

# INFORMATION BULLETIN

OF THE CENTRAL COMMITTEE OF THE PARTY OF LABOR  
OF ALBANIA

3

TIRANA, 1969





Workers of all countries, unite!

# INFORMATION BULLETIN

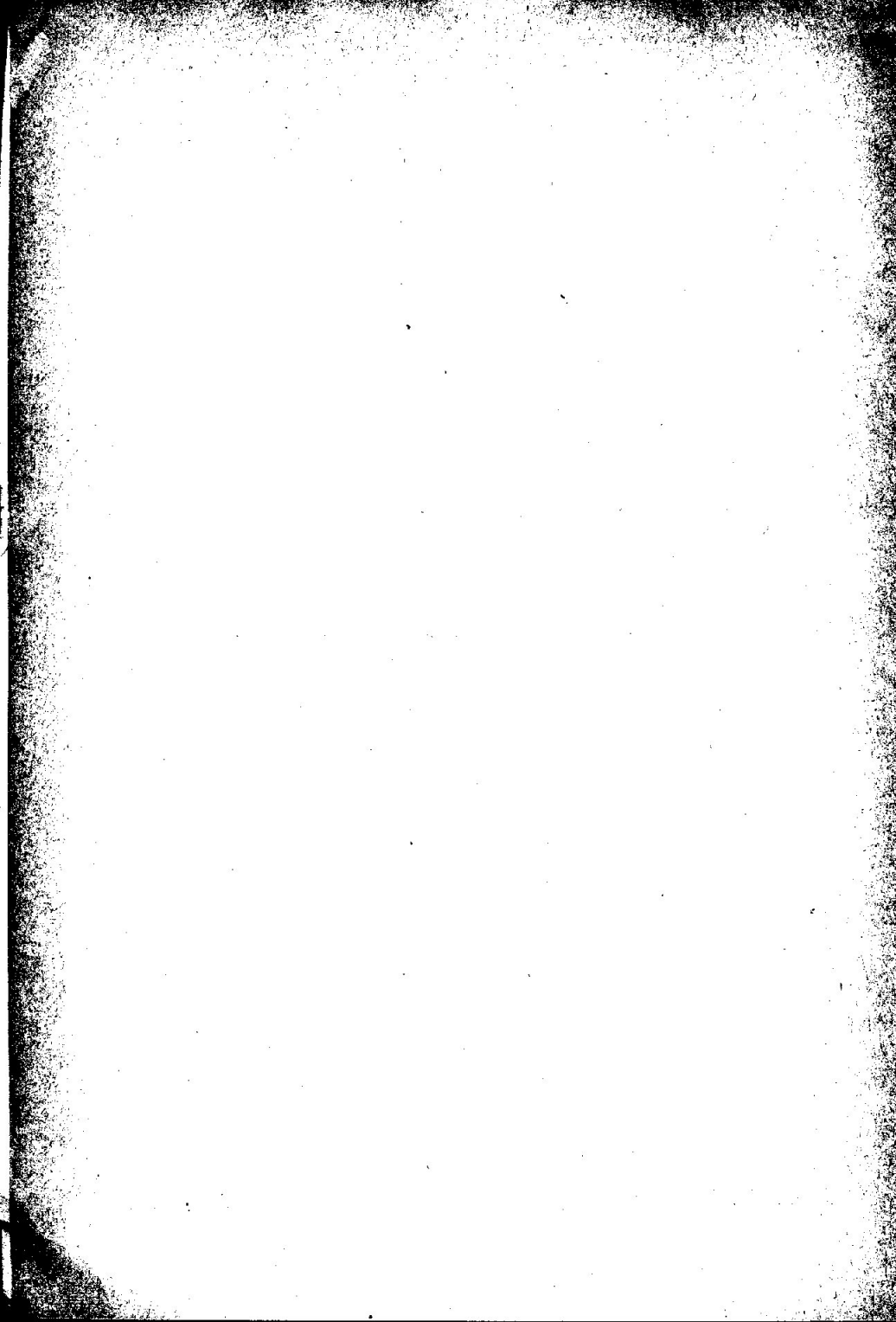
OF THE CENTRAL COMMITTEE OF THE PARTY  
OF LABOR OF ALBANIA

3

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YEAR XXI

TIRANA, 1969



## DECISION

### OF THE CENTRAL COMMITTEE OF THE PARTY OF LABOR OF ALBANIA ON CELEBRATING THE CENTENNIAL OF V.I. LENIN'S BIRTHDAY

On April 22, 1970, the Party and laboring masses of our country together with all the proletarians, communists, workers and peoples throughout the world will celebrate the centennial of great Lenin's birthday.

V.I. Lenin's life and work are linked in an inseparable way with the struggle to set up the Communist Party (Bolshevik) of the USSR, with the triumph of the Great October Socialist revolution, with the establishment of the dictatorship of the proletariat and the setting up of the first socialist State in the world.

V.I. Lenin upheld and further developed the revolutionary doctrine of Karl Marx and Friedrich Engels, enriched it with the new experience of the revolutionary struggle waged by the proletarians and workers of the whole world during the epoch of imperialism, raising Marxism to a new and higher level.

As leader and great teacher of the Russian and international proletariat, V.I. Lenin was an indomitable fighter for the triumph of the ideals of freedom, independence and liberation of the people from the imperialist and colonial yoke.

Having usurped power in the State and Party under the guise of the creative development of Marxism and opposition to J.V. Stalin's cult of the individual, the Khrushchevite revisionists betrayed the ideals of the revolution and socialism, buried V.I. Lenin's revolutionary theory and set the land of the Soviets onto the road of revisionist bourgeois degeneration.

V.I. Lenin's ideas and revolutionary doctrine are today a weapon in the hands of the revolutionary Marxist-Leninists,

of the proletarians and workers of the whole world in their battle against imperialism and Khrushchevite revisionism. The Party of Labor of Albania, which came into being and developed as a party of the new Leninist-Stalinist type, has been guided and continues to be guided by great Lenin's ideas and teachings in all its revolutionary activity. It has striven and will always strive to preserve the purity of Marxism-Leninism, it will always hold aloft the red banner of Leninism in its struggle to bring about the triumph of the cause of revolution and communism throughout the world.

In order to celebrate with magnificence the great jubilant centennial of V.I. Lenin's birthday, the Central Committee of the Party of Labor of Albania

#### DECIDED:

To organize a broad work of propaganda to commemorate and celebrate this jubilant centennial of V.I. Lenin's birthday. This will go a long way for the communists and workers of our country:

a) to get better acquainted with and delve deeper into V.I. Lenin's revolutionary deeds, to master his ideas, his teachings on the Marxist-Leninist party, on the class struggle, revolution and the dictatorship of proletariat, to get acquainted with and master the ideological and theoretical thesaurus of Leninism;

b) to get acquainted with the major battle V.I. Lenin has waged against opportunism and revisionism, the major contribution he has rendered to defending Marxism from the renegades of revolution and socialism;

c) to get acquainted with the struggle and efforts of our Party to apply V.I. Lenin's ideas and teachings to our revolutionary practice, to our revolution and socialist construction in compliance with the specific conditions of our country, with the contribution of the Party of Labor of Albania to the further development of Marxism-Leninism.

The Party Central Committee calls on all the Party and mass organizations, on all State cultural and educational institutions that, within the framework of the celebration of the centennial of V.I. Lenin's birthday, they should organize scientific sessions, lectures and discussions, prepare exhibitions and so on, devoted to great Lenin's life and revolutionary



work. The press organs and the «Naim Frashëri» Publishing House should take steps to publish propaganda articles, other writings and reminiscences from his struggle and work. The «New Albania» Film Studio should circulate films which bring to light V.I. Lenin's personality.

