

4. — Secondary Education

The revolutionization of secondary education is one of the most important and complicated problems in our work of further revolutionizing our school system.

Firstly, it is connected with the prospects of development of this link of our school system itself. **The prospects have already been opened before us for a gradual transition to not a standard, but a multiform secondary education for all.** This will be a major leap, a true new revolution in raising the educational and cultural level of our youth and of our people as a whole.

Transition to the multiform secondary education for all will create the necessary conditions to give a new physiognomy our new secondary schools, by-passing in a radical way both the intellectualist one-sidedness which is met with at present in our secondary schools of general education and the tendency of narrow pragmatism which is met with in vocational secondary schools. Thus, the sharp differences in the subject matter which are met with at present in the various categories of secondary schools will be levelled down and, eventually, eliminated, without affecting their variegation and even promoting it. The main trunk of the general scientific and polytechnical formation of the students in secondary schools will, thus, be strengthened.

Secondly, this problem is connected with the special role of the secondary schools in forming the new man. The age at which youth pursue their secondary school studies is decisive in the formation of the foundation of man's personality, of his world view and ideals, of his moral features and aesthetic tastes. As a rule, it is at this age when the basis is laid of the all-round formation of man, that the course of his life is also determined.

These are the basic reasons why the secondary schools have been one of the problems which has been widely treated at public discussions both from its ideological as well as pedagogical and organizational aspects, enlarging on such main aspects as: the aim and obligations of secondary schools, the kinds and categories of secondary schools and proportions among them, the content of teaching and education as well as the fundamental elements of this content, the annual term and structure of these schools, the combination and alternation

of teaching, work at production and physical and military education, and so on.

The general consensus of opinion is that we should preserve and **further develop the variegation of secondary schools**, by making serious changes in the subject matter of instruction and educational work and in their structure so that the students may assume a sound Marxist-Leninist formation conformable to their age, so that they may learn the rudiments of the principal branches of science and of technical subjects to be theoretically and practically trained for work, to acquire the necessary political and ideological uplift and be physically and militarily trained to prepare for life, to take part immediately in social production as well as to be ready to defend the country. The young will likewise be able to pursue their higher studies at a later date.

On this basis, we can also solve certain general problems regarding the organization of secondary education like that of the **duration** of secondary schools, **that of the structure of the school year**, that of **naming** them, etc.

With a view to realizing the triangle — **learning — production work — physical and military training**, without lowering the level of the all-round training of the students and without overloading them, it is necessary to maintain the **four-year duration** of all secondary schools, professional or non-professional, part-time or full-time.

It is equally necessary for all **secondary schools** for school youth to have a **standard structure of their school year**. In line with the principle that priority in schools should be given to the teaching of theory as against practice but always in close connection with practice, with production work and physical and military training, the structure of the school year for all **secondary schools** will be: $6\frac{1}{2}$ months of teaching (including two weeks of physical culture), $2\frac{1}{2}$ months of production work, 1 month of military drilling and 2 months of vacation (the first two classes to do 2 months of production work and $2\frac{1}{2}$ months vacation).

The time has now come to take a look also at the problem of naming our secondary schools. There is no sense in using any longer the terms «technicum», «polytechnicum», «artistic lyceum», «gymnasium», etc. but to have «industrial», «agricultural» «building construction», «commercial», «medical», «art» and other secondary schools, whereas the gymnasiums to be called «secondary school of general education». Thus,

we will abandon the use of an old and one-sided terminology partially inherited also from the old society and schools. The new appellations will correspond to the changes which schools have undergone and are undergoing in our socialist society.

All these general principles will be embodied in secondary schools of general education as well as in those of vocational training.

The secondary school of general education, relying on the triangle — teaching-production work-physical and military training, on its polytechnization and close ties with production both through the theoretic information received in school (inserting into the program of this school, of course, certain technical subjects), as well as through the direct participation of students in production, will no longer be the old gymnasium handed down to us by the bourgeois society, a privileged school for the elite which nurtures intellectualism and careerism, the tendency to pass through a higher institute of learning at all costs as a means to shirk production work and take up office work alone. By surmounting all these shortcomings, it will turn into an entirely new school to train young revolutionaries, ready to take up any job the country and socialism call for, **bearing no distinction from the schools of the other kind.**

As a rule, the secondary schools of general education will preserve the present volume of the subjects of general culture. At the same time, they will realize the connection of teaching with work from the point of view of theory and practice on the basis of combining certain professions of the masses and, where this is impossible, on the basis of a single profession, always compatible with the specific conditions of the place where the schools are located. This will mark their further polytechnization. But at the present stage, the network of secondary schools of general education, which have spread to every district, will not be much extended.

There will also be part-time **secondary schools of general education**, but these will be limited; they will serve to impart secondary education mainly to the workers of the administration, of the social and cultural spheres and of the smaller centers and districts as well as of certain localities who are unable to receive professional secondary school education. It is necessary for the workers in production to attend especially, vocational secondary schools related to their profession.

During the coming period, **priority will be given to the**

vocational secondary schools for school youth as well as for grown-up workers who attend them without a break in their jobs. With the exception of the vocational secondary schools of the social and cultural sphere like the teacher training, economic and financial, medical, art and similar schools, which will be opened on the basis of the needs for technicians and specialists of these professions, all the other vocational secondary schools which are directly connected with production like those of agriculture, industry, building construction and others will be extended and spread to more and more regions. Their massiveness will come about gradually and, dependent, on the supply of teaching staff, of the teaching material basis, etc.

As a rule, in all vocational secondary schools for school youth it is necessary to preserve a wide range of specializations, since that responds better to the actual conditions of the development of our economy, but without excluding altogether also the establishment of certain schools of limited specializations if the needs of production require it. As a rule, these schools had better be of many branches since that will create a more favorable environment for their polytechnization and for a better use of the teaching staff and the material teaching basis. Finally, we may also have combined vocational secondary schools to include a number of widely different branches or professions. This is conditioned by ensuring a continuity of the contingents of students, of specialized cadres, of the material teaching media, etc. In given cases, one of these branches in these schools may also be the secondary school of general education.

In vocational secondary schools we should aim at having a relatively high level of general culture, equal or nearly equal to that of secondary schools of general education as regards certain of the principal subjects of general culture (mathematics, physics, chemistry). This can be achieved by maintaining the present level of technical and professional culture in these schools and by utilizing the excess time from teaching and practice in production. At the same time, we should keep in mind that in vocational secondary schools students are taught also social subjects like literature, history, geography in addition to the teaching of **Marxism-Leninism which is equal** (both in volume and quality) for all secondary schools.

All these are achieved without adding to the general

weekly curriculum of the students. This will be a sound basis for strengthening and polytechnizing these schools. This will enable the students who have been through vocational secondary schools to enrol freely in higher schools, **not only dependening on the type of specialization he has majored in but also, if need be, in other branches as well.**

The standard term and the standard structure of the school year in all kinds of secondary schools, the equalization of the level of general culture in vocational secondary schools and its rise to the approximate level of the secondary schools of general education, the strengthening of the polytechnization of the secondary schools of general education and their ties with production work — all these taken together, **preserving the variegation of secondary schools — mark a radical qualitative change in the whole system of our secondary education, in the subject matter of the teaching and educational work of our secondary schools, in their structure and methods. They mark a further pronounced deepening of the polytechnization of secondary education and open up prospects for its speedy massiveness, of spreading it throughout the country in order to speedily enrol all the youth in it.**

More will be done, especially for the time being, to step up the massiveness of secondary education through **spreading vocational secondary schools for workers and peasants all over the country for them to attend without a break in their daily occupation.** This work has just started and is being turned into a revolutionary mass action of the working class, of the cooperative peasantry as well as of the cadres and specialists of production themselves. Of course, it stands in need of the all-round aid of our State, economic, educational organs, of our engineers and agronomists, our teachers and professors. At the same time, **we should embark with courage on bringing about a massiveness of the vocational secondary schools for the school youth.**

Conditions have now been created to proceed with courage towards bringing about the massiveness of secondary education and gradually, that of higher education for the workers and peasants. Actually, this is one of the principal ways to raise the educational and cultural level, especially, of the working class, to gradually broaden its scientific and polytechnical horizon and to raise its technological and professional capacities **«to the level of the engineering and technical personnel».** And this, as Stalin used to say, is one of the principal

ways to do away with the radical difference between mental and manual labor.

But this question is of major importance also from the political and ideological point of view. It is one of the main ways to bring about the enforcement of effective and realistic workers' control over the whole life of the country. It creates real opportunities for our working class and cooperative peasantry to «invade» 'en masse' the benches of schools, institutions and university departments, to appear on the stage, to take their seats in offices, to arm themselves with knowledge and culture, swelling in this way also the ranks of our people's intelligentsia with people tempered and emerging directly from their own ranks. In a special way, it creates conditions for our working class, in its capacity as the leading class in the system of the dictatorship of the proletariat, to run the affairs of the State, of economy, education, culture and of all the other sectors of our State and social life. And this can not be done artificially and in a bureaucratic way by appointing or electing workers to leading posts, without being interested, at the same time, in their all-round uplift, not only politically and ideologically, but also culturally and educationally, technologically and professionally. This requires that we should set seriously to work to raise the educational and cultural level of the masses of the working class and cooperative peasantry, to urge them to seriously take a hand at this work, themselves, to help them overcome all obstacles and difficulties that lie in their way. This will radically improve also the make-up and social status as well as the revolutionary class spirit of the youth and grown-ups who will graduate from secondary schools and, eventually, from the higher institutes of learning. All this is a revolution in itself in our education.

Based on this platform, we should set to work to solve the concrete problems of extending vocational secondary schools for workers and peasants. During the coming period, it will be necessary for these schools to be, as a rule, of **limited** specialization and only in rare cases may we have such schools of a wider range of specializations. These schools should be set up mainly at the **bigger enterprises** and on **district levels** and may have many specializations or one specialization while they may also be combined (of many branches). They should have a minimum nucleus of permanent cadres, while most of the other cadres may be drawn from production without a break from the main functions of their own. The material basis for

these schools should be provided by the enterprises concerned.

The students who graduate from part-time vocational secondary schools, as a rule, should have a **year of preparatory studies** in order to supplement their knowledge in general scientific and technological subjects.

The students who graduate from secondary schools for school youth, both of general as well as vocational education, both in towns and in the countryside, both boys and girls are obliged to spend a **year of probation at production** and then enjoy the right to pursue studies in higher schools.

During probation the students will work **together with workers and peasants** on any work front the State stands in need of, as a rule, of their specific specialization, but always in production work and. **in no case, in office work.**

The one-year probation in production after graduation from a secondary school is essential, since, through it the students will be educated and tempered as revolutionaries in the ranks of the working class and the cooperative peasantry. In this way, students and undergraduates, working together with workers and peasants on the great front of production, during the school period, during the one-year probation period following graduation from secondary schools and, later, during the probation period after graduation from the higher institutes of learning, are kneaded into the features of the working class, grasp the major importance of social production by turning out material goods themselves, submit to the rules and discipline of production and take active part in the political, ideological and cultural life of the workers. Thus, the probation period will be a real **filter and sieve** for all those who will enrol in higher schools, **because the working class will allow only those who will have manifested revolutionary qualities to become leading cadres in production.** Therefore, we should consider probation in production as a period during which the pupilo (the future students) submit to the direct control of the working class and then, **with its approval**, enrol in higher schools. Thus, we will be able to train a popular revolutionary intelligentsia, educated in the spirit of the Party and tempered on the anvil of the working class. It is this intelligentsia that our socialist society stands in need of.

