

# PRINCIPAL REPORTS

FROM COMMUNIST

RADIO AND PRESS SOURCES

SPECIAL

20 October 1971

USIA  
9/71

DRV #	LD
FILE	SUBJ.
DATE	SUB-CAT.
90/71	

CADRES' EDUCATIONAL DEFICIENCIES

"AT PRESENT THE EDUCATIONAL BACKGROUND OF OUR PEOPLE, ESPECIALLY OF OUR CADRES CANNOT AT ALL MEET THE MANY-SIDED REQUIREMENTS OF THE BUILDING OF A LARGE SOCIALIST PRODUCTION" SAYS TO HUU

CADRES' EDUCATIONAL DEFICIENCIES "A CONSIDERABLE OBSTACLE" TO "IMPROVEMENT OF ECONOMIC AND STATE MANAGERIAL TASKS" - TO HUU

[Hanoi Thoi Su Pho Thong in Vietnamese, September 1971, pp. 47-52, published Part 1 of an article by To HUU, Secretary of the VWP Central Committee and Chairman of the Central Science and Education Department: "Hold Firmly To The Party Line, Learn From The Advanced Schools, And Make Steady And Firm Progress In Education"]

At present our entire Party and people are endeavoring to implement the Resolution of the 19th Conference of the Party Central Committee. The conference stressed that the anti-U.S. national salvation struggle is the prime task of all our Party, armed forces and people and pointed out the struggle objectives and trend for the North in economic restoration and development to advance toward building socialist large-scale production.

To understand the Party Central Committee Resolution on the educational task, we must base ourselves on the great requirements of the revolutionary undertaking and on the past development of the educational branch to draw lessons in carrying out this great undertaking and to determine therefore the trend, objective and plan to satisfactorily fulfill the educational task for the coming three years in order to advance our educational undertaking on a larger scale and to improve its quality.

In the 26 years since the founding of the DRV, despite the fact that our economy has remained poor and backward and our people have to continue a very difficult but brave resistance against aggressive imperialism, the educational undertaking in the northern part of our country has scored very great achievements.

In the past 15 years our general education has developed on a large scale and very rapidly. The number of students including children and adults has increased considerably. The number of schoolchildren from six to 15 years of age has increased from 20 to 80 percent in 10 years (1955-65). Kindergarten education has developed along with the first, second and third levels of education. Illiteracy in the plains has been basically eradicated.

Every year, nearly one million people attend supplementary education classes. Noteworthy is the fact that the number of students in the second and third levels have increased (in 1970, second level, 55 percent, third level 12 percent as compared with the total number of students). One-third of our people have gone to school. This is a high and encouraging rate. The number of girl students is about half the total number of students in general education schools. In the mountain areas the number of students of various nationalities has also increased. In 1955, three percent of the population went to school and in 1969 the rate reached 12.3 percent. In the past 15 years the contingent of teachers has increased from 20,000 to 180,000, not to mention 60,000 students in teachers' schools.

It is clear that these achievements of the educational branch have contributed to advancing the ideological and cultural revolutions by a big step. As noted by Lenin, "All the cultural fruit will become the property of the entire people." (Footnote: Lenin, "The Third Congress of the Soviets of January 1918, Complete Works, Su That Publishing House, Hanoi, 1963, volume 26, page 545). The raising of the cultural level has contributed to improving the laboring people's political knowledge and economic management task and increasing their production capacity. It has also contributed to increasing the armed forces' combat strength and supplying cultural forces from the worker-peasant class to training schools for scientific and technical cadres and cadres in charge of managing the economy. As a result the number of cadres graduated from vocational high schools and colleges has increased from 3,000 in 1955 to 260,000 in 1970.

As a result of basic changes in educational quality, our general education schools have become socialist schools, an important tool of proletarian dictatorship. Reforms concerning subjects of study on the basis of Marxism-Leninism and the scientific achievements, understanding of the Party's political line on the educational task, coordination between education and labor productivity and social activities and participation of the masses and youth teenage organizations in the educational task as well as the close leadership of Party echelons and the great concern of the administration from the central to the lower levels for schools--all these factors and our people's revolutionary movement have transformed our youths into a new class of people who are inflamed with warm patriotism and deep hatred for the enemy, who

remain loyal to the Party and socialist regime and who possess a cultural knowledge beneficial to production and combat. Our young generation was praised by Uncle Ho, and this proves that our new schools have made great contributions to training our youths.

The brilliant achievements of our educational branch can be viewed as a miracle in our country because we must overcome untold difficulties and hardships and gain experiences to find a suitable path.

However, in view of the great requirements of the revolutionary task in the coming phase and in light of the principles of Marxism-Leninism and our Party's educational line, our present educational task has revealed many shortcomings and a number of basic problems to be solved satisfactorily so we can make strong and steady progress.

Our people's anti-U.S. national salvation resistance has scored many great victories but remains a protracted, difficult struggle. Despite their serious setbacks, the U.S. imperialists remain very stubborn and are still unwilling to relinquish their aggressive designs against our South Viet-Nam. Their plots are very perfidious and cunning. Therefore, the anti-U.S. national salvation task requires that our schools improve the education of students, make them aware that "nothing is more precious than independence and freedom" and acquire an iron determination to fight and win, and gradually prepare them to be able to fight and to volunteer to join the army and serve the battlefield. After vanquishing the U.S. imperialists, because of the strategic position of our country, which is the outpost of the socialist camp in Southeast Asia, we must not relax vigilance against their sabotage and aggressive plots. For this reason, to educate the young generation of Viet-Nam to acquire a warm patriotism, a deep hatred for the enemy and a brave, stalwart bearing in order to protect the fatherland is a prime, lasting requirement.