THE CENTRAL COMMITTEE OF THE PARTY OF  
LABOR OF ALBANIA

Tirana, 21/IV/1969

## **COMMUNIQUE**

### **ON THE MEETING OF THE 8TH PLENARY SESSION OF THE CENTRAL COMMITTEE OF THE PARTY OF LABOR OF ALBANIA**

From June 26 to 28, 1969, the 8th Plenum of the Central Committee of the Party of Labor of Albania held its sessions under the Presidency of the First Secretary of the Central Committee of the Party of Labor of Albania and took up the Report of the Political Bureau of the Central Committee of the Party of Labor of Albania «On the Conclusions of the Public Discussion on the Further Revolutionization of Our Schools» submitted by Member of the Political Bureau of the Central Committee of the Party of Labor of Albania and Chairman of the Central Commission for Education at the Party Central Committee Comrade Mehmet Shehu.

Having broadly discussed the Report submitted, the Plenum of the Central Committee approved it unanimously and passed the corresponding decisions.

In winding up the sittings of the Plenum, the First Secretary of the Central Committee of the Party of Labor of Albania, Comrade Enver Hoxha, delivered an important speech.

### **THE PLENUM OF THE CENTRAL COMMITTEE OF THE PARTY OF LABOR OF ALBANIA**

Tirana, 26/VI/1969

## DECISION

### OF THE 8TH PLENUM OF THE CENTRAL COMMITTEE OF THE PARTY OF LABOR OF ALBANIA ON THE CONCLUSIONS OF THE PUBLIC DISCUSSION ON THE FURTHER REVOLUTIONIZATION OF OUR SCHOOLS

In its meeting from June 26 to 28, 1969, the 8th Plenum of the Central Committee of the Party of Labor of Albania, having heard and taken up for discussion the Report of the Political Bureau of the Central Committee of the Party «On the Conclusions of the Public Discussion on the Further Revolutionization of Our Schools» submitted by Member of the Political Bureau of the Central Committee of the Party of Labor of Albania and Chairman of the Central Commission for Education at the Central Committee of the Party of Labor of Albania Comrade Mehmet Shehu,

#### D e c i d e d :

1) to approve in full the Report of the Political Bureau on the further revolutionization of our schools;

2) to charge the Political Bureau of the Central Committee and the Council of Ministers to take all the necessary measures to put into application the tasks regarding the further revolutionization of our school;

3) to instruct all the Party organizations, the State and economic organs and the organizations of the masses to make a thorough study of the decisions and the documents of the Party on the further revolutionization of our schools and to build their whole work in such a way as to ensure the successful implementation of the tasks emerging from them.

THE 8TH PLENUM OF THE CENTRAL COMMITTEE  
OF THE PARTY OF LABOR OF ALBANIA

Tirana, 26/VI/1969

## APPLY A REVOLUTIONARY LENINIST METHOD AND STYLE OF WORK IN EVERYTHING WE DO

— Comrade Enver Hoxha's speech at the 8th Plenary Session  
of the Central Committee of the Party of Labor of Albania.

The Report submitted by Comrade Mehmet Shehu «On the Conclusions Drawn from the Public Discussions on the Further Revolutionization of Our Schools» constitutes the very synthesis of the broad public discussions conducted on this major problem and clearly defines the cardinal political, ideological, scientific, pedagogical and organizational lines along which our new schools will proceed.

As on all other problems and tasks of primary importance, on this one too, our Party submitted its theses to a revolutionary critical discussion by the broad working masses obtaining their valuable opinions, in depth and breadth, on such vital problems for the people as those of instruction and education.

True, the Political Bureau and the Central Committee arrived at the conclusions we are adopting today through analyzing and discussing these data of great value, yet the people's resourceful ideas on this problem can in no way be considered exhausted; they will always remain a precious fount to freshen and reinvigorate our Party's thoughts in its efforts to improve and perfect our revolutionary school system.

Therefore, though we are taking important decisions about our schools today, neither the Party, the State nor the broad working masses must ever think that this problem has now been definitely solved, that everything has been properly settled and that the work will henceforth take its own course.

Our Party and our State must be clearly aware that it



was precisely thanks to the mobilization and interest of the working masses that the attainment of these positive results was made possible. The revolutionary drive of the masses in tackling this problem awoke the sleepy, shook off the dust, cleansed many filthy nooks, shattered many petty bourgeois concepts, invigorated and encouraged the progressive and revolutionary new, demonstrated marvellous competences on a field which was considered closed and exclusive in which the right to have a say belonged only to the learned, to the men «of culture».

This broad public discussion must serve as a great lesson, especially to the Party organizations, not only in solving this particular important problem, but also as a spur, as a lesson of the method and style of work in solving all other problems in the future. By holding fast to the line of the masses and profiting by the wisdom and ability of the people, our Party will always be able to solve aright, well and quickly every problem, no matter how difficult or complicated it may be.

All the great organizational work which the public discussion of such an important problem entailed was conducted by the Party. This indicates a major qualitative leap ahead in its work but, at the same time, it also displays an inadequate interest in and unqualified method of approach to this revolutionary discussion on the part of some communists. We must sincerely and openly admit this shortcoming. We must admit and subject it to a critical analysis, otherwise, we might relax again, undervalue this problem and allow ourselves to be dragged along by other problems.

We must always bear in mind that the problem\* of the instruction and education of the masses is a key-problem to socialism and communism closely linked with all the other major problems the harmonious development of which, taken together, depends on the solution of all its component parts.

The interest our Party as a whole should take in this problem should be continuous and better qualified with each passing day. The communists must shake off the indolence, hesitation and fear still observed among some of them who plead lack of knowledge and competence when called upon to tackle problems of education. A brilliant example has been set for us in this matter, as always, by our working class, by the broad masses of the workers of our country. A vast amount of work must now be done to completely work out this system, to put it into effect and, then, to keep improving it

incessantly. This work must go through three important stages:

In the first place, the political and ideological orientation concerning the system and the adaptation of the structure and organization of our new-type schools to this revolutionary orientation in all its component parts, must be well grasped. All this has been accepted, but it would be a mistake to think that it has been thoroughly and properly grasped by all. It is the duty of the Party to clarify this problem constantly and persistently because, both in principle and in practice, there are bound to be and there are bound to emerge misunderstandings, hesitations, material obstacles and old backward viewpoints which will show up in various forms. The old educational system has left its traces among many intellectuals, teachers, professors and men of science. The Party must strive to liquidate these survivals through profound and continuous political and ideological work. In no way should it be thought that the remnants of the old world-outlook about schools will vanish of their own accord, with us crossing our arms and not bothering about them.

Just as in every sector of work, in this vital sector of our revolution too we must carefully guard against dogmatism and self-content. We must also guard against the intellectualist tendencies of the teachers, instructors and professors who are going to play a major role in putting educational practices into execution. Their erudition must not be overestimated for that would lead to dogmatism and to slackening control over the subject matter taught, over educational practice, methods and style of work which springs from the revolutionary practice and the rich and wide experience of the laboring masses and, first and foremost, of the working class. Learning is an indispensable nourishment, an important means and weapon that prompts progress and development, but, with us it must never be converted into a petty bourgeois ornament to breed the feeling of arrogance and superiority, nor into a means of lording it over the masses as in the capitalist and revisionist countries. The learned people of our country must be characterized by their proletarian modesty and their real merits in creative and production work. Only such people deserve respect and support because only they are fully aware that theory can not be separated and detached from revolutionary practice.

The classics of Marxism-Leninism and the revolutionary practice of our Party teach us that at work, whether mental

or in production, we should apply a revolutionary Leninist style and method. Stalin says that Leninism is a theoretical and practical school which forms a special type of man in the Party, in the State apparatus and in that of economy. The Leninist style, he teaches us, is the remedy against indolence, routine, conservatism and servilism, against stagnant traditions and thought. The Leninist style at work, Stalin adds, is that life-giving force which stimulates thought, imparts an impetus to advance, destroys the past and ushers in the future. Without this driving force no progressive movement is possible.