5. Higher Education

Our higher schools are faced with the task of improving and revolutionizing the training of the new specialists, for work and defense of the country from the political and ideological, scientific and professional, theoretical and practical point of view. They should train new revolutionary cadres imbued with the proletarian spirit and, at the same time, to be capable specialists of the caliber required by science and modern technique as well as by the economy and culture of our country. In line with these tasks, these schools too should strengthen the Marxist-Leninist axis, and realize the revolutionary triangle — **teaching, production work-physical and military training**. It is on this basis that the corresponding changes should be made in subject matter and structure and the problems should be rightly solved concerning the specializations for which the cadres should be trained, the duration of studies, the admission of students to and the extension and growth of higher education, etc.

Under the conditions of our country, the training of higher cadres in the days to come should be made on the basis of a **wider range of specializations**. In certain branches of study a subdivision of specializations can be made in later years without affecting the common trunk and without resorting to a narrow range of specializations. As a rule, the variegations of specialization of training cadres in our higher institutes of learning will be extended, now and in the days to come, on this basis.

At the same time, steps will be taken at the State University of Tirana to train cadres in **philosophy and political economy** so essential to us be it as professors of these subjects or as theoretical and science workers in these very important sectors of our ideological front.

The consensus of opinion is that the duration of studies in our higher institutes of learning may, as a rule, be shortened by one year. Thus, with certain exceptions, the duration of higher studies will be 4 or 3 years. A reduction of this kind at the present period responds better to the task of making higher education accessible to the masses so that more workers and peasants and, particularly, their children can attend these higher schools. This can be done, without affecting the ideological, scientific and professional level of training cadres, through an all-round improvement of the teaching process, especially,

the method of teaching, through a more efficient use of the time of teaching, through the enforcement of discipline at work as well as through utilizing the one-year probation after high school as a component part of student training.

The structure of the school year in all higher schools and their affiliated branches will be the same for all, namely, 7 months of school teaching (including physical culture), 2 months of work in production, 1 month of military training and 2 months of vacation.

As a rule, admission to higher schools will be made dependent on the specialization of the secondary schools the students have been through, while those coming from the secondary schools of general education will be admitted to any specialization.

The admission of students to higher schools will be governed by these basic criteria: political conditions, ability in studies, results of probation in production and conduct. Especially in schools which train cadres for the ideological front, be they secondary or higher schools, in admission of students and undergraduates it is necessary to strictly apply the criterion of political selection.

It will become a general rule that whoever shirks the one year period of probation in production after graduating from a secondary school cannot be admitted to a higher school. Nor can one be admitted to part-time higher schools, who has not engaged, at least, one year in direct production work before.

It will become a general rule, too, that when the probation in work after graduating from a secondary school has begun to be applied, side by side with the recommendation of the school collective, both of the teaching staff and of the youth organization, students will be admitted to higher schools only after hearing the opinion of the workers' collective where they have passed their probation in production. The recommendation of the collective is indispensable and decisive in admitting to higher schools also those who will pursue their studies in part-time schools.

All these conditions and, especially, the sifting of students by the working class are a major guarantee for selecting the persons who will attend the higher schools on a sound criterion.

After graduating from a higher school one has to pass through an 8 to 9 month probation period at concrete work as a component part of the training of cadres, necessary to

preparation for contesting the diploma as well as for accomplishing part of his professional practice. All will pass through this probation period.

Further massiveness of higher education will be done in two ways: firstly, by increasing the number of students in the existing branches of **regular attendance** as well as through opening in the future, new branches and specializations, always according to needs and on the basis of State planes; secondly: by expanding **part-time** education at the existing higher schools as well as at their affiliated branches where such schools do not exist.

As a rule, at higher schools of regular attendance the duration of studies will be one year shorter than at the corresponding part-time schools. The students who will enrol in these schools without having done their military service will be allowed to pass through the higher school and after graduating from there will have to attend a course of a number of months to receive or complete their necessary military training. Along these lines and, especially, by backing up the initiatives to gradually open affiliated branches of higher schools in those cases where availabilities exist to open them, to warrant the continuity of student contingents, of pedagogical cadres, of the teaching material basis etc., effective opportunities will be created to increase the participation of the workers of production and, especially, of the rank and file, in higher education. During the coming period, this can and should be made one of the principal ways to proletarianize our higher schools.

It is necessary to emphasize that, side by side with the schools included in the regular school system, we will also have a **variety of courses of many kinds** of different duration, usually of some months to one year, which will be opened on the basis of the 8th-grade and secondary schools (in special cases, on the basis of primary education for grown-ups), at economic enterprises, in agricultural cooperatives and, in certain cases, by the central institutions and departments. These courses will fulfil the urgent needs of production, they will qualify and specialize the workers and medium cadres. These courses will be of **limited specialization and of as short duration as possible** and will give no equivalence with lower vocational schools and with secondary schools, except with one year courses which may be established for students who have graduated from secondary schools of general education, through

which they will be trained as surveyors, accountants, laboratory workers, etc.

For those who have been through a higher school and passed through a period of probation at work, there will be opened courses of **re-qualification and specialization** which may continue from a number of weeks to a year or more **according to needs and availabilities**. In the future, these courses should continually expand and should serve not only to deepen the know-how of various cadres but also to train highly qualified scientific workers as well as for a more limited range of specialization according to the needs of our economy and culture.

B — ON REALIZING THE ORGANIC UNITY OF THE THREE COMPONENTS OF THE SCHOOL: TEACHING—PRODUCTION WORK—PHYSICAL AND MILITARY TRAINING

Changes in the structure of the school system in general, in its special links, in the structure of the school year and in that of the cycle and programs of teaching, can yield maximum effect only when all the work of our schools, first and foremost, the subject matter of instruction and education as well as their methods are built on the basis of the organic unity of the three components of the school: **teaching-production work-physical and military training**, placing the Marxist-Leninist ideological axis in their center.

Our Party attaches major importance to the three components of the school. Therefore, in assessing the work of school children and students, account will be taken not only of their degree of progress in **lessons**, but necessarily also of the degree of progress in **production work and in physical and military training**, as a necessary requirement to get promotion.

1. — In this field, while devoting most of the time to the teaching of theory, we are always faced with the major task of **raising the all-round scientific, theoretical and practical level of instruction, of modernizing and polytechnizing it ever so thoroughly**.

This is a major task of the present and the future. We must bear in mind that the present younger generation will be working during the coming decades when science and technology will have reached a much higher level than at present. For this purpose, it is necessary that the programs and

textbooks of all the categories of schools should give ample space to the latest achievements of production, science and technique. Our exigencies in this line should become more exacting, especially, in our secondary as well as in our higher schools.

On this front we should fight on two flanks at the same time: both against **intellectualist tendencies** for an exaggerated erudition which lead to overloading the teaching programs and textbooks with superfluous, outdated information of secondary importance, as well as against **tendencies of narrow pragmatism** to undervalue theory and to curtail subjects without a criterion.

Raising the scientific level of schools is closely connected also with the application of **polytechnical education**. In realizing this objective we rely on the teaching of the classics of Marxism-Leninism according to whom **polytechnical education imparts theoretic and practical knowledge on all the main branches of production and their scientific fundamentals**. The wider and stronger the basis of polytechnical knowledge is, the higher can man ascend to the acquisition of general and professional knowledge, the sooner will he be able to proceed along this road. It is precisely for this that we should set to work with courage to polytechnize our schools. We should be convinced that **there is but one way for our schools — that of polytechnization**. As Lenin used to stress, **the polytechnical school is the school of the future, it is the school of communism**. It goes without saying that politechnization leads to politization, to ideology and, with us, in socialism, there cannot be polytechnization without politization of the school, without giving absolute priority to the Marxist-Leninist ideological education in school, so much so that the polytechnization of schools is a function of ideological education.

We have all the availabilities to embark on deepening the polytechnization of our schools, for we have all this industry, we have all this socialist agriculture, etc in the hands of the State. The technology and technical equipment of our production provide wide possibilities for a gradual realization of polytechnical education. Therefore, let us not theorize a lot about polytechnization but embark on the practice of polytechnization, on making the people «handy at all jobs» of course, not in the sense of narrow pragmatism but in the sense of gaining a thorough understanding of production **both from the theoretical as well as from the practical point of view**. These objectives can be attained through: the gradual but systematic

application of the principle of polytechnizing teaching of all natural and technological sciences, intensifying the teaching of these sciences, especially of mathematics, in all the categories of schools, intensifying the polytechnization of the general culture in vocational secondary schools, intensifying theoretical knowledge of production in secondary schools of general education. At the same time, attention should be devoted to the subjects on organizing and managing socialist production and on the economic and financial administration of agricultural enterprises and cooperatives, particularly, in technical and vocational secondary schools and in the higher schools connected with production, by strengthening the existing subjects of this nature and, where necessary, introducing also new subjects.

2. — The necessary material and spiritual conditions have now been created to proceed at a faster rate towards **establishing ever broader organic ties between teaching and production work** in order to gradually carry out Marx's and Lenin's ingenious ideas when they said: **«In a reasonable social order, every child above 9 years of age should be a productive worker and, just as any grown-up person capable of work, should submit to the general law of nature and, specifically, in order to be fed, he must work and work not only with his brain but also with his hands»¹⁾** and that **«only by working together with the workers and peasants can you become a genuine communist»²⁾**

The realization of this task calls for a persistent battle against such subjective obstacles and shortcomings as the bourgeois intellectualist «misgivings» that production work will jeopardize the theoretic training of school children and students, against the fruitless theoretization about the forms and alternations of teaching with work, against formalism in organizing the work, the altogether inadequate interest manifested by the educational and school organs, by the state economic organs and those of the centers of production in organizing production work, in ensuring work fronts, place and means of work, instructors, etc, against procrastination and all other bureaucratic obstacles in solving this vital problem of our schools. At the same time, it calls for a deeper scientific and pedagogical elaboration of the links of teaching with work

1) K. MARX & F. ENGELS, Works, Russian edition, 1960, vol. 16. p. 197.

2) V.I. LENIN, Works, Albanian edition, 1967, vol 31 p. 333.

as well as the taking of all-round organizational measures to put them into practice.

In addition to its educational purpose, the work by school children and students should have clear polytechnical objectives and offer possibilities for carrying out and substantiating theoretical knowledge in practice, for consolidation and enriching this knowledge. At the same time, it should help them grasp the socialist organization of work, acquire proletarian discipline at work, acquire culture and the habit of work. Where it is necessary and possible, it should provide also for the professional training of school children and students. But there are cases when school children and students work also at such fronts where the organic link of teaching with work has not yet been ensured but where they acquire the necessary education and tempering of the working man.