Viet-Nam will certainly become a powerful and prosperous socialist country. This firm belief is the strongest incentive to our victorious fighting at the present time and to consolidation of the independence, freedom and happiness of our entire people. Our Party and people are determined to build socialism in a fast,

vigorous and firm manner. If we want to build socialism--as President Ho taught--"We need socialist men." They are workers who are highly conscious of collective mastership. This is manifested through their enthusiasm and selflessness in their work for the interest of the entire people. They are workers in large-scale socialist production. Therefore, such things are required of them as organizational abilities, discipline, knowledge in the cultural, technical and economic fields, methodical labor and good health in order to achieve high labor output. Because we are beginning right from the beginning, when labor conditions and the means of livelihood are still low, it is necessary for every worker in our country to try to overcome difficulties and hardships and to wage a struggle against nature as valiantly as when we fight the enemy. Workers must be hardworking, thrifty, and creative in their work in order to achieve fast economic development.

We should educate the young generation so that when the youths begin to earn a living, they will be workers with these virtues and capabilities. This is an objective requirement in the revolutionary undertaking. However, the education provided by our general education schools still cannot meet these requirements.

Many graduates of general education schools have become valiant combatants, outstanding workers, efficient cooperative members or excellent socialist intellectuals. This is the pride of the Educational Branch and of the teachers of socialist schools. However, there still exist many erroneous manifestations in motivation of their work and in their attitude toward study: they lack enthusiasm, efforts, honesty and even politeness and discipline. They have also contracted bad habits resulting from social life, particularly in urban centers.

The greatest shortcoming at the present time is unsatisfactory preparation for our youths in production. Although a majority of the youths and teenagers--particularly in rural areas--took part in production when they were still very young, they do not consider labor productivity as their responsibility, ideal, raison d'etre or source of happiness and pride. Many cases have been noted of youths scorning manual labor, preferring to live in idleness, shunning difficulties and preferring the city life to rural life.

The profound reason for these shortcomings are negative influences in society, especially the erroneous views of educational aims and methods and an incorrect attitude toward productive labor. But the direct main reason is the shortcomings in the educational task of our present general education schools.

First of all, our educational objectives are not clear and comprehensive. Our political, ideological, and moral education remains superficial. The teaching of basic culture is unsteady, technical and economic knowledge is disregarded and is not associated with reality, labor skills have not been developed and the students' health has not been properly taken care of. Education must attach much importance to cultural studies, must not neglect practical subjects, and must properly coordinate education with productive labor. The teaching and learning methods remain passive. This "forced-feeding" type of education cannot develop the students' initiative, intelligence, and creativeness.

In sum, because the educational objectives and guidelines and the objectives and methods of teaching and learning are not well understood, the achievements of our schools remain restricted in several aspects. These are basic problems to be properly solved in order to qualitatively improve our present general education schools.

Moreover, the scope and development rate of general education also pose many important problems that must be solved. The development of kindergarten education is rather slow. Only about 25 percent of the pupils from three to five years of age have attended kindergartens. Only 60 percent of kindergarten pupils have been admitted to the first grade. Only about 90 percent of schoolchildren of level one have been admitted to level two. As many as 20,000 schoolchildren have not been admitted to the fifth grade. Less than 30 percent of school children of level two have been admitted to level three. Even more serious, in recent years, the number of students attending supplementary education classes has decreased greatly (from one million to 400,000). Many people are still in ignorance. Their education background is poor. There is urgent need to attend supplementary education schools in order to be able to increase labor output and to improve theoretical, technical, and economic knowledge.

Therefore, there is another very important problem to be solved: how to develop our education task in compliance with the

present circumstances in our country--a country that is engaged in the anti-U.S. national salvation struggle and in which there is continuing need to increase the national defense potential and to undergo many difficulties and hardships in order to attain socialist industrialization and to successfully build socialism. If we do not adequately solve this problem, there will be a lack of balance between education and economic development. There are two tendencies: first, to continue to develop the education task according to the present formula without paying attention to economic limitations. As a result education becomes a very heavy burden for the economy. Second, to restrict the development of the education undertaking and therefore to fail to meet the ideological and cultural requirements of economic building.

Both tendencies are not correct. Frankly speaking, if the education task continues to be developed according to the present formula, that is with high speed but with little affect on economic development, both the state budget and the people's contributions cannot afford it. Moreover, it is very necessary to use education as a basis for improving technical knowledge and increasing labor output. At present, the educational background of our people, especially of our cadres, cannot at all meet the many-sided requirements of the building of a large-scale socialist production. In general, the educational background of our key cadres at the village level reaches level one, and that at district and provincial levels level two. This is a considerable obstacle that blocks both the improvement of economic and state managerial tasks and the understanding of Marxist-Leninist theories and the policies and lines of the Party. Poor educational background and unsatisfactory scientific, technical, and economic knowledge have reduced the work efficiency of a large number of cadres.

Our cadres and people, especially our youth, need good and practical knowledge that is closely related to the technical and economic activities and other social activities; therefore we should not take lightly the quality of our educational task or limit its development.

Therefore, it is very necessary to develop our educational task on a large-scale basis, with high speed, under varied forms, and with increasingly improved quality in accordance with the concrete requirements of combat and production. This must be the rule of development of our educational undertaking.