When treating the question of defending the principles of Leninism, Stalin teaches that the Leninist method demands the **testing of theoretical dogmas in the heat of the revolutionary struggle of the masses**, in the heat of life-giving practice. In sizing up the policy of the parties of the II<sup>nd</sup> Internationale, Leninism does not base its judgment on their slogans and resolutions, to which no credit should be lent, but on their deeds and activity. It is only by linking its policy closely with revolutionary practice that a party can win and deserve the confidence of the proletarian masses.

The reorganization of all our Party's work on the basis of a new revolutionary method and, finally, the self-criticism the Party should practice to help turn its own mistakes into profitable lessons as well as other theoretical and practical matters which I am not going to mention in extenso, must guide us in all our activity and, particularly, in our educational work with school youth. Marxist-Leninist philosophical definitions are clear and comprehensible but they must be profoundly grasped in all their depth and breadth and the most important thing is that they should be carried out in practice and that our actions should be gauged by their infallible yardstick.

Harmoniously built, closely linked and inspired by the revolutionary line of the masses, both in theory and practice, the Leninist method and Leninist style should blaze the trail to our new-type schools to bring up and temper a younger generation devoted to the cause of the people, of our Party, of socialism and communism, to organize their internal life and the out-of-school work of our youth. This Leninist method, and this Leninist style of work employed by our Party has helped a lot in the study of the problem of our schools, just as it is helping and yielding results also in solving a good number of other important problems.

The Report submitted at this session of the Central Committee should be considered as the first important step taken in an enormous but not fully completed job, a job which entails the solution of many other problems closely connected with the question under consideration such as those of programs, textbooks, of numerous organizational measures, of training cadres and of the continuous improvement of the whole complex. Therefore, I expect other meetings of this kind to be held in the future because the problem of education is neither a minor nor a simple one, nor is it a particular problem in itself but that of the education and culture of the broad masses of workers and, in the first place, of our younger generation. The future sessions of the Central Committee will aim not only at establishing the best possible school practices and the supervision of their execution but also at correcting, in a revolutionary way, the inaccuracies, flaws and faults of the system and practices we have adopted which will certainly be subjected to changes towards their further perfection.

Let us take the question of the new school problems, the complete cycle of them. The Ministry of Education and Culture and a large group of qualified experts have drawn up draft-programs based on the principles and theses issued by our Party. Fiery debates have, of course, taken place and this is a very good thing. Naturally, there have been, there are and there will continue to be differences of opinion among the participants of this important job, particularly, on the part of the specialists who, while admitting that the Marxist-Leninist triangle and ideological axis of our schools are correct, indispensable and revolutionary, are afraid that the theoretical level of these schools will be lowered. In order to mitigate their anxiety they try to increase the number of hours allotted to the teaching of theory and to lengthen the school year. If necessary, this may also be done but in this case not only one but the three aspects of the problem must always be kept under consideration, namely, the theoretical aspect so that the notions acquired in school may be sound and complete the practical aspect so that the pupils and students may be trained to engage in production work as soon as possible and, thirdly, the great need of the country for highly trained cadres.

Guided by the theses our Party issued on the revolutionization of our schools, the men engaged in educational work began to make a deeper study of the existing school programs and textbooks and found in them numerous excesses, wrong



orientations, outdated theories of no further use and many superfluous definitions. In various subjects, they also found problems treated which were not only of retrogressive theoretical content inherited from the bourgeois schools but also programed and developed in a too exaggerated eruditic and encyclopedic way for the various departments of our schools. Whereupon, their pruning actually began. But it would be a mistake for us to think that it has been a perfect and finished pruning. No, we are still very far from that; we will have a great deal more to do in that line. The Party, in particular, will have to shoulder the great task of explaining to the people engaged in school work the theoretical aspect of the Leninist method as presented by Stalin which I just referred to and then its practical application. The Leninist method, Stalin teaches us, is not intended to be used to size up the dogmas and policies of the parties of the **II Internationale** alone; it is intended to help reorganize the whole party work on new revolutionary lines.

And one of these tasks of the Party is also the question of schools. In the old-type schools there exist dogmas and biased reactionary tendencies; many negative survivals dwell in men's minds. The bourgeoisie consider the schools as selective instruments to create an elite, to establish special social categories of people while our schools aim at the very opposite of this.

The laic and anti-religious trend of our schools is at complete variance with the pseudo-laicism of the bourgeois schools. The laic and anti-religious character of our schools is not inspired by Greek and Latin antiquity as is the case with the bourgeoisie who have blended this inspiration with the mystic and religious trends of idealism, but by the life-giving, revolutionary and anti-religious ideas of the people, by the materialist and scientific Marxist-Leninist philosophy.

All these and other evils should be taken notice of and combated; they should be gotten rid of through self-criticism in order that we may arrive at where we intend to, namely, to the revolutionary reorganization of our schools so that they may imbue youth with scientific concepts and technical ability to take direct part in production work to apply these concepts in practice as well as with adequate physical and military training.

But must we first do this purging and then go to work? No! In this matter too we must act in a revolutionary manner

just as we do in the Party, that is, act first and then delve deeper into the matter, do the necessary pruning and discard old practices. This is the essence, these are the results of the Leninist method, this is the path we must all follow. The intellectuals, teachers, instructors, professors and scientific research workers, in particular, stand in great need of deeply grasping and properly applying this method.

Viewing the question under this prism, I am of the opinion that we will find both in our programs and textbooks enough free hours which will serve to better clarify and strengthen the theory in schools.

The specialists measure the importance given to the theory of a subject by the number of hours allotted to it. Hours are an indispensable unit of measurement both at school and in production. I may be wrong for I am not a specialist in matters dealing with teaching, regardless of the fact that 31 years ago I used to be a simple school teacher myself, but I am of the opinion that, without asserting that they are ungrounded, the criteria by which the specialists distributed school hours must have left some reserves, for the calculations were based on the number of hours they had at their disposal at that time. Of course, a certain deduction has been made but, it seems to me, a scanty one due to their worries and their lack of taking into consideration the many things that have changed and are going to change through the revolutionary development of the masses and which will continually exert their influence also on our new-type schools, on the teachers themselves, on their style of work, and this cannot be measured by the hour but will greatly enhance the actual value of the recitation hour by its qualitative improvement which will, in effect, add to the fund of hours allotted to theory.

Let us take a key-problem of production, namely, the value of an hour of work which, in this case, materializes in production. If we compare the value of the actual output of a worker in one hour (and here, too, exist reserves) with that of the same worker not more than ten years ago, the calculations will reveal a great difference. What a worker accomplishes in one hour today, ten years ago it would have taken him two or even three hours to accomplish. This is due to many factors such as his political, ideological and technical uplift, the mechanization of production, the improvement of his method and style of work and a series of forms of emulation which, taken together, go a long way to increasing output,

to beating old quotas and, in a word, to increasing the real value of the working hour. The ultimate goal in all this process is to raise the material welfare of the people by producing more and better goods at as low costs as possible, to keep the machines in good repair and, above all, to protect the health of the people.

It seems to me that the teachers and professors as well as the pupils and students should take such revolutionary steps and take advantage of this orientation and this experience of the working class in fulfilling their obligations. Thus, the ability of the teacher and his style of work to increase the value of the scheduled class hour on a subject increases also the ability of the pupils and students to grasp their subject matter in the class room and to increase the value of his study hour out of the classroom. This is an essential approach to the teaching and learning of a subject and, without it, no theory or science can be properly grasped just as a worker cannot succeed in educating himself nor in raising the level of production at the job he is assigned to without applying the processes, I just referred to, in a disciplined way.