In secondary and higher schools, in particular, the students and undergraduates should **effectively** engage in production work (working mainly in state farms and agricultural cooperatives) **with a view to integrating themselves with the workers and cooperative farmers and lead their life.**

This is of decisive importance to place and maintain our schools always in the service of the revolution, to proletarianize our schools, our new intelligentsia, because production work, interwoven with teaching and Marxist-Leninist education and with the active participation of our school youth in the political and social life of the country binds, like flesh to bone, the school youth, teachers and professors and all our new intelligentsia with the working class and the cooperative peasantry, in a way that they may learn from them, work together and integrate themselves with them. As Comrade Mao Tsetung says, «... **the line of demarcation between the revolutionary, the non-revolutionary and anti-revolutionary intellectuals is whether they are or are not prepared to integrate themselves with the workers and whether they really do it**»,¹⁾

The nature of production work can and should vary dependent on the category of schools. In technical and professional schools and in the higher school departments of this kind the combination of teaching with production will be necessarily done on the basis of the corresponding profession and spe-

1) MAO TSETUNG, quoted in the leader of the 1969 May 4 issues of the «Renmin Ribao», «Hongqi» and «Jiefangjun Bao» on the occasion of the May 4 Jubilee of the Movement.

cialization. Wherever possible, our aim will be to use this form of linking teaching with work also in the secondary schools of general education mainly on the basis of certain approximate mass professions and, when this is impossible, on the basis of a profession of this kind. Whereas, in vocational secondary schools and the higher schools which serve the social and cultural spheres, the school children and students will work on any available work front.

But in all cases, **what we understand by production work is that kind of effective work the school children and students engage in to turn out material goods beneficial to society.** This includes also the teaching practice in production of certain vocational and higher agricultural, industrial, building construction and other schools during which school children and students work and **effectively produce** and prepare themselves for production work on a large scale. But it does not include the work school children and students engage in during their teaching practice of a demonstrative or laboratory nature during which they do not effectively produce but practice and exercise in order to better grasp the subject matter, even if this practice is done out of school.

Programing the production work of school children and students in this way, it should be made clear that they will no longer be required to do «voluntary work» on Sundays or during their vacation.

An important principle by which we should be guided is that teaching and production work should be combined and alternated in such a way as **not to become a hindrance to each other.** Therefore, the school children and students should perform their production work on days grouped together, usually, divided into semesters or according to seasons as well as during weeks or months if the material basis is in the school or at separate departments. But in all cases, it is essential that the state enterprise should keep a permanent and yearly schedule in order that it may have a fixed number of school children and students available **every month of the year**, just as it has for its working force. The intensity of work of school children will always depend on their age.

3. — In our schools, especially, in our secondary and higher schools, **physical culture and military training should be greatly intensified.** In carrying out this task we should be guided by these two fundamental principles, namely, by the

place physical culture occupies in the general process of communist education and the nature of this education, just as Marx defined it, as well as by the importance the military training assumes under the present conditions of our country.

But physical education, both in school and, more so, out of school, is very much undervalued by us. The program of physical education practiced at school has many defects and gaps. A good part of the personnel who teach physical culture in our schools are of a low training level. While the physical culture movement of youth out of school hours is very much limited and one-sided. Many of our people consider physical culture at school and out of school hours only as the development of certain sports, mainly, ball games which do not engage the masses, and under-rate especially those kinds of mass sports which are the basis for a general physical tempering and training for defense like athletics, gymnastics, swimming, mountain climbing, marksmanship, etc.

More under-rated is the organized, systematic military training of school and student youth, of course, not by the youth themselves but by those charged with directing and carrying out this training. Military training is considered not as an absolutely essential component of the education of the younger generation at the present period, but as a mechanical, outer and artificial appendage. These erroneous ideas can be successfully combated only if the matter is viewed politically and ideologically, if we understand the major importance of the military training of our youth at a time when the imperialist and revisionist storm rages from all sides, if our school youth is considered as the principal nursery of our People's Army, if we form the conviction that it is possible to organize the regular and systematic training of our school youth while they are still attending school.

These revolutionary concepts on the physical culture and military training of our youth are the basis on which we build the corresponding programs of this education on correct scientific and pedagogical criteria and on which we map out the necessary organizational measures we are to take to give a tangible solution to the tasks we are faced with in this direction. Physical culture and military training should go hand in hand, organically interwoven, conforming to age and sex. In order to attain the most outstanding objectives of physical culture, it is necessary to start the formation among school youth of such cardinal physical qualities as **speed, alertness,**

pluck, energy, resistance etc. This requires that, in the programs of physical culture, priority should be given to light athletics and gymnastics. At the same time, during the process of teaching physical culture, the school youth should acquire also the minimum of the initial elements of military training. Therefore, the program of physical culture should include also certain initial and necessary elements of military training.

The program of the military training of school youth will be carried out during days grouped together, at army detachments and in separate units, while that of the two first classes of the secondary schools will be carried out mostly in the school. Military training will be given on the basis of every stage of the military art of **peoples warfare**. The time spent and volume of military training work done at school will be taken into account and will have the corresponding equivalence within the framework of the general term of the compulsory military service of the young.

In conclusion, under the present conditions, the schedule of active time in secondary schools (excluding vacations and the one year-long probation work in production) will have, more or less, this structure: **teaching** — about 55-56%, **production work** — 26-27%, **physical culture, and military training** — about 17 to 19%. The higher school schedule will have, more or less, the same structure.

It is obvious that the structure of the school year for the cycle of schools for workers and peasants who attend them without a break in their jobs (no matter of what category these schools are) includes only one component — **teaching**, for there is no sense in including **work production** in such programs since, while attending school, they are constantly engaged in production or carry out production work in other forms, whereas they receive their military training in forms fixed by the State within the framework of premilitary training (if they have not yet done their military service) or of post-military training as reserves (if they have done their military service).

The work day will be reduced from 8 to 7 hours on the average for those who **attend secondary and high schools regularly** and are under state employment and they will enjoy additional leave of absence to prepare for and take their examinations without a reduction in their usual salaries or wages.

It is necessary to emphasize that in order to carry out

these tasks required by the application of the triangle teaching — **production work — physical culture and military training**, special importance should be attached to their correct pedagogical treatment. This implies, especially, defining the place and extent of these components in teaching and education work, the proportion between them, their interweaving and alternation. This is the way to avoid overburdening the school children and students not only with mental teaching but also with production, physical culture and military training work so that the health of youth may not be injured and enough spare time may be allowed to them to engage in political and social activities, to take part in the various mass cultural, educational and sport activities as well as to organize and use their spare time in a cultured way.

III

ON STRENGTHENING THE MARXIST-LENINIST IDEOLOGICAL AXIS IN THE TEACHING AND EDUCATIONAL WORK OF SCHOOLS

The triangle teaching — **production work — physical culture and military training**, can be successfully realized in the whole work of our schools and place them in the service of socialism only by having the **Marxist-Leninist ideological axis** at its center. On the successful solution of this problem will depend all the consolidation of the function of our schools as an important link to further revolutionize the entire life of the country, to complete the building of socialism and communism in our country.

The consolidation of this axis has been the permanent task of our socialist schools. In carrying out these tasks our schools have achieved important results despite the difficulties they have had to overcome because of the vestiges of their former content and the relatively inadequate qualification of the teaching staff. These difficulties are the main cause of the defects, shortcomings and zigzags which have been met with in this field. Thus, in their attempts to perfect the materialist scientific education and formation of their school children, our schools had concentrated their attention especially on

the aspect of the scientific basis of their world outlook, confining almost entirely their formation in the field of mental education. The scientific formation and technical and vocational education of school children and students have not always been organically linked with their political and ideological education. The absolute priority of ideological and political education had not been properly established in the entire teaching and educational work of our schools. In spite of attempts made at different periods, no complete cycle of Marxist-Leninist subjects had been established, especially, in 8th-grade and secondary schools. Herein has been felt the major role of the Soviet schools according to which «the formation of Marxist-Leninist world view among school children in 8th-grade and secondary schools can come of itself through the other subjects of study without necessarily taking up Marxism-Leninism as a separate subject».

In general, our schools have not viewed at every step the Marxist-Leninist ideological formation of our younger generation as a whole revolutionary process which **links theoretical teaching with the actual practice of life, with work and production, with the mastery of the theoretical knowledge of Marxism-Leninism, with political and ideological action, with the revolutionary practice in the broad sense of the word, with the struggle to build socialism.**

Theoretically, it has always been clear to us that instruction and education at school should be a process to link into a single entity scientific education, the acquisition and mastery of the scientific basis, with the ideological and political education which should run like a red thread through all the process of communist education and, in a special way, of mental education. But, in fact, this has not been properly realized in our school plans, programs and textbooks. Therefore instruction and education assumed often a formal and scholastic character. This discrepancy has been deepened by the severance of schools, especially, those of general education, from work in production. The verbal method of instruction and education and a certain severance of it from actuality etc., have also exerted an influence in this direction. All of these taken together have created, in the process of instruction and education work of our schools, a certain gap between instruction and education, between information and formation, between scientific training and ideological and political shaping.

Comrade Enver Hoxha's March 7 speech, the all-round revolutionary directives of our Party to intensify the communist education of our younger generation as well as the public discussions, have created new possibilities for overcoming these defects in the work of our schools and for defining more clearly the principal ways to realize the Marxist-Leninist ideological axis in the whole life of our schools. As Comrade Enver Hoxha teaches us, these principal ways are: **the direct study of Marxism-Leninism at school, the establishment of a full cycle of Marxist-Leninist subjects beginning with the 8th-grade and running through the higher schools, the permeation of the ideology and policy of our Party, of the Marxist-Leninist philosophy in all subjects, the all-round link of our schools with the revolutionary practice of life, the active participation of our school youth in this revolutionary practice — all three taken together in their entirety and unity.**

1. — As regards the **study of Marxist-Leninist subjects**, criticism was levelled at the public discussions on the pronounced shortcomings that have existed in teaching them, the many zigzags and lack of stability, undervaluing them in vocational schools and in all part-time schools attended by workers without a break in their jobs, especially, undervaluing direct Marxist-Leninist education in secondary and, particularly in 8th-grade schools. Till recently, very little space have these studies occupied also in the training of young teachers in secondary and 2-year upper institutes of teacher training schools. Even in higher schools, where there have continually existed a relatively complete cycle of Marxist-Leninist subjects, the structure and distribution of the subjects of this cycle, the number of hours, the ratio between lectures and seminars, and so on, have often changed.

Deficiencies were felt also in providing teaching cadres and, especially, in working out the proper methods of teaching these subjects. A bad influence has been exerted in school work also by the one-sided, scholarly and academic method, by verbalism, by teaching from books detaching teaching from our living socialist reality, and from our Party's struggle to transform it, from its theoretic and practical experience. Rigid, conventional didactic forms have also influenced the teaching of Marxism-Leninism.

As can be seen, in spite of the constant efforts made and successes attained, the work of the Marxist-Leninist education of our school youth has not always properly adhered to the

instructions and directives our Party has repeatedly issued. So far this has been one of the major gaps of our schools in the communist education of our younger generation, in general, and of their Marxist-Leninist formation, in particular. But, during the public discussions, these measures have been rightly considered inadequate. There was an unanimous demand to establish a complete cycle of Marxist-Leninist subjects in schools beginning with the 8th-grade and running through to the higher schools. The consensus of opinion has been to establish a relatively complete system of teaching Marxist-Leninist subject escalated, of course, to conform to the stages of the school and the age of the school children. The demand has been voiced to have the history of our Party occupy more space in the system of these subjects.

