such policy. It must study the documents of our Party's conventions, plenary meetings, Premier Kim Il-sung's report to the Conference of the National Agricultural Cooperatives and his field directives, and the decisions of the June plenary meeting of this year must be carefully studied.

Only by doing so can the students be trained in accordance with the practical need. The teachers as well as students must preserve their academic purity in order to become active supporters of the Party policy. The responsible educational workers must always lead them in frontline. The responsible educational workers, at the same time, must teach the students and teachers to keep the spirit of the great revolutionary tradition, and noble, Communist moral characteristics.

The educators may always serve as a mirror for the students and be able to possess the political and moral characteristics as model red educators. Students also may become brave red fighters as people's servants and be able to possess the noble moral characteristics.

In conclusion, in order for the new colleges and schools to carry out the Party's educational policy and their duty most effectively, the responsible workers must concentrate in improving the teaching quality. Premier Kim Il-sung instructed as follow: "Success of the task depends upon how correctly your ability is calculated. And then, consider the order of importance of the tasks, find the central core, and pour in it all your energy."

As he said, the newly established colleges and technical schools should not scatter their tasks and thus weaken their energy. Instead, they must catch the central problem and then concentrate their energy on it. By so doing, their level can be improved as high as other schools.

Our responsible workers must boldly eliminate the business-like and formal business methods and constantly explain to the teachers and students about the duty and problems raised by our Party's educational policy.

With fine leadership, the responsible workers must bring about the epoch-making turning point in our Party's great task of improving the teaching quality.

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