We must strive to economize time but not by lowering the level of theory in schools and thus train practitioners, which is not in keeping with the Marxist-Leninist orientation of our schools, but by trying to teach the indispensable amount of theory in a full, explicit and comprehensible form in a shorter period of time if possible. It is precisely these reserves we should try to discover. The Leninist method and style will help us do this. In addition to what I have just said, we can find other such reserves by combating verbalism in teaching, by applying observation, experimentation, carefully prepared laboratory work, by stimulating the initiative and activity of pupils, students and teachers, by teaching not only in but also out of the classroom, in factories and fields, by introducing film projections, radio broadcasts and, eventually, television to the teaching process, by preparing lectures, seminars and textbooks of a high cultural standard. These are all of extreme importance and we must keep well in mind that they should be based on science and the proper approach to the subject matter, on the proper selection of materials and on the clear exposition of the basic principles of the subject in question.

The mutual relations between the teaching materials of one subject and those of another should be seriously observed; the teaching materials of the different subjects should not

include the same or additional irrelevant data, taking too much space and time and becoming even boresome. Of major importance is also the outer form and neat printing of the materials of teaching. In short, we must insist on the scientific and pedagogical requirements regarding both the substance and form of all our school textbooks.

The introduction of work into school life should not be viewed as a factor in lowering the level of theory simply because it takes off a number of hours from it, but as an important means which will actually raise the level of theory through political and ideological tempering resulting from direct participation in production and work since, by working in production, the pupil, student and teacher will acquire that class style and method so essential to our revolutionary schools.

Of course, the introduction of work into schools requires a change in the working methods of the teachers and professors, of pupils and students. Our schools strive, both in principle and practice, to impart that complete education Marx recommends, namely, a polytechnical education which should place the progressive culture of the epoch at the disposal of the people. Working in the factory stimulates the essential need of acquiring knowledge of physics, chemistry, mechanical drawing and mathematics. In the same way, working on a farm kindles a love for the lessons of biology, chemistry, mathematics, geography and other subjects. Production work vitalizes theoretical studies, work broadens the horizon of study, inculcating in the pupils and students a desire for activity and initiative.

Classroom recitation should not have the learning of definition for its objective for that would be altogether formal, mere verbalism. The teaching of definitions to pupils and students should be supplemented with concrete results obtained in research and applied in production work. It is, therefore, essential that the textbooks and teachers' lectures should include data both in physics, mathematics, biology and other subjects the theoretical bases of which the pupils and students will find applied in the production work to which they will be assigned. Only in this way will the classroom lesson become alive and theory will be properly combined with practice.

But a thing of this kind, of course, calls for continuous observation, it requires efforts to coordinate and improve the work, a thing which cannot be properly realized if the teachers and professors do not work together with the pupils



and students on the same job. These organic ties and real pedagogy call for such a course, for a profound theoretical thinking also in work, because, failure to do this, will bring about perturbations. The application and perfection of the system may weaken the theoretical subjects in schools making it thus impossible to take full advantage of production work. We must guard against the artificial combination of work with theory. Production work will help our teachers, in close collaboration with pupils and students, to accumulate a vast experience which will strengthen their theoretical notions; it will help them improve the methods of teaching. To the pupils and students it will arouse their love for work, it will demonstrate the real ties between theory and practice, it will stimulate their creative genius and initiative.

Sofar, the teachers have done almost no work in production and even that little which they have done has not been in their own line of specialization and has not been carried out together with their pupils or students. This is a serious deficiency which will be felt during the application of our school reform. And we must not overlook nor underestimate this deficiency. A big turn should be effected in this direction; our teachers should delve deep into this matter for it is not something which concerns the pupils and students alone but will help revolutionize the theoretical concepts of the teachers and professors themselves, it will help revolutionize their pedagogical and didactic principles changing their method and style of work in order to improve the quality of the lessons and the method of teaching them. The teachers will become an obstacle if they think that everything has changed for the pupils and students and nothing for them, if they think they will continue to enter the classrooms with their old baggage and apply their old methods. The teachers' bookish life and their verbal methods can no longer be adequate and may turn into obstacles if they do not get in touch with real life, with technical and scientific development, if they fail to become active partners endowed with creative initiative in the great revolution which is taking place in our country and uprooting old-fashioned forms and concepts and introducing progressive forms and concepts in their stead.

Drawing up programs and compiling new textbooks to suit these programs as well as the new orientations on our schools, studying the method and style of work by the pupils

and students as well as by the teachers and professors, are matters of decisive importance. This vast work must keep clear of routine, dogmatism, stereotypism, conformism and subjective influences.

It is true that these are mainly problems for specialists and, therefore, they must be subjected to a broad discussion by them. Nevertheless, we should not refrain from submitting them also to an all-round control and verification by the masses and, especially, to the opinion of the pupils and students. They have a lot to say about all these matters from their own experience.

I want, particularly, to emphasize that in addition to the special commissions who will look after those matters, whether in the Ministry of Education and Culture itself or connected with it, it is necessary that they should also be made an object of important discussion by the teachers, professors, pupils and students in schools of all types and grades. Failure to subject programs and textbooks to an organized and critical examination or considering them as well as the methods of work as definitive, established once and for all time or difficult to change with a view to completing or improving them, this is what constitutes the standpoint of the servilism, stereotypism and routine I just referred to.

The school is not a lifeless machine to turn out robots but it is a high institution of revolutionary education, of revolutionary pedagogy and didactics. Programs must, of course, be drawn up and carried out, but an adequate control must also be worked out to see how they are being carried out so that we may continually draw lessons and gain experience from their strong and weak points. This persistent and uninterrupted supervision must not be unilateral, it must not consist only of how the pupil and student applies them but also of how they grasp and why they grasp them well or poorly, for in this lies the great objective of the school. Therefore, the state and psychic formation of the pupil or student, not in an amateur but in a scientific way must be one of the particular concerns of the school.

The same thing must be said of textbooks as well. Even after they have been compiled, they must be carefully scrutinized because it will always be necessary to bring them to date, no matter if, for technical reasons, we may not be able to reprint them over and over again.

As regards the new ethics and psychology which we

should implant into the conscience of our youth, in addition to other things, the question of recreation and games should engage our attention more than heretofore. If we fail to view this problem correctly and to solve it properly, in principle we may speak a lot about our new pedagogy and psychology but, in fact, we fail to realize that one of the factors that exert an influence on the full formation of the character, morals and physical development of our youth lies in games and recreation which are considered healthy from all aspects. Games organized in and out of school are of as equal importance as the classroom teaching, theory, production work and physical and military training. The other aspects should not make us neglect this one which may sometimes appear as of tenth-hand importance to the school.

New factors enter into our schools, factors not separated from the teaching of theory and laboratory practice, therefore, I think we would be making a mistake regarding both theory and practice if we failed to consider the whole structure as an indivisible whole. And this requires a revolutionary qualitative change, further study and research work to get thoroughly acquainted with the new revolutionary Marxist-Leninist pedagogy, psychology and didactics which are entirely opposed to those of the bourgeoisie and revisionists. This is called for by the rapid and complete construction of socialism, by this onrushing and incessant revolution sparked off and led by our Party which finds its tangible expression in the ardent love of the broad masses of the people for our Party and our socialist Fatherland, for work and learning, for the collectivist spirit, for the sentiment of sincere comradeship among one another. It is manifested also by their persistent fight against the «stains» of the past both in society and in the people's conscience, by their struggle against religion and by their efforts to acquire a radical atheistic education and establish the new norms of proletarian living, in short, to appropriate the communist concepts on the world.