In all this work of the study of Marxism-Leninism in our schools, we are guided by Comrade Enver Hoxha's directive that Marxism-Leninism will be taught in our new schools «as a separate top subject».¹⁾ This means that **absolute priority** should be given at school to the Marxist-Leninist subject above all others. Speaking of the study of Marxism-Leninism, Comrade Enver Hoxha lays down also the task that «**this study should be made in an earnest way, by proper and understandable forms, in other words, study the whole materialist philosophical synthesis formulated by our great classic writers and illustrated by the struggle and practice of our Party and of the international communist movement**»²⁾.

In line with these directives, Marxist-Leninist theory in our schools will be taught in an organized, programmed and systematic way always to conform to the age of students. Marx's, Engels', Lenin's and Stalin's teachings and works will form the groundwork of the study of Marxism-Leninism. This study will be based also on Comrade Mao Tsetung and Comrade Enver Hoxha's works, on the history of our Party, on its basic documents and its revolutionary practice as well as on the revolutionary experience of the international Marxist-Leninist communist movement.

With these fundamental criteria as a basis, **our 8th-grade schools (VII & VIII classes)** teach the subject «Political and Moral Education» as the ABC of direct Marxist-Leninist edu-

1) E. HOXHA, «On the Further Revolutionization of Our Schools», Tirana, 1968, p. 42.

2) E. HOXHA, *ibid.*, p. 42.

cation. The opinion is rightly held that in these classes the school children are mature enough to get a good grasp of certain entirely rudimentary Marxist-Leninist notions, primarily of an ideological and political character and linked with actuality. At the same time, studies will be conducted and experiments will even be made on the possibility of applying soon a 4-year program of this subject for the V, VI, VII and VIII classes. Meanwhile, more will be done in treating matters relating to the political and ideological formation as well as to moral problems through readers and literary compositions from the 1st to the 6th classes. In addition to strengthening the link of teaching with reality, of portraying in it the further revolutionization of the whole life of the country as well as the simple explanation of certain key-moments of the history of the Party of Labor of Albania, this subject will enlarge also on **the moral conduct** of children at school, in the family and in society as well as on forming their **aesthetic tastes** on the basis of socialist education. But a decisive role in realizing these tasks will be played by the compilation of a textbook suitable to the age, easily read by and understandable to the children and, especially, by the method of teaching this subject in this spirit.

A standard program of the subject «**Rudiments of Marxism-Leninism**» will be adopted by all **secondary schools** whether of general or professional education, whether attended by regular students or workers without a break in their jobs, and through all the four classes. The teaching of this subject will begin with the history of our Party and will continue with the **elementary** notions of political economy and of philosophy proceeding from **the concrete to the abstract** trying to give students also an elementary synthesis of Marxist-Leninist world view, relying for this on the **more mature** age of the students as well as on the knowledge they have received in the secondary schools through the lessons on the elements of social and natural sciences. In this too, of decisive importance are the compilation of a suitable textbook which will not be, as heretofore, a condensed conspectus of the textbooks of the higher schools, hard for the students to grasp, as well as the use of active methods of teaching closely bound to our whole political and social life.

Thus, in addition to a radical improvement from the point of view of quality, in our 8th-grade and secondary schools we will also have a considerable increase of the number of hours

allotted to the study of Marxist-Leninist subjects to the level of approximately double the number of hours allotted today.

In our higher schools, while preserving the present structure and volume of Marxist-Leninist subjects, it is necessary, in addition to improving the subject matter and the method of instruction, to raise the level especially of the history of our Party, that it may be taught also on the basis of problems with a view to synthesizing the policy and struggle of our Party on the fundamental issues according to the historical stages and to treating them together with other principal documents of the Party and Comrade Enver Hoxha's Works. A thorough and all-round study of a high theoretical level of Marxist-Leninist subjects will be made especially during the training of cadres for political economy and philosophy.

2. — **The permeation of the Marxist-Leninist ideological axis in all the subjects taught** is another very important and delicate problem. With regard to this problem, many correct, principled and concrete remarks have been made and new demands have been advanced which must be taken into account when drawing up the new teaching programs and, especially, when compiling textbooks, relying also on a certain tradition created in this field in our schools during the post-liberation period as well as by continuing studies and experimenting on separate tangible problems.

This is a complicated problem which requires its all-round embodiment in the subject matter and teaching methods of education. In this connection, Comrade Enver Hoxha emphasizes that: «the textbooks, lectures, methods of teaching and the development of experiments and practice — all these in their complexity should be done, rebuilt and developed in conformity with our theory. Our theory throws light on and explains these, step by step, so that the student and pedagogue, the teacher and the school child may see, concretely and in practice, and theory, that the real and correct development of science proceeds along the progressive path only when it is guided and enlightened by historical and dialectic materialism»¹).

It is precisely this basic orientation that should be substantially embodied in all the work of our schools from the 8th-grade to the higher, always in conformity with the age of the students.

E. HOXHA, *ibid*, pp. 42 & 43.

The general consensus of opinion is that certain adjustments should be made, as early as at the 8th-grade school, in order to remove the many defects in the general political education and the ideological formation of the students. Our objective will be to strengthen the ideological and political tenor in all the subjects taught, and, in a special way, in readers and selections of literary pieces which occupy a major part in the teaching programs of the 8th-grade schools. This will be done by inserting certain elementary concepts and conclusions of a world view nature in line with didactic and psychologic requirements. Whereas in compiling textbooks one should bear well in mind to use terms perceptive to age and the unfolding of the subject matter of these concepts should be made to the extent the keenness of perception and the practice of the life of the children themselves allows.

Within this framework, sharp criticism has been voiced during the public discussions, especially about the primers, readers and the anthology of the literary pieces used in 8th-grade schools. They have contained many pieces of outdated content nurturing sentiments of attachment to private property, discrimination of jobs for men and for women, failing to picture the major role of women in the War for National Liberation and in socialist construction, nurturing intellectualism among children of tender age, etc. It is essential that the primers and readers should be radically purged of these alien influences and «impurities» of the past so that they may give a true picture of the Marxist-Leninist revolutionary spirit in treating all these problems.

In the new programs and textbooks of the lower cycle of secondary schools (I-II-III and IV classes) special attention will be attached to topics related to world view, taking into account that it is at this age that the groundwork is laid for this formation, that the psychology of the child is very susceptible and records with ease all the knowledge, facts, impressions and concepts in their concrete intuitive form. Therefore, the 8th-grade schools will offer a wider and richer theme with aspects from the National-liberation War, the participation of women in the struggle, the mass actions of young pioneers, the revolutionary drive of the masses of the people to defend the country and its socialist construction, and so on. Special attention will be attached to the personality of the new man who is transforming life and himself, to the struggle to remove the impurities of the old society, etc. A major place

will be allotted in these classes to the teaching of the history of and acquaintance with his native land. In contrast with the former program which was of an encyclopedic nature and difficult to grasp, the new program of this subject will feature the key-moments of the history of our people, especially, the National-liberation War and the period of the socialist construction of the country through literary and artistic material of emotional ideological power.

This course will be followed also in the second cycle of the 8th-grade schools (V-VI-VII and VIII classes). The subject of history will mark perceptible improvements at this cycle. A change will be wrought in the ratio between ancient and mediaeval history, on one hand, and modern and contemporary history, on the other, both in the course on world history and on that of Albania, in favor of modern and contemporary history, as well as a broader picture will be given of the struggle of the world proletariat against the bourgeoisie, of the national-liberation and anti-colonial movement against imperialism and of the struggle against modern revisionism.

Through **nature study and mathematics** the students of the 8th-grade schools will acquire certain very elementary concepts, compatible with their age, about the principal phenomena of nature, they will get acquainted with certain fundamental laws of the development of the living world as well as with certain elementary concepts on matter in time and space, etc. These concepts will be acquired passing through two phases: in the first cycle (I-II-III and IV classes), through the practical and intuitive way, whereas, in the second cycle (V-VI-VII and VIII classes), through the systematic acquisition of knowledge, laws and elementary scientific axioms on the basis of concrete study, experiments, demonstrations, observation, etc. In the first cycle, in particular, knowledge from nature will be imparted through interesting scientific and literary readings, living observations and practical and experimental assignments.

The all-round improvement of the ideological and political education in 8th-grade schools will be done in close connection with the general intensification of instruction and educational work, with imparting to the students the necessary scientific knowledge. Perceptible improvement should be made especially in the teaching of the Albanian language. The teaching of the mothertongue, which is one of the principal subjects taught in 8th-grade schools, should be purged of

any passive elements, of the superfluous, and unnecessary rules and of alien schematizations. It should aim at making our youth master of the beautiful and expressive language of our people in an active way and at knowing how to use it correctly in expressing opinions in order to take active part in all political and social, ideological, educational and cultural activities. A good knowledge of the Albanian language, while enhancing their love for the high spiritual values of our people and of their rich traditions, should become also a powerful means of the patriotic education of our younger generation.

In secondary and higher schools further possibilities are created for the Marxist-Leninist ideological axis to run consistently through all the subjects taught there. Here the students are of a more mature age and capable of getting a good grasp of the philosophical concepts and conclusions that may be drawn from the subjects taught, when necessary, and of realizing the link between the dialectic method and the materialist study and explanation of scientific phenomena. This task is made easy to a certain extent also by the fact that in secondary and high schools, a systematic study is already being made of the elements of science or of the complete sciences, making wide use of abstraction as a mental activity.

Nevertheless, it must be emphasized that our objective in our secondary schools, too, will not be to load the programs and textbooks of subjects with philosophic conclusions and concepts. The basic task here, too, will be our objective to impart exact knowledge based on the materialist theory and the dialectic method, knowledge closely connected with its practical application in all the fields of life. Considering that the age of the students of the 8th-grade schools is the period when they form their more or less full personality and world views in the various subjects taught, the necessary place will be given to the confrontation of ideas, theories and schools of thought again at the level to conform with their age, whereas in higher schools this method should be used on a wider scale.

The subject of **literature** is of special word view and educational importance. Comrade Enver Hoxha's theses on teaching literature set forth in his March 7 speech last year became the platform of a broad discussion and lively debate of special significance not only in establishing the basic criteria for drawing up the programs and compiling the textbooks of Al-

banian and foreign literature and of developing this subject in schools but also in giving the correct orientation to our historical and literary science in battle with alien influences of idealism and metaphysics, with bourgeois and clerical objectivism.

Taking their cue from Comrade Enver Hoxha's theses on a revolutionary critical stand towards the national and foreign literary and cultural heritage, on the assessment of the positive and negative aspects of this heritage on the basis of Marxist-Leninist science, on the basis of the historical principle and our ideological and political tenor, on the assessment of our remarkable patriotic traditions in this field, a broad critical analysis was made of the programs and textbooks of literature as well as of our historical and literary studies. During the discussions, the idea was forcefully emphasized that, while bringing to light the positive aspects of the past national and foreign letters as well as their chief representatives, it is necessary to point out also their class ideological limitations. Of the literature of the past, both national and foreign, the schools should teach those chief representatives who have stood on relatively more progressive, democratic and revolutionary grounds. The authors will be selected not only according to the place they occupy in the history of literature, according to the trend they represent but also according to the revolutionary educational importance of their productions. A selection of this kind will be made, especially, from the authors of foreign literature.