I will not dwell long on the principles and conclusions arrived at after one year or more of work guided by our Party's correct theses, nor on the results and orientations for further action which were so well brought forth in the Report of the Political Bureau submitted by Comrade Mehmet Shehu, nor even on the numerous and complete discussions that took place at this session of the Central Committee. I only wish

to emphasize here that, notwithstanding certain things which seem alike or subjects which are alike and notwithstanding the fact that our school means are still poor though under constant improvement, the school system we are building differs from the bourgeois and revisionist systems in principles, structure, scheme, aims, organizational forms of work and teaching, style and methods, pedagogy, psychology and didactics.

Our Party strives very hard to make the world's knowledge, this great patrimony of all mankind, the prized treasure of our people, to make it a healthy nutriment for their well-being. Our workers are absorbing this world knowledge with great relish, steadily and in ever growing doses in spite of the backward conditions we have inherited, for reasons known to all, from the dark and deplorable past of our people. But this critical stage has already been surmounted ever since the liberation of our country by our Party and our people.

Our Party takes from the world's accumulation of knowledge and science its most wholesome and progressive part. It makes this selection under the prism of Marxist-Leninist theory and with a view to serving the interests of our people, the construction of our socialist and communist society. Such utilization and selection discards the rot, the unnecessary old scraps, combating the idealistic interpretations of the laws and phenomena both in theory and in their application, choosing the forms and methods much suited to the new situation for their dialectic application and development.

Such utilization and selection oppose the dogmatism, servilism and fetishism of revisionist science and opens before our people broad horizons for work and thinking, developing their creative initiative which, along lines of scientific materialism, render their valuable creative and progressive contribution of vanguard knowledge and science to their socialist Fatherland Albania and to world science.

In our country, the acquisition of knowledge and science begins as early as when the child first goes to school and ends when he or she gets old and passes away leaving behind a valuable contribution to society which will go a long way to achieving the great aim of a life of honor and dignity for the people.

That is why the Party attaches such great importance to the revolutionary type of schools which will train and

turn out emancipators, patriots, revolutionaries and glorious builders of a communist world.

The radical principled differences in theory and practice of our schools with those of the bourgeoisie and revisionists should form the object of our Party's clarifying work because in that way will the nature of our revolutionary schools be thoroughly and firmly understood, the reform we are deciding upon will be correctly and firmly carried out and the bourgeois and revisionist theories and allegations about the alleged superiority of their schools will be effectively belied.

We must guard our schools especially from the influence of the schools of the Soviet revisionists who, for the purpose of concealing the total degeneration of their schools into bourgeois ones, resort in a demagogical way to pseudo-socialist formulas and forms. We must fight the new concepts of pedagogy worked out by the Soviet revisionists who, on one hand, pretend that communism is being built in the USSR and, on the other, give less importance to and have even abolished production work in schools supposedly to give greater importance to the «free time» and aesthetic education of youth. They justify all this by the so-called «harmonious development» attaching more attention to the development of the «inclinations», «talents» and «personality» especially of those who «distinguish themselves in the field of theory and science», fostering in this way «intellectualism» and «careerism» among their youth.

The system we are establishing does not aim at «lowering the level of general information» nor at stitching this knowledge as «episodes» or «simple illustrations of work in production» as the Soviet revisionist theories pretend. The Soviet revisionists interpret Lenin's teaching that «neither culture and education without production work nor production work without a parallel development of culture and education can be raised to the level required by the present state of technique and scientific knowledge» as a simple social and economic factor and not as an ideological, political and pedagogical one at the same time. In the programs of our schools of the new system we combine, in a harmonious way and on the basis of the material and psychical development of the life of our youth, the lofty Marxist-Leninist substance of theoretical and scientific notions, politics and ideology, production work, physical culture, military training and the necessary leisure-time of our youth.



Our system differs from the revisionist system in all its fundamental lines for in the whole network of our schools we combine classroom teaching with work, polytechnical education with professional training and inculcate in the school youth the love for work. At the same time, we lay solid theoretical and technical and manual foundations for further and constantly raising the ability of the people for scientific creativeness. To separate these elements from the school and, in particular, to detach the school from practice, as the revisionists do by philosophizing, inspired, of course, by false «Marxist-Leninist» theories on «genuine» pedagogy, then the schools can in no way be considered as belonging to the revolutionary vanguard. While shaping the new-type schools we are building, we do not forget nor confound the notions set forth by Lenin on polytechnical or monotekhnical instruction. On the contrary, it is the revisionists who confound and separate them in order to radically alter the Leninist character of their schools claiming, in a demagogical way, that they «coordinate» or «merge them into one». According to their pedagogy, the Soviet revisionists pretend that the syntactics and system of general information, that is, of the basis of science, differs altogether or to a considerable extent from the syntactics and system of technical sciences. In building our new-type schools, we cannot be guided by these principles. We will be able, and herein lies the merit of our Party, to build such a Marxist-Leninist system and such an adequate Marxist-Leninist pedagogy and didactics that will enable us to properly define these syntactics and methods in complete harmony with the development of the new technique and with the revolutionary drive and growth of our youth under conditions of socialist construction.

All the experience gained so far and that which will be gained in the days to come must be taken up and worked out by specialized institutions of the Ministry of Education and Culture, an elaboration which should become a nutrient replete with calories for our schools. We already have thousands and, in the future we will have more, educational cadres of high training and outstanding ability, not to mention their great patriotism and attachment to the Party. These are a great treasure for our schools. All of them are ready, whether by day or by night, to place themselves at the absolute disposal of our people, our Party and our youth. Therefore, the Ministry of Education and Culture must raise the

level of its work; its organization in many directions should be such as to properly respond to the vast and important tasks the Party sets for it.

We must admit, however, that the workers of the Ministry of Education and Culture, ranging from the lowest rank to the Minister himself, deserve major credit for the colossal work that has been done in our schools. Colossal credit deserve in this vital problem also our gifted teachers and professors endowed with the spirit of the Party. Our whole Party and its Central Committee thank and congratulate them most heartily. Our entire people will always love and esteem them with gratitude for the good work they have done and will be doing in the days to come.

In addition, we must congratulate, on this occasion, also the comrades of the Central Commission of the Party's Central Committee, headed by Comrade Mehmet Shehu, as well the comrades of the sub-Commissions, of the working groups and others for having successfully accomplished with competence the tasks set for them by the Party. We believe that the Central Commission of the Central Committee should continue to function for a still longer period.

In concluding, I want to express my belief that we have taken correct decisions on this major problem, therefore, our schools will successfully forge ahead along the road of further revolutionization pointed out to them by the Party.

While being fully at one with all the decisions of the Political Bureau and the Central Committee, I wish to emphasize once again that major and continuous work lies ahead for us to properly perfect this system in all its component parts. The correct guidance by our Party, the revolutionary drive of the masses, the great ability and patriotism of our teachers, pupils and students and of our popular intelligentsia as a whole, the invaluable aid of our working class, our peasants and all our laboring masses, the authority and organized potency of our People's Army — all of them together — are a major guarantee for complete success in the revolutionization of our schools.

With unshaken confidence in everything we have decided, let us strive to successfully surmount all the difficulties which we may come up against; let the Party, the State, the Labor Youth Union and other organizations of the State and of the masses be totally mobilized for arduous political, ideological and organizational work properly harmonized and

supervised, for only thus will we be able to reap, in this field too, the success desired by our Party and our people. Our Party is getting up a still brighter future for our people and every Albanian woman and man must consider it an honor and a duty to contribute to the building of our revolutionary school system in order to impart a further impetus to the ideological and cultural revolution our Marxist-Leninist Party is setting the course of.

## ON THE CONCLUSIONS OF THE PUBLIC DISCUSSION ON THE FURTHER REVOLUTIONIZATION OF OUR SCHOOLS

*Report of the Political Bureau of the Central Committee  
of the Party of Labor of Albania submitted by Member  
of the Political Bureau of the Central Committee of the  
Party of Labor of Albania and Chairman of the Central  
Commission for Education at the Party Central Committee  
Comrade Mehmet Shehu.*

Comrades,

After more than a year of general public discussion, conditions are now ripe and all possibilities exist to draw certain basic conclusions on the further revolutionization of our schools, to lay them before this meeting of the plenary session of the Party Central Committee for final discussion and to outline our tasks for the future in this field.

All the public discussions on the problems of education have been conducted on the basis of the platform advanced by Comrade Enver Hoxha in his March 7 speech last year «On the Further Revolutionization of Our Schools». This historic speech, as well as the ideas set forth by Comrade Enver Hoxha in his speech at the 17th Regional Party Conference in Tirana, are a Marxist-Leninist summing up of the educational policy of our Party for the past, present and future, constituting a creative development of the ideas of Marxism-Leninism on education conformable to the specific historic conditions of our country and our new schools.

In the discussions of this major intricate problem our Party applied consistently the line of the masses, solicited the judgment of the people and abided strictly by it. These public discussions were characterized by an unprecedented breadth and massivity. Hundreds of thousands of people — teachers

and students, cadres of education, culture and production, parents and persons of all walks of life — took part in the discussions conducted in all schools, state enterprises and institutions and agricultural cooperatives, at all Party and mass organizations, at every city quarter and at every village. In addition to broad public discussions in the press, there were held over 21,000 meetings and forums throughout the country, in districts and at the center, which were attended by about 600,000 persons, that is, more than half of the population of grown-ups of the country, and about 160,000 of them took the floor. This confirmed once again that in **our country the problem of education is a major concern of our Party, Government, people and of our society as a whole.**

This discussion is a living example of genuine socialist democracy at work which develops and thrives under conditions of the dictatorship of the proletariat and which has created unbounded opportunities for listening to, accumulating, analyzing and synthesizing the collective thought of the broadest masses of the working people.

The public discussion on education was characterized by the unanimous approval of the Party line and Comrade Enver Hoxha's theses on the further revolutionization of our schools, as a vivid expression of the monolithic political and ideological unity of our people around our Party.

On the basis of the unanimous approval of the Party line, the public discussion on the further revolutionization of our schools was characterized also by a lively constructive polemic which stimulated the creative thought of all the workers, especially of the teachers and students, of professors and undergraduates; it became an active confrontation of opinions associated also with conflicts of concepts and points of view; the outdated reactionary, bourgeois and revisionist concepts were subjected to criticism and new Marxist-Leninist concepts on education are being asserted.

This turned public discussion to a major ideologic platform of mass education, to a real school for the revolutionary class education of the masses, particularly, of our school teachers and professors. The opinions of the participants themselves underwent important changes during these discussions; in general, our own concepts on education and schools were revolutionized.

The discussions corroborated in practice that the socialist

revolution deepens and forges ahead through the class struggle with the active participation of the broad masses of the people, that the consistent implementation of the line of the masses is especially essential and decisive in the ideological class struggle; that the masses are not only the object but also the subject of the ideological and cultural revolution.

Hand in hand with all this, the public discussions were a major stimulation for an all-round improvement of school work, for deepening the revolutionary mass actions and initiatives in the field of instruction and education, for undertaking further new mass actions and initiatives in this field.

During the discussions, a critical analysis was made of the course of development of our schools. From this analysis it became clear that **following liberation, our schools in general have developed along revolutionary and socialist lines.** Therefore, their further revolutionization is the continuation and intensification of the struggle the Party has waged to implement the tasks of socialist revolution in the field of education, relying on this course and on the remarkable patriotic, democratic and revolutionary traditions of our people in this domain.

No matter how magnificent the successes we have recorded in the development of education, no matter how hard the tasks that lie ahead for us in further revolutionizing our schools may be, we do not forget for one moment that the corner stone of our national education has been laid in heroic battle and has been sprinkled with the blood of our people, of their heroic sons and daughters, ranging from the humblest shepherd who, during Ottoman domination, used to study the first Albanian primer in secret, the school teachers who were martyred for this sacred cause, to the prominent Albanian patriots, thinkers, writers and freedom fighters who combined and integrated their struggle for national culture, for the Albanian alphabet, for Albanian books, for the Albanian school, for the Albanian mothertongue, with their armed struggle against the foreign invaders. It was in this heroic battle that our outstanding patriotic and laical, democratic and revolutionary traditions have been created in the field of education and schooling, traditions we have proudly cultivated and promoted.

Zog's feudal-bourgeois obscurantist regime trampled these traditions underfoot. It consistently pursued the course of smothering education, of keeping the people ignorant and illiterate so much so that a motion was introduced in Zog's par-



liament to check the spread of education for fear of a «super-production» of intellectuals! Under such conditions, it was impossible to speak of a more or less coherent educational system and of schools organized on sound scientific and pedagogic criteria. The official spirit and substance of the schools were thoroughly anti-democratic and reactionary, in the full service of the ruling classes of the country paving the way also to the fascistization of our schools. But the patriotic and democratic traditions were kept alive by the progressive school teachers and, particularly, by the school youth. That is why it came about that during the National-liberation War, our schools were turned, right at the start, into fiery centers of resistance, into hotbeds of the liberation and revolutionary movement.

After liberation, our people's education has effected a real revolution in breadth and depth under the leadership of the Party and in pursuance of its correct line of action. This revolution has been a living dialectic process characterized by constant progress through surmounting difficulties of growth and contradictions and sidetracking various shortcomings which have been unavoidable wayfarers of this development. In this continuous process of warfare, shortcomings and mistakes have never been the main characteristic of our schools.

Wiping out illiteracy, extending primary schools to the remotest corners of the country, the nearly complete enforcement of compulsory 8th grade education, the rapid extension of secondary education, the extension of part-time adult education, the organization, for the first time, of higher education and particularly, the establishment of the Tirana State University — these are the main moments of the rapid development in breadth of our education. As a result of this development, over half a million persons or over one-fourth of the whole population of the country sit now at school benches, whereas schools have turned out so far about 24,000 cadres of medium and 12,500 cadres of higher training.

At the same time, our schools changed their character entirely and turned into socialist schools in content as well, as a consequence of the 1946 school reform, of their radical democratization, of the establishment of a new socialist educational system, of building the substance and method of teaching and educational work on the basis of socialist ideology and pedagogy, on the efforts to link teaching with pro-

duction work. In general, the substance and method of our schools are revolutionary and serve as a good vantage ground for their further revolutionization.

All these transformations are a major historical achievement of our Party and People's Power, of the correct Marxist-Leninist line of our Party in the field of education and culture, of the educational and cultural uplift of our people, of the training of our new intelligentsia, of the communist education of our younger generation; they are a major historical achievement in the development of our ideological and cultural revolution.

But, in spite of successes achieved and their general revolutionary transformation, our schools are still up against serious shortcomings and, as part of the superstructure, do not keep fully in step with our present economic and social structure. If these shortcomings are not fought firmly and to the end, a discrepancy of this kind may grow worse and this would have grave and dangerous consequences for the fate of socialism in our country.

As to development, in breadth, the still narrow frame of the existing school system, especially in the sphere of secondary and high schools, hinders the massive schooling of the working class and cooperative peasantry and, consequently, limits the exercise of the role of leadership of the working class and its control, in general, and in the field of education and culture, in particular. A perceptible handicap in this direction is the still limited network of lower and secondary vocational schools for our school youth and, on a higher scale, for workers and peasants. Our higher schools, in particular, provide no broad opportunities for our working class and cooperative peasantry to acquire higher learning.

In general, the existing school system does not help to the necessary extent in narrowing down the differences between the town and the countryside in the sphere of education and culture. Secondary education is almost entirely centered in towns and peasant children have still a low attendance in secondary and higher schools.