In the study of literature, Albanian letters will occupy a much larger place than heretofore but always without curtailing the knowledge of the more progressive values of the world literary heritage. Without enlarging on the ancient Albanian literature and by confining it to a panoramic view, attention will be devoted especially to the literary and artistic productions from the period of National Revival to our own days. Our literature of socialist realism will occupy a much larger space in our schools.

An idea will be given during the recitation hours of the portrayal of the class struggle in the development of literature itself since democratic literature cannot be conceived correctly and in full without referring to the reactionary trends and without making mention of the struggle the democratic writers have waged against bourgeois reactionary and clerical ideology, culture and literature. In secondary

schools this panorama will be given in brief while in the higher schools it will be given on a broader scale.

In the teaching of foreign literature, special attention will be devoted to its analysis and treatment from a sound Marxist-Leninist scientific point of view. In this respect, until of late, in many cases there has been a lack of deep class analysis, the negative aspects of the books used, as for instance, their idealist views, abstract humanism, hazy perspectives etc. have not always been brought to light as properly and to the extent required, as their positive aspects. While dwelling at length on socialist realism, and its most revolutionary representatives, the students will be acquainted also with some problems of the contemporary world literature, primarily, to criticize and expose them. The sharp edge of this criticism will be directed against the reactionary spirit of bourgeois letters as well as against the contemporary revisionist art and literature. At the secondary schools these matters will be treated in a very concise way while at the higher schools on a broader scale but always on a panoramic level.

On these criteria, all the teaching of literature, all the process of the historical and literary formation of students and, side by side with it, all the studies of social sciences as well as all the educational work of schools, within and outside the classroom, should serve in an active way to promote the ideologic and aesthetic education of youth, endowing them with sound communist tastes, in battle with the influence of the reactionary, decadent and ugly bourgeois and revisionist art and its debased tastes.

In the programs of and textbooks on **history and geography**, in addition to strengthening the major educational and patriotic role they should play, it is necessary to overcome also the manifestations of objectivism and of the not always consistent application of the principles of dialectic and historical materialism. In history, more stress will be laid on certain fundamental concepts of actual importance as: the class struggle under conditions of capitalism, the national anti-imperialist movements, democratic and socialist revolution as well as the concrete events in this field, like the triumph of the revolution in China, the national-liberation movements of the peoples of Asia, Africa and Latin America, the Marxist-Leninist movement in capitalist countries, the struggle against modern revisionism, etc. In the same way, the study of the base and of the superstructure will be treated not only on a

more correct ratio in favor of the base but also as a function of the history of the popular masses. All these concepts will be treated, not in the form they are treated in historical materialism, but will be combined in an harmonious way with concrete historical data and will serve as conclusions and lessons the students draw from the study of history.

In the teaching of both the history of the world as well as of that of Albania, stress will be laid especially on modern and, particularly, on contemporary history. The separate course on the history of Albania in addition to the study of the history of our Party, will play a basic role on the patriotic, ideological and political education of our students.

Since the modern and contemporary history of the world is rich in events, our secondary schools will teach the fundamental historical phenomena and events, linking them organically with the history of the various countries, drawing the common features of these events so as to sum them up without neglecting, where necessary, the special treatment, according to countries, of the most typical events and phenomena. Building the programs of history on the basis of fundamental historical phenomena and events will not only avoid repetitions, parallelisms and unnecessary details but will, at the same time, help the students to draw conclusions and generalizations, to grasp the scientific basis of the study of history.

In the subject on geography, our objective is to consolidate the ideological and political education of students. The teaching of the geography of Albania, as Comrade Enver Hoxha instructs us, should arouse among students the high sentiments of love of country and national pride. Whereas, in the teaching of general geography, we should give more space than heretofore to the elements of political geography. The treatment of these elements will go hand in hand with physical and economic geography. In this framework, in the study of the economic geography of the world, stress will be laid on the peculiarities of the structure of world economy at the present period, on the general trends of the formation of the present political map of the world, on the economic characteristics of the socialist, imperialist and capitalist, former colonial, colonial and revisionist countries. A comparison will be drawn among these countries in order to arrive at some general conclusions.

Especially in the geography of Albania, a better combination will be made of the physical and economic geography

in order to have a good grasp of the role the natural environment plays in economic development and, on the other hand, **the decisive role of man and our socialist order** in transforming the environment to benefit society. All this will be done without under-rating in any way the role of geography as a natural science.

In the future, special attention will be attached to the further strengthening of the ideological axis **in the subjects of nature study, in general, as well as in the technical and specialization subjects, particularly, in vocational secondary and higher schools.** In these subjects there is a greater danger of becoming biased both towards bourgeois objectivism, positivism and neo-positivism, the purely technical and professional study of problems detached from life, from production, as well as towards formalism, the artificial links between these subjects and the laws of philosophy. It is a fact, for instance, that in mathematics and the other subjects of natural science, students acquire a lot of information which serve to strengthen their correct materialist insight and to grasp the general laws of the development of the world. But the old programs and, particularly, the old textbooks contain defects which hamper the utilization of these possibilities to the necessary extent. In these subjects, too, the basic problem should be to impart exact knowledge which form the materialist world view in the broad sense of this term, the full and scientific system of knowledge, especially, on nature.

The application of these ideas to **mathematics** should form the conviction that mathematical concepts are neither «pure» creations of thought nor preliminary agreements among men but essentials emerging from the need of production.

In **physics** more space should be allotted to the study of matter in its two kinds: substance and field, emphasizing the materialist concepts on the field as a form of matter, forming a fuller concept of motion as a form of and the existence of matter.

In **chemistry**, as an approach to substances and their transformation, more importance should be attached to the efforts to discover the materialist dialectic aspects of the chemical notions.

More or less similar objectives should be pursued also in drawing up programs and editing textbooks of the other branches of natural science as well as of the **technical and**

specialized subjects of the vocational secondary and higher schools. In spite of their pronounced technical and vocational character, these subjects go a long way towards consolidating, through new examples and the study of new phenomena, the materialist scientific concepts which students have acquired by learning first the subjects of general culture and, especially their Marxist-Leninist subjects. In these subject, attention should be attached to **linking science with production**, to explaining the advanced experience of our socialist production, the new technology of production as well as the struggle to deepen the technological and scientific revolution in our country.

All these ideological and political objectives as well as that of raising the theoretical and scientific level of our schools, of treating all the subjects taught in the various categories of our schools at the proper scientific and methodic level, **should be embodied and substantially realized in our school textbooks**, which must be compiled on the basis of sound Marxist-Leninist criteria conformable to the present level of development of science and didactic requirement giving always absolute priority to the ideological and political criteria and requirements in line with Comrade Enver Hoxha's directive that: «Textbooks should be considered as an important field in which are concretized the line of our Party, its policy, its present aims and programs and preparation for the future. We should not conceive our new socialist schools with all kinds of textbooks in which there co-exist the bourgeois idealist world view with that of Marxism-Leninism. We should make no concessions to the idealist philosophy and, least of all, to theology»¹⁾.

It is in this spirit that all our school textbooks should be closely analyzed, revized and new textbooks be compiled. This work was already begun while the public discussions were going on. The method used during the public discussions to subject textbooks to a broad public analysis, not only by teachers but also by parents, students and all workers and, eventually, to subject them to a detailed analysis by the working groups specially set up for each textbook, to start compiling new textbooks by a collegium of authors which will include not only qualified teachers and experts from the higher schools and central institutions but also instructors and teachers from the grassroots as well as specialists of

1) E. HOXHA, *ibid*, p. 24.

production — this method should be generalized and become permanent in our work in this field.

The category of schools and the age of students will be borne well in mind when compiling textbooks. Thus, the textbooks of the 8th-grade schools will be dominated by concrete material: facts, events and phenomena, as well as their elementary tendentious explanation and interpretation, based on correct scientific and ideological ground and compatible with the age of the students. They will not contain specific philosophical conclusions nor confrontation of opposing theories since the development and general formation of the students do not allow it. This does not imply that there will be no opposition to religious, bourgeois and revisionist views, but this will be done according to the nature of the subject, through the confrontation and interpretation of facts and phenomena and not according to the corresponding theories. In secondary schools, the theoretic and scientific level of treating the subject will be higher. In textbooks, a special role will be played by the simple confrontation of the various theories, views and trends, their class analysis and tendentious interpretation on Marxist-Leninist lines, the struggle against bourgeois and revisionist views, bringing to light the political aspect and that of historicism in introducing ideas. When the subject allows it, simple philosophical conclusions will be drawn conformable to the general formation the students have received, without resorting to philosophizing and mechanical adjuncts.

Whereas, in higher schools the textbooks will be compiled on a higher theoretical and scientific level, not implying by this they should be turned into voluminous encyclopedic handbooks loaded with unnecessary phraseology, explanations, materials and formulas, as it often happens, but a systematic presentation of the most essential information, treating them broadly from a theoretical and scientific point of view, making an active confrontation of opposing theories, explaining the recent results of development in the various domains of science. In given cases, the textbooks of the higher schools may have even the character of academic publications, but always drawing a line in them between the material which must be learned by the students and the other supplementary material.

All the textbooks of our schools will portray, according to the nature of the subject, the further and all-round deepening of our socialist revolution. They will embody the appli-

cation of the important principles of linking knowledge with life and actuality, with production and the socialist construction of our country and of bringing to the fore the major historical role of the Party of Labor of Albania.

But the decisive role in realizing, in a tangible way, the task of strengthening the Marxist-Leninist ideological axis and the revolutionization of the whole process of instruction and education will be played by the teachers and professors themselves. It is the teacher who imparts life to the programs and textbooks. Therefore, we should always bear in mind Lenin's directive that in the final analysis, the fate of the ideological and political orientation of a school, depends on and is determined by the make up of the lecturers, teachers and professors, on their political, ideological and scientific orientation and formation. One can see how great our task is to raise to a much higher level the work we are continuously doing and should be doing to form and educate the revolutionary phalanx of teachers. «It should be made clear» Comrade Enver Hoxha says, «that no revolutionization whatever of our schools can be spoken of without revolutionizing the great army of teachers themselves.»¹⁾ This requires the further revolutionization of the thoughts of teachers, of their sense of duty, of their method and style of work.

The teaching cadres employed in schools stand out, first and foremost, for their revolutionary attributes. Therefore, the make up of the teaching cadres, their renewal and, especially, the training of new cadres should be viewed from a class angle. **Our younger generation should be trained and educated by revolutionary people.**

The most fundamental problem of educating teaching cadres is to raise the Marxist-Leninist ideological and political level of the existing teachers and of the new teachers who are being trained in schools. The systematic and organized study by the teachers of dialectic and historical materialism as well as of the history of our Party both through seminars and courses attended without a break in their jobs, as well as through the usual forms of Marxist-Leninist education, serves also this purpose. From this point of view, nor should all the other work done for the professional, scientific and pedagogic uplift of teachers both in full-time semi-

1) ENVER HOXHA, «Report on the Activity of the CC of the PLA» submitted at the 5th Party Congress, Tirana, 1966, p. 143.

nars and courses as well as in methodic circles and committees, be detached from the work done for their Marxist-Leninist uplift, as has been often done so far, but should be closely combined organically with it and placed to its service.

Special attention should be paid to the training and qualification of teachers who will be teaching «Political and Moral Education» and «The Rudiments of Marxism-Leninism» in 8th-grade and secondary schools.

3. — Hand in hand with establishing in schools the cycle of Marxist-Leninist studies and permeating all the subjects taught with our philosophy, the Marxist-Leninist ideological axis will be realized and consolidated also **through establishing close ties between instruction and education and the revolutionary practice of life in the broadest sense of that term**, linking them with the fundamental elements of this practice, with the political and social and, especially, ideological activity and with the broad participation of students in the political and ideological actions, with their participation in production work, with their physical culture and military training.

As Comrade Enver Hoxha instructs, it is necessary to organize the active participation of school children, students and professors in the political and economic problems of the country because in that way they come from book learning into active revolutionary living. Comrade Mao Tsetung says: **«If you want to learn the theory and methods of revolution, you must take part in revolution.»**¹⁾ This is the only way for school children and students to link up systematically with revolutionary activity, to carry out in practice their revolutionary ideas and not to be confined only to the world of knowledge and of books.

But these are vast problems which deal with the subject matter as well as with the method of instruction and education, with the structure of schools, with the combination of teaching, production work, physical culture and military training within the structure of the school year, with the work in and out of school and, as such, they are being treated throughout the report which is being submitted at this plenum.

1) MAO TSETUNG, «Selected Works» Albanian edition, 1963, vol. I. p. 360.

ON THE FURTHER REVOLUTIONIZATION OF THE WHOLE LIFE OF SCHOOLS AND THE METHOD RUNNING THEM

In addition to what has been said sofar, the further revolutionization of our schools entails radical transformations also in the field of the methods of instruction and education, in the field of strengthening and deepening socialist democracy at school, of continually improving the out-of-school education of the younger generation and of improving the work of running schools all-around.

1. — Revolutionize and Further Improve the Methods of Instruction and Education.

Important transformations have likewise been made in our schools regarding the methods of instruction and education. Their basic characteristic has been the continuous penetration of new active revolutionary elements in this field. Nevertheless, it is precisely in this sphere, where transformations are brought about at a lower pace because form does not always keep pace with subject matter, that our schools, as public discussions pointed out, lag still behind.

In teaching, in addition to formalism and verbalism, there are stil pronounced manifestations of didactic bureaucratism using ready-made patterns which limit the creative ability of the teacher and stifle the energy of students plunging them into passivity.

This backwardness in the field of the instruction and education of children shows that the «stains» of the old bourgeois pedagogy and the conservatory and patriarchal traditions of family and social education are still strong in this domain. In this respect, it behooves us to take all measures to speedily overcome this backwardness in our schools for, otherwise, our schools will be seriously hampered in realizing effectively all the complex of other measures to further revolutionize them.

The revolutionization of the methods of instruction and education receives its main impetus from the revolutionary

practice of interweaving teaching with social, political and ideological activities, with production work, physical culture and military training. In teaching, the most rational method is that of combining theory with practice and practice with theory.

Of decisive importance in this field is the building of relations between students and teachers along correct revolutionary lines. This problem is connected with the designation, along socialist pedagogical lines, both of the place and role of the teacher in the process of instruction and education, as organizer and leader in this process, as well as of the role and position of the student in this process, not only the object but also the subject of this process.

In order to deepen this process, it is necessary for the teachers and professors to strive to get rid, once and for all time, of the «stains» of the old official and conservatory pedagogy, by crossing over, throughout the process of instruction and education, from positions of tutelage over students to those of helping the students all along to acquire the sense of **initiative, independent action, self-restraint and self-education.**

The further revolutionization of the method and style of work of teachers or professors is not only a matter of tackling simple didactic and technological problems but those of their world views, their ideologic and scientific as well as psychological and pedagogical formation and tempering.

The primary condition of improving the method and style of teaching is **for the teacher and professor to master well the subject** and to be always prepared to develop it in a high qualitative way to yield good results because, as Comrade Enver Hoxha remarks, apart from this there can be neither a good method nor a good style of work, neither for the worker nor for the teacher or professor.

Our socialist schools should resort to a variety of methods and forms of teaching, to a reasonable elasticity in carrying them out having the **frontal progress** of the students as their ultimate objective. This requires raising the quality and output of the instruction and education work of the schools in order to secure a **high percentage of promotion** of students. The mass movement to obtain a high percentage of promotion will be attained both through the improvement of the method and style of teaching on the part of the teachers and professors as well as through the efforts, on the part of the students,

to grasp the lessons, to devote as much time as possible to learning and to exercise self-control in the classroom.

Our backwardness as regards the scientific and pedagogical improvement and modernization of the methods of teaching should be overcome by the intensification of our scientific and pedagogical research work in this direction and, without waiting for the results of our experiments, for all our teachers and professors to take a bold step ahead to improve their method and style of work in teaching.

As regards the progress of students in lessons, the **organizations of youth** and young pioneers should be better mobilized to strengthen **self-control**, **mutual aid** and other forms which serve this purpose.

At public discussions, they criticized the method used so far in the organization of examinations where more stress is laid on the mechanical memory and the mechanical repetition of the lesson by students as well as a control with pronounced elements of officialdom. All have required that the assessment of the progress of students should be the outcome of control, not only at the end of the year, as it usually happens especially in higher schools, but during the whole school year and in most varied forms, improving in this way also the system and method of organizing and developing examinations, developing them in a free way and in such forms as to induce the students to **study systematically throughout the school year and to arouse among them the creative thought to learn as much as possible, not merely to receive «a mark» but to become as useful to society and serve it as well as possible.**

The further improvement of the methods of instruction and education depends, likewise, on the strengthening and enrichment of the material teaching basis of schools. It is a known fact that in this respect we are still poor. Therefore, we are called upon to take all the steps possible to strengthen and continually improve the material teaching basis of our schools.

The improvement of the methods and style of teaching is an endless process. Our teachers and professors should take this matter up in all earnestness. They should use revolutionary courage to surmount the obstacles of the traditional pedagogic methods and create new methods and a new revolutionary socialist style of instructing and educating their students in order to raise to a higher level the output of

their work in imparting instruction and education; while the students, on their part and, in collaboration with their teachers and professors, should also resort to revolutionary ways of improving their method and style of studying so that they may learn as much and receive as high an education as possible for the good of society and socialism. Here we have a vast, open and boundless field of activity.

2. — Strengthen and Deepen Socialist Democracy in Schools

Our Party has continually striven to make the problems of education and schools the major concern of all the people, of society as a whole. Especially during recent years, it has insisted on a more consistent application of the line of the masses in this field. A brilliant proof of this is the public discussion on the further revolutionization of our schools itself.

In spite of this, the manifestations of bureaucratic centralization in running people's education and the life of our schools have not yet been totally removed. The teaching and educational activity of our schools have not yet been properly subjected to the direct control of the working class, of the masses of workers. The student body has not yet been properly mobilized to take part in organizing and running the whole life of our schools. These manifestations are at variance with the revolutionary democratic principles on which our schools are being built and on the basis of which lies the major role of the school youth in the life of our schools. If these discrepancies are not removed in due time, they are apt to turn into restrictive factors which will hamper the further deepening of socialist democracy in our schools.

We should strive to surmount all the shortcomings that are still met with in organizing and running our schools. In strongly fighting against these discrepancies we are always guided by the principle of **democratic centralization**, by the need to enforce this principle in running education and the life of our schools. Far from limiting the application of the **line of the masses**, the enforcement of the State centralized leadership of education and the standard management of schools require the broad participation of the school youth as well as that of the laboring masses in this field. This participation, realized through most democratic methods, does not slacken but makes school discipline more conscientious.

As regards the strengthening of socialist democracy in schools we are faced with these tasks:

Firstly, the independent action of students in organizing and running the life in our schools should be extended far and wide, particularly, in our secondary and higher schools. This independent action of students should always be organized from the point of view of the interest of socialism, to serve the further revolutionization of the whole life of the school and to include all the life and activity of the school, raising to a higher level the sense of responsibility of our school youth for the welfare of the school, making them highly conscientious of their **rights** as well as of their **obligations**.

By organizing school life also on the basis of the independent action of school youth, **students will be held responsible, first and foremost, for the time they spend and the results they achieve in their lessons** which is, after all, what they are for in schools. But this requires, on one hand, a broad movement against failures in lessons, **for high and real progress**, by enforcing control and self-control both over the collective as well as **over individual students**, developing the sense of collective and personal responsibility in lessons and their results, fighting individualism and indifference. On the other hand, it requires the growing participation and contribution of school youth in discussing and solving problems of instruction and education at the meetings of the pedagogical and scientific councils, in the analyses of programs, textbooks, methods of instruction and education, etc.

Independent action of students should be exercised both in and outside the classroom, in boarding schools and outside the school precincts, **in all school activities**. Here, too, it is necessary to apply, the method of taking the cue from the best example. And our youth have given full proof of their exemplary independent action in organizing and running school life. **A brilliant example in this respect is the revolutionary initiative taken by the students of the secondary school of culture in Tirana** who have organized well their control and self-control of mutual aid in lessons, realizing a 100% promotion of students, ensuring exemplary tidiness in the school and in their boarding house, protecting socialist property, organizing a wide range of ideological and political, cultural and educational, sport and other activities all by themselves. This marvellous experience of this exemplary school should serve as a starting point for the school youth to

launch a broad and permanent movement to participate in running schools on the basis of the principle of independent action.

The organization of the life of schools on the basis of the independent action of students should be characterized by a **sound revolutionary spirit of collaboration, unity and solidarity as well as communist comradeship** among the students as well as between them and all the teaching, technical and administrative personnel of the schools. The application of the principle of the independent action of students to participate in running school life implies the **application of the principle of elections** by the students themselves of their leaders and representatives to the various sectors of the organizational, pedagogic, cultural and political life of the school without encroaching at any moment on the competences of the corresponding State organs. This will bring about also the further enhancement of the role and activity of the youth and young pioneer organizations in the school under the leadership of the Party organization.

Secondly, it is necessary to enforce proletarian discipline in school, which is directly connected with socialist democracy in the entire life of the school and with the independent action of school youth. The spirit of this discipline, which should guide both the teachers and professors as well as pupils and students, has nothing in common whatsoever with indifferentism and liberalism, with petty bourgeois anarchist tendencies and violation of rules, with the abuse of democratic rights, with accentuating only rights and forgetting obligations. It should be clear to all that enforcing proletarian discipline at school it is essential to maintain a revolutionary attitude towards the necessity of school order and the deserved authority of the teacher and professor.