As regards subject matter, in our schools which train cadres that have no direct connection with production, especially in secondary schools of general education and in those of arts and culture, there is still room for cultivating petty bourgeois intellectualism, the feeling of learning for a career, for fostering bureaucratism.

The ideological content of our schools has still serious defects. The teaching of Marxism-Leninism, especially in 8th grade and secondary schools, is still insufficient and, in general, is not developed at the necessary level. In the subjects of science and technology, the Marxist-Leninist ideological axis is not always realized in a consistent way and there is room for the influence of bourgeois ideology. The link between teaching and education and revolutionary activity, the participation of students and undergraduates in the active life of the country are still not at the necessary height.

The existing school system is not properly linked with production. Our schools have not yet linked theory with practice, classroom teaching with manual work and does not help narrow down the differences between mental and manual work as it should. Thus, it is not yet linked organically with the working class and cooperative peasantry so that the students and undergraduates, the teachers and professors may not only learn and teach but also work and live together with workers and peasants, as Lenin teaches us.

Our schools do not yet take active part organically in training our youth for the defense of our Fatherland, since the organic link of teaching, particularly, of physical culture and military drilling is lacking.

In schools there still exists a perceptible weakness as far as the method of teaching and educating is concerned. The vestiges of bureaucratic methods and forms of directing education and schools have not yet been done away with and the line of the masses and socialist democracy have not yet been applied 'in extenso'.

All these weaknesses and shortcomings of our schools are difficulties of growth conditioned by objective and subjective factors. In the first place, they are an indication of the discrepancy existing between the quality of education and schools and the major and rapid quantitative development at an extremely speedy and unprecedented rate which our schools have undergone. But, at the same time, they indicate that the influence of bourgeois and revisionist ideology, in general, and the influence of bourgeois and revisionist pedagogy and schools, in particular, have not yet been done away with; they indicate that a long and systematic battle should be fought to uproot this influence. By overcoming these difficulties of growth and the alien influence of bourgeois and revisionist ideology, our educational front which, in general,

is a united front permeated with our Party's ideology and militating for the triumph of socialism and Marxism-Leninism, will play this role even better.

This basic conclusion emerges from the analysis of the course our schools have been through: **Our Party has always pursued a correct educational policy.** The process of establishing and developing our socialist school system has been and continues to be a revolutionary one, always on the rise, and we have scored major successes in this field; our schools are well on the way to serving the cause of revolution and socialism. Nevertheless, our schools have serious shortcomings and, at their present state, do not respond in full to all the tasks confronting them in completing the socialist construction of society at the present stage and at those of the days to come. Therefore, the categorical need arises for a further and deeper qualitative leap in developing our schools, in further revolutionizing them all around.

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### ESTABLISH A SCHOOL SYSTEM WHICH WILL RESPOND IN FULL TO THE TASKS TO COMPLETE THE CONSTRUCTION OF SOCIALIST SOCIETY

As a broad and intricate political, ideological, social, pedagogical, economic and organizational problem, the further revolutionization of our school system is one of the greatest actions within the complex measures our Party has taken and is taking to complete the building of socialist society, to further deepen the socialist revolution all around, to revolutionize the life of the country in all fields, particularly, in carrying the socialist revolution ahead without interruption in the field of ideology and culture.

We are well aware that this is a difficult job requiring major efforts. This is conditioned by a range of factors. In the first place, there is a lack of a positive experience of the struggle to fully consolidate socialist schools, to carry the socialist revolution through to the end in the field of education. On the other hand, the modern revisionists, especially the

Soviet revisionists, have curtailed and distorted in a bourgeois spirit the teachings of Marxism-Leninism on schools, they have «grafted», so to say, the socialist schools with the theory and practice of bourgeois schools, causing great confusion and damage. And, finally, because of the peculiarities of our country, the specific historical conditions of the development of revolution and socialism, of the heretofore development of our schools in particular, the further development of our schools cannot fail to have originality and certain specific features of its own, a thing which requires a creative attitude towards this matter.

Under these conditions and taking advantage of the heretofore national and international, positive and negative experience, our Party is faced with the historical task of raising aloft the banner of further revolutionizing our schools, forging courageously ahead along still untrodden paths, to open new paths, to accumulate and elaborate new revolutionary experience, to substantiate, enrich and further develop the genuine revolutionary thought of Marxism-Leninism in this field.

We have full confidence that our Party, as always, will successfully accomplish this historical task not only of national importance to the future of socialism and complete socialist construction of Albania but also of international importance to the socialist theory and practice in the field of education. In solving this great and delicate problem we take our cue from the ideas of the classics of Marxism-Leninism on education and our trail is blazed by the correct line of our Party and the teachings of Comrade Enver Hoxha on the further revolutionization of our schools, we rely on the valuable experience of our own schools.

In order to lay down the tasks for the further revolutionization of our schools, it is necessary, first of all, to specify what conditions are needed for a further revolutionization of our schools, to state clearly our objectives in this field and the basic features which must characterize our new schools, to map out, at the same time, the course we should follow to carry out the further revolutionization of our schools.

**Firstly**, the historical need for the further revolutionization of our schools is conditioned by the fact that our schools in their present state, because of the shortcomings and gaps which we just analysed, do not fully respond to the tasks lying before them, now and in the days to come, in the strug-

gle to complete socialist construction. As an integral part of the superstructure, they do not keep pace as they should and to the extent they should with the economic and social structure of our country. The further revolutionization of our schools is essential precisely for solving this discrepancy so that our schools, as Comrade Enver Hoxha has put it: «may respond to the needs of the development of production, that they may fit in and respond to the structure and superstructure of our socialist country».1)

**Secondly**, this necessity stems from the requirement that our schools, as a very important element of socialist superstructure that they are, may not only hamper but **play an active and powerful role**, at present and in the days to come, in completing the construction of socialist society in our country and advancing it further towards communism, in keeping in step with the advanced line of our revolutionary development, in serving as a major revolutionizing factor in every phase of life.

**Thirdly**, the further revolutionization of our schools is a first rate factor of and an essential condition to carry the further revolutionization of the whole life, especially, the ideological and cultural revolution of the country, through to the end. Marxism-Leninism teaches us that the triumph of socialist revolution in the political and economic field is not ensured and guaranteed so long as the complete socialist revolution is not attained in the field of ideology and culture. Consequently, **without the further revolutionization of our schools, socialist revolution can not be carried through to the end**, the road can not be blocked to the danger of the emergence of revisionism, to the danger of bourgeois degeneration and the restoration of capitalism in our country. Our Party considers the further and constant revolutionization of our schools as an inseparable and very important integral part of the general class struggle to bring about the complete and final victory of the socialist over the capitalist way of development.

Comrade Enver Hoxha calls on us to view the further revolutionization of our schools in close connection and in conformity with the actual and future stages of development of our country. In general, each stage is related to the degree

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1) ENVER HOXHA, «On the Further Revolutionization of Our Schools» Tirana, 1963, p. 15.



of development of the socialist revolution in our country, to its achievements, to the prospect of its further development, to carrying it through to the end.

The general and most important characteristic of the present stage of development of our country is **the transition from the stage of building the economic basis of socialism to that of completing the building of socialist society**. At this stage, although the exploiting classes within the country have been done away with and there exist only their leftovers as well as several anti-socialist elements, there continues to be waged a **bitter class struggle** in all fields, between us and our enemies on the ideological front, within the ranks of our people **between two opposing ways** — the socialist and capitalist ways,—; there continues to exist and will continue to exist the danger of turning back to capitalism. This is the internal reason why the **triumph of the socialist over the capitalist way in our country can not yet be considered complete and final**.