The establishment of a proletarian discipline of the kind requires the all-round development of criticism and self-criticism on the part of the masses of teachers and professors, pupils and students as well as the intensification of the all-round control over the work of the school. In striving to enforce State control in school from **above to the grassroots** we should purge State control of bureaucratic manifestations. On the other hand, it is necessary to properly organize and exercise control from the **grassroot upwards and horizontally** by the collective of teachers and professors and, especially, by pupils and students, over all the work of the school and its

management. This line of control should necessarily be extended also to the relations between school children and teachers, between students and professors. It is likewise necessary to enforce the direct control of the laboring masses and, particularly, of the working class over the work of schools. All these forms of control in various directions topped by the general control by the corresponding Party organs and organizations, which is the highest form of revolutionary control, will keep raising proletarian discipline in school to a higher level. Along this line alone can socialist democracy develop on a large scale in schools.

Thirdly, it is essential to increase the active participation of **pupils and instructors, of students and professors in the political and social life of the country.** A broad front of work for pupils and students, instructors and pedagogs lies, as we have already pointed out, in their active and daily participation in the ideological class struggle against bourgeois and revisionist views, against manifestations of the bourgeois way of living, against religion and backward customs, against placing individual above general interest, against manifestations alien to our Marxist-Leninist ideology.

It is a known fact that, following the 5th Party Congress, many actions of a political and ideological nature have been undertaken in this direction. We should continue to proceed along this path because it is in this way that the participation of school and student youth will increase in the revolutionary movements and mass actions of the country, in various political and ideological debates. Along this path, our school and student youth will be educated not to be indifferent towards their own mistakes alone but also towards the mistakes of others, whoever they may be; they will be encouraged to give full expression to their revolutionary ideas and take bold revolutionary actions against any social injustices, any manifestations and acts detrimental to the dictatorship of the proletariat, to socialism.

Fourthly, it is essential to strengthen a lot the link between school and the parents of school children and students. Our parents should be persuaded to participate 'en masse' in solving school problem precisely to that extent and in those forms as this work began to be done during public discussions. This requires that the school and the teaching staff should refrain from placing themselves artificially on positions of «superiority» above the parents, that they should

subject their activity to the judgment of the parents of the students and should welcome any remark or criticism that the latter may make. Only in this way will the teachers and professors be able to enhance the responsibility of parents to educate and to see to it that their children succeed at school, to bring about an effective collaboration between them and the school. These relations should be of many kinds, organized and continual.

Keep Improving the Work of Out-School Education of Our Younger Generation.

The communist education of the younger generation is a major and intricate task of historic significance which can be successfully accomplished, under the guidance of the Party, through the joint efforts of the school, family, organizations of youth and young pioneers, the cultural and artistic front, all the social organizations as well as society as a whole.

In our socialist society, there exist both the objective and subjective conditions to create a sound and revolutionary general social environment, **a standard general educational front** and a general concern by the State and society for the communist education of our younger generation in the spirit of the policy and ideology of our Party.

A major role in this respect is played by the enforcement of family education in the spirit and ideology of socialism. Our socialist family, Comrade Enver Hoxha says **«should become the first anvil on which our youth will be daily wrought as revolutionaries»**¹⁾. In this sense, we should view our family and the educational function it fills in a realistic way, as they are. In spite of the general socialist physiognomy it is assuming, our family continues to exert on children a variety of influences which are conditioned by its class origin, by its present social standing, by the ideological and political formation and educational and cultural development of parents, by the extent to which the latter are interested in the problem of the education of children, etc. Here we come up against the norms of the old patriarchal education and the influence of bourgeois education as: narrow family interest and confinement within the family nutshell, conservatory attitude of tutorship toward children, existence of religious prejudices and superstitions,

1) E. HOXHA «Report on the activity of the CC of the PLA» submitted at the 5th Party Congress, Tirana 1966, p. 144.

leniency and indifference towards the bad conduct of children, etc. In battle with these manifestations and «stains» of the past and with the influence of alien ideology, our Party as a whole and its levers should engage in an all-round educational work in order to make our family a real socialist nursery in which the children will be continually nurtured with the teachings of the Party, with revolutionary sentiments, with the noblest virtues of our people.

The cultural and artistic front renders direct service to the communist education of the younger generation. Under present conditions, the entire cultural and artistic activity should meet the exigencies of the times in a better way, should increase from the point of view of quantity and should, especially, improve in substance and quality. At present the need is greatly felt for more and better artistic literary productions as well as scientific and technological literature for children and youth, for more scenic performances, films, radio broadcasts, the press and all the means of mass cultural propaganda of a high revolutionary content in line with the policy of our Party.

Our Party should do a lot more in guiding this work, especially, in fighting against the influence of bourgeois and revisionist ideology, against the penetration of bourgeois and revisionist influence in our way of life, against bourgeois tastes and styles. In this sense, **all our literary, publicistic, artistic and cultural productions and activities should militate more forcefully and with more tendentiousness for the communist education of our youth.** It is precisely for this that many just remarks and criticisms were made during the public discussions about the literary material in our school textbooks, in the special publications for children, about our literary publications and translations, our musical and dramatic repertoires etc. demanding that they be radically purged of any alien influence and have the revolutionary ideals of our Party, the actual revolutionary drive and the heroes of our time, at their core.

It is, likewise, essential, for social organizations and State organs to play a better role and work harder and for public opinion to show greater interest in the education of youth. In this field, there have sprung up and continue to spring up new socialist norms and traditions, more interest is being shown all around in educating our youth, in creating for them fronts for engaging in revolutionary mass actions and

conditions necessary to their upbringing and education, in organizing their wholesome entertainment and vacations, in imbuing them with socialist education. Nevertheless, we still lag behind in this field.

Cases are not rare when we come up against an impermissible indifferentism on the part of the workers about the conduct of their children out of school and the family, in social environments and, especially in the streets, we come up against a tendency to shift the burden of educating the children and youth on the school alone, to expect the State alone to solve all the difficult material problems of bringing up and educating their children. We should fight all such manifestations and **reach a higher degree of concern and activity on the part of society as a whole for the out-of-school education of youth.**

Our historical task is not only to destroy but also to build, not only to do away with backward customs and the feudal and bourgeois way of life etc., but **to replace them with the new.** While destroying the old reactionary, corruptive forms, environments and institutions, we should build new socialist forms, environments and institutions in which our youth can find the communist spiritual, educational and recreational nourishment.

The joint and multiplied forces of the school and family, of the organizations of youth and young pioneers, of the workers' collectives and organizations of the masses, of the cultural institutions, of State and cooperative agricultural enterprises, of the State and society as a whole, led by the Party and its ideology, are capable of raising to a really high level the work always on the surge of the communist education of youth.

Improve in a Radical Way Our Work Of Running Schools

Our all-round successes in the development of education and in the life of our schools are, at the same time, a living proof of the major work of our Party in this field, of the work of our State educational organs, of the school administration and of all the great army of our teachers and professors. But the further revolutionization of our schools demands the all-round improvement of our work of running schools. In this field we are faced especially with these tangible tasks:

Firstly, it is necessary for the directors of schools and the educational organs charged with the pedagogical and administrative management of schools, to improve their work in a radical way. The directors and rectors of schools should firmly

rely on the student body, on the teaching staff, being always in close contact with them, listening carefully to their voice, collaborating closely with all the organs and forces which should be interested in the welfare of our schools. In this connection, it is essential to reorganize and **revolutionize also the pedagogical councils** so that they may be attended also by the representatives of pupils and students (elected among and by them), by the representatives of parents and those of the working class or cooperative peasantry.

The Ministry of Education and Culture and its organs are faced with the major task of resolving and substantiating the orientations of the Party to further revolutionize our schools in all directions. It is necessary to set up an Institute of Pedagogical Studies at this Ministry. In the same way and in order to respond to the new tasks raised by the extension of vocational and part-time education, by the links established between teaching and production work, physical culture and military training, it is necessary for the apparatus of this Ministry, its organs in the districts as well as the management of schools to undergo the corresponding changes and supplementations in their structure.

Secondly, it is necessary for the State and economic organs, at the center and in the districts, to radically improve their work of solving the problems of education, of the welfare and management of schools. The further and continuous extension of our education and the linking up of teaching with production work, physical culture and military training call for a higher collaboration between Ministries as well as between the State enterprises and agricultural cooperatives and schools, for a more intensive activation of all the State and economic organs, especially, the Executive Committees of the Regional People's Councils in all matters pertaining to the organization of the production work of schools, for assistance to part-time schools, etc.

With the rapid extension of the secondary full-time and part-time vocational schools, in the future, they will come under the management of the Executive Committees of the Regional People's Councils just as the present secondary schools of general education, whereas the lower vocational schools will come under the management of the enterprises concerned as well as of the Executive Committees of the Regional People's Councils. This requires that, side by side with strengthening the work of the Ministry of Education and Culture, and its organs on

the field, all the central departments should be stirred up to give their all-round aid to carrying out the new tasks in the field of education.

The Political Bureau is of the opinion that the Central Commission for Education at the Party Central Committee should continue to function also in the future in order to direct the implementation of all the measures for the further revolutionization of our schools.

Thirdly, it is necessary for the organization of young pioneers and, especially, of youth to radically improve their work in school and render a greater contribution to the school. These organizations have played and continue to play a growing active role in the communist education of our younger generation. Nevertheless, their day-to-day work does not come up as yet to the major tasks that pertain to them in the field of further revolutionizing our schools. In their activity at school, there still exist formalism, pronounced manifestations of bureaucratic methods of work, mechanical borrowings of alien forms and methods not compatible with our schools. Under our present conditions, it is essential to exert more efforts to surmount these shortcomings, and bring about a further and ceaseless invigoration of the life of youth in school. The objective of all the activity of the youth and young pioneer organization in the school should be the communist education of youth, the enforcement of proletarian discipline at school, the strengthening of the independent action, self-control and self discipline of youth, their close collaboration with the State authorities of the school, the implementation of the teachings of our Party in and out of school precincts.

Fourthly, it is necessary for the Party to radically improve its work of leadership in bringing about the further all-round revolutionization of our schools. This requires a more intensive struggle begun during the public discussions to put an end to the lack of the necessary concern on the part of the Party organs and organizations about our schools. The leadership of the Party in schools should be strengthened in conformity with the general requirement that, in its work, the Party should always and in every case, give priority to the political and ideologic aspect of problems, making it sufficiently clear to all that the sector of education is one of the most important and complicated sectors of the ideological front.

Hand in hand with strengthening their general interest on education, the Party committees and organizations should take interest also in educating the teachers and school and student youth ideologically and politically. This requires more intensive Party work in schools, more intensive leadership on the part of Party organizations in the work of the organization of youth and that of young pioneers and of the trade union organization of teachers and professors.

An urgent task for us now is **to set to work earnestly, exert all our efforts and take the necessary steps for a gradual transition to the new school system** and, in general, to the various directions of further revolutionizing our schools.

As regards **pre-school education**, in addition to the steps that will be taken during the coming period to train cadres and secure the material basis, it is essential to take tangible steps so that, with the combined efforts of the State and society as a whole, to proceed boldly ahead in extending it, especially, to the countryside without waiting for the immediate fulfilment of all the material needs and cadres of adequate training. The State planning organs should envisage each year the increase of kindergartens in urban and, more particularly, in rural centers persuading the economic enterprises and, especially, the agricultural cooperatives to open kindergartens **relying on their own resources** and running them within their own availabilities without major pretension but by taking their cue from the revolutionary method used by our Party as far back as when it started the campaign against illiteracy for the spread of education.

Since the transition to **admitting children to school at the age of six** requires a larger number of teachers, classrooms and a wider teaching material basis, it will be enforced beginning with the 1971-1972 school year and may end approximately during the 1975-76 school year.

As regards **the realization in full of 8th-grade schooling** within the coming three years, new schools will be opened for this purpose. In connection with this, it is necessary to spread the initiative of opening boarding schools in agricultural cooperatives, encouraging the great initiative of communist solidarity of the economically more powerful cooperatives to take into their boarding schools, without pay, children from the economically less powerful cooperatives of the mountain regions which can not afford to give the children of their members 8th-grade schooling. The State will take steps to increase boarding

schools, to increase the number of scholarships and to train the necessary number of new teachers for these schools.

As regards **extending secondary education and making it more massive**, in addition to increasing the number of students in the existing secondary schools, as well as the gradual increase of part-time schools on the basis of the needs, conditions and availabilities of each district, starting with the 1970-71 school year new secondary schools will be opened not only in towns but also in the countryside, giving priority to vocational secondary schools.

The new programs and textbooks for 8th-grade and secondary schools will be gradually introduced beginning with the 1972-73 school year and this process is expected to end by 1975. While the new plans, programs and textbooks for higher schools will be gradually introduced beginning with the 1971-72 school year. Until the new textbooks are prepared, schools will work with the existing textbooks which will be partially improved and republished each year.

The application of the new structure of the school year on the basis of the triangle **teaching — production work — physical culture and military training** will begin the coming school year and will be gradually completed within the 2 or 3 coming years. The period of **probation in production** after graduation from a secondary school may begin to be carried out partially during the 1972-73 school year and wholly during the 1973-74 school year.

During the coming years, the necessary measures will be taken to train thousands of teaching cadres who will be needed to put into effect our new school system. Parallel measures will be taken to expand and enrich the teaching material and technical basis to meet the new requirements.

All these measures will create the possibility to embark on a frontal application of our new school system beginning with the 1971-72 and 1972-73 school years and gradually extending it from one year to another. We think we have all the availabilities to apply the new school system, in general lines, within the period from 1971 to 1976 with the exception of the full realization of the pre-school and secondary school education for all our youth, which will require a longer period to be put into effect in conformity with our real availabilities.

All these are great and complicated tasks. Therefore, the Council of Ministers, the Ministry of Education and Culture as well as its dependent institutions and organizations, the State

Planning Commission, the Ministry of People's Defense, the Ministry of Finances, all the central departments and institutions concerned as well as the Executive Committees of the District People's Councils, should map out in detail the concrete measures for the tasks they are faced with and render account for their application.

* * *

Comrades!

The further revolutionization of our schools is a major revolutionary action in the struggle for the complete construction of socialist society. It is a further major proof of the creative application of Marxism-Leninism on the part of our Party, of its irreconcilable struggle against bourgeois and revisionist ideology, of its dynamic and novatory spirit, of its unflinching revolutionary courage to beat also new paths never trodden before.

The contribution of our Party to the field of the theory and practice of our socialist schools is expressed especially: by the all-round criticism of the shortcomings of the old schools, of the bourgeois and revisionist concepts and by working out and establishing Marxist-Leninist concepts on schools. by pointing out the concrete way to implement the teachings of the classics of Marxism-Leninism in the field of education and schools, by giving absolute priority to the Marxist-Leninist ideological axis, subjecting all the school work to this axis, by realizing consistently and practically Marx's dream for a school based on the triangle **teaching-production work-physical culture and military training**, by further polytechnizing our schools, carrying out Lenin's legacy for a polytechnical school, by building a whole system of standard and comprehensive schools of all kinds and categories for workers and peasants paving, thus, the way to raising the level of their scientific and technological knowledge to that of the engineering and technical personnel. by applying, on a broad scale, socialist democracy, workers' control and the line of the masses to the work of schools and the management of people' education.

Our new schools are diametrically opposed to the bourgeois and revisionist schools. While the bourgeois and revisionist schools are a weapon in the hands of the bourgeoisie

and serve them to strengthen the dictatorship of the bourgeoisie, our socialist schools are a weapon in the hands of the working class to build socialism, to enforce the dictatorship of the proletariat, to bring about the complete and ultimate victory of Marxism-Leninism and of the socialist way.

The bourgeois and revisionist schools are attended mainly by the children of the ruling classes, of the rich, of the old and new bourgeoisie, while our schools are attended by the children of the working people, of the working class, the cooperative peasantry and the people's intelligentsia.

While the bourgeois and revisionist schools keep deepening the antagonism and essential differences between town and the countryside, between mental and manual work, our socialist schools help in an active way to narrow down and, eventually, to wipe away the essential differences in these fields.

The bourgeois and revisionist schools deepen the gap which separates the school children and students from the workers and peasants, while our socialist schools get them closer to and integrate them with the workers and peasants, train and educate them to exert all efforts to serve the workers and peasants.

The bourgeois and revisionist schools infect the youth with bourgeois and revisionist ideology, dissipate and degenerate youth, while our socialist schools train the younger generation to become a Marxist-Leninist revolutionary generation, determined to uphold to the last the cause of revolution, socialism and communism.

In bourgeois and revisionist schools, the pupils and students are ruthlessly oppressed by the regime, by the bourgeois dictatorship and the revisionist cliques in power and are justified in revolting and fighting against them, while in our consistently revolutionary schools there reigns socialist democracy and pupils and students stand on the forefront of battle in defense of the dictatorship of the proletariat which, therefore, arms them.

While the bourgeois and revisionist schools are in a permanent state of confusion, heading for disintegration and degeneration, for inevitable decay, our new socialist schools develop and wax strong, advance and flourish day in, day out, forge ahead with courage towards the highest peaks of socialism and communism.

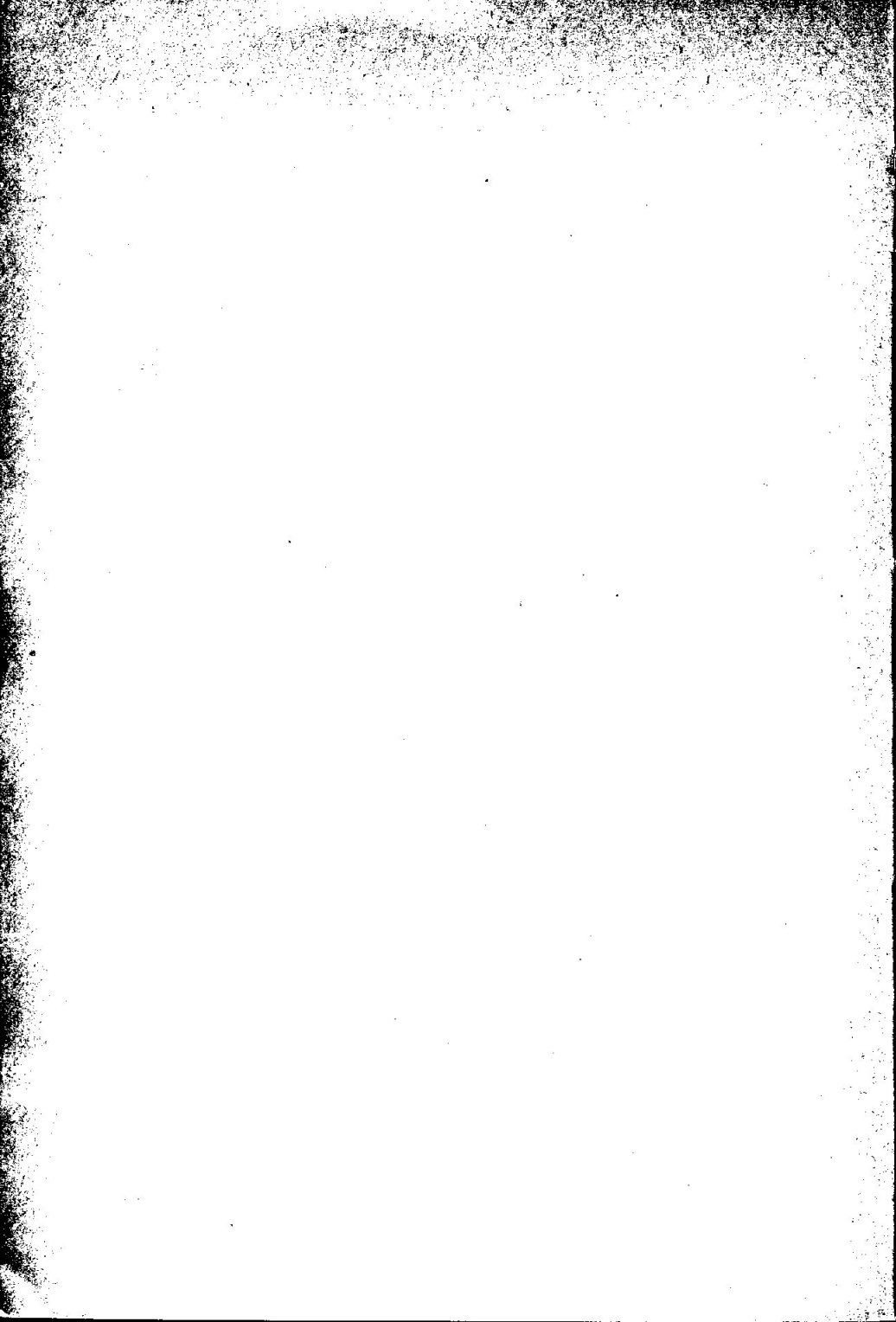
While reasserting these Marxist-Leninist revolutionary features of our schools, the public discussion on the further

revolutionization of our schools confirmed once again and fully Comrade Enver Hoxha's conclusion in his March 7 speech last year that in this question as well as in the question of the further development of the socialist revolution, in general, we cannot fail to take into account also the bitter experience of the catastrophe which took place in the Bolshevik Party after Stalin's death, that, for this reason we should «never forget for a moment all these cases, these dangers, we should keep our heads cool and our fists steel-like against the enemies of the people, of the Party and of socialism, we should have a clear idea of the role of the masses and the colossal importance of the younger generation who fortify the present and warrant the future, we must never forget that all this major battle which our Party wages with success, the battle to successfully build our new socialist schools, is one of our greatest and most delicate tasks, in which we entertain our fullest conviction that our Party, as always, will come off successful in this as in every thing»¹⁾)

We have unshaken confidence that, enlightened by our victorious Marxist-Leninist ideology and the consistent revolutionary line of our Party and Comrade Enver Hoxha's teachings, we will honorably carry out, as always, also our tasks for the further revolutionization of our schools.

Let us, therefore, set to work, comrades, with confidence in our efforts, to carry out to the letter the major tasks of historic significance we are faced with to further revolutionize our schools. to carry always ahead our ceaseless revolution also in the field of education, for the good and happiness of our people, for the ultimate victory of the socialist way in our country!

1) E. HOXHA, «On the Further Revolutionization of our Schools», Tirana, 1968.



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