At the same time, there exist and there will continue to exist for yet a long time **the danger from abroad** so long as socialism and communism have not triumphed ultimately throughout the world. Moreover, we can not lose sight for a single moment of the fact that we are building full socialist society under conditions of a two-fold geographical and strategic encirclement of our country by imperialist and revisionist enemies, especially under conditions of bitter battle with modern revisionism which is no longer a mere anti-Marxist ideologic trend but poses in the international arena also as a regressive and counterrevolutionary force which has usurped state power in the Soviet Union and in a number of other States, turning these countries from socialism to capitalism.

At the stage of building complete socialist society, we are faced with major tasks of historic importance of which the principal ones are: to hold high the banner of the class struggle and of the dictatorship of the proletariat, to carry the ideological struggle through to the end against bourgeois and revisionist ideology, to bring up the new man endowed with a Marxist-Leninist world outlook; to fully overcome the economic backwardness inherited from the past, to complete the building of the material and technical basis of socialism and to take a further qualitative leap ahead in raising the standard of living and the cultural and educational level of all the people; to further improve and revolutionize socialist relations in production and the socialist superstructure as a

whole; to gradually narrow down the essential differences between the working class and the peasantry, between them and the people's intelligentsia, between mental and manual work, between the town and the countryside, between industry and agriculture; to secure the defense of the achievements of socialism from any internal or external danger.

In line with all these, the general characteristic of the stage of building complete socialist society in our country is the struggle to further deepen and carry the socialist revolution through to the end in order to bring about the complete victory of socialism in all the spheres of our life.

Under these conditions, we stand in need of consistent revolutionary schools, both in content and in structure, so that they may play a major active role in order to bring about our complete and final victory in all fields, especially on the four principal fronts of our struggle, namely, on the ideological, economic and cultural, political and social and defense fronts.

Firstly, our new schools should play a very active role on the ideological battlefield in order to attain the great objective of our Party which, as Comrade Enver Hoxha emphasizes, «... is that, while building socialism, they should form and forge the new communist man of sound Marxist-Leninist political and theoretical world outlook, of Marxist-Leninist label, keen appreciation and taste, of a Marxist-Leninist revolutionary, hustling, daring, creative and realistic spirit»<sup>1</sup>).

Our Party has always considered the formation and forging of the new man of communist and revolutionary features, one of the most important and most vital problems on the solution of which depends the success at each front of the struggle for socialism and communism, for it is the people who make revolution, who, through their acts, promote production and advance the whole social life of the country, who determine in practice the destiny of the major class struggle which is being waged today between the two ways — the socialist and capitalist ways.

The historic task of our new schools in this domain is to render a decisive contribution to training and educating the new man of all-round communist formation, that is, kneaded into the features of proletarian Marxist-Leninist world outlook, of deep and ideal communist convictions, of norms

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1) ENVER HOXHA, *ibid*, pp. 52 & 53.

and principles of communist ethics, prepared to devote all his physical, mental and spiritual efforts and energies to the great cause of Marxism-Leninism, of revolution and socialism, to subject personal to public interests, endowed with revolutionary, daring and unflinching spirit, principled and irreconcilable with enemies and with every thing alien and harmful to our cause; popular among the masses, integrated with the working people and kneaded into the features of proletarian and working men's qualities; armed with the necessary scientific and cultural knowledge to be a capable builder of socialism and a skilful specialist in the specialization he acquires, well trained physically and militarily to defend the Fatherland and socialism; of sound Marxist-Leninist aesthetic education and tastes.

The role of our schools is especially great and decisive in endowing our younger generation with the revolutionary ideals of our Party, so that **the heroic youth of our country may deserve to take the torch of revolution into their own hands, to hoist it aloft and to pass it on always and with certainty, so that they may grow into a youth, politically enlightened, ideologically kneaded, morally unstained who will always think, work and live like revolutionaries.**

To our new schools belongs also the primary role of training and educating a new, genuinely revolutionary and socialist intelligentsia, **loyal to the end to the cause of our Party, closely bound to the working people, to the workers and peasants, ready to integrate themselves with them in their joint struggle and work, to always place all their efforts at the service of the people, of the country and socialism, rejecting every manifestation of the influence of bourgeois and revisionist ideology, every manifestation of narrow egotism, of careerism, of thirst for glory and haughtiness, of sickly intellectualism and technocratism, of disregard for the masses and contempt for production work, etc.**

Our new schools will thus be one of the principal and most powerful weapons in the hands of our Party and the working class in the domain of spiritual life where the battle to attain complete and decisive victory of socialism over capitalism is especially bitter, more protracted, more difficult and more complicated. They will play a decisive role in checking the spread of bourgeois and revisionist ideology, in fighting and uprooting manifestations of this ideology, in blocking the way to the spreading of its influence in the days

to come, in preventing the bourgeois and revisionist venom from contaminating the conscience of our working people, particularly, of our youth and our intellectuals. This battle is not a purpose in itself, it does not have a character of defense. It is an offensive on our part to implant active socialist consciousness among our working people, to further consolidate socialist ideology to bring about its complete and final triumph over the bourgeois and revisionist ideology of every color and shade. The aim of this active battle is to prevent socialist Albania from ever changing its red, revolutionary color, to perpetuate the triumph of the Marxist-Leninist line of our Party so that our Fatherland may march ahead along the path of socialism and communism to the complete and final victory of our cause on a national and international level.

Secondly, our new schools should play a major active role on the battlefield of the economic and cultural construction of our country, so that, as Comrade Enver Hoxha teaches us, learning and education at school may serve «as a powerful weapon in the hands of the new men of socialist society, to build this society to promote joint socialist production, to develop socialist culture, to serve society»<sup>1</sup>).

This problem should be viewed from the angle of both the present stage of development of our country and from that of keeping in mind the prospects of further development towards communist society.

From the point of view of the development of productive forces our country is still at the period of transformation into an industrial-agrarian one. Notwithstanding the colossal progress we have made, the level of our productive forces and their technological and scientific basis is still relatively low. Under these conditions, our Party and Comrade Enver Hoxha have laid down the historic task of building, in full and at a more rapid rate, the material and technical basis of socialism, of developing, intensively and in an all-round way, the productive forces of the country and of further deepening without a break our technological and scientific revolution.

Our national economy, both our industry and agriculture, have already surpassed the phase of purely extensive development and are embarking more and more on the road to extensive development. Technological processes are continually being introduced and the technical equipments of production

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1) ENVER HOXHA, *ibid*, pp. 17 & 18.

are rising and will continue to be rising to a truly modern level. Mechanization of production is spreading to all fields paving the way to complete and complex mechanization. Automatized processes of production will also keep pace with it. Chemicalization of production is also on the order of the day. Production is being steadily turned into a broad field of the direct application of modern science.

Within the framework of this present and future development, it is incumbent upon our schools to train workers and cadres, adequate in number, qualified and proficient in all the branches of our socialist economy and culture, capable of bearing on their shoulders this major burden of historic significance. It is up to them also to keep raising the general educational and cultural, technological and vocational as well as scientific level of the broad masses of town and rural workers, a task which Stalin considered as one of the most decisive factors of the rapid development of socialist economy. «What would happen» he wrote, «if, not separate groups but the majority of workers, raised their cultural and technological level to that of the engineering and technical personnel. Our industry would rise to a height unreachable by the industry of other countries»<sup>1</sup>).

Thirdly, an important active role devolves upon our new schools in the political and social sphere, especially, along these principal lines:

a) in continuously raising the theoretical and educational, cultural and scientific level of the laboring masses, especially of our working class, so that our working class may always become more prepared and more capable of playing its role of leadership to the full in our socialist society and of exercising effective, decisive and undivided worker control. From this point of view, our schools will render a major contribution to the further consolidation of the dictatorship of the proletariat and to the complete and final victory of socialism in our country;

b) in gradually narrowing down and, eventually, eliminating the essential differences between mental and physical work so that, as F. Engels says, this old division of labor may yield its place to an organization of production in which each takes active part in production work essential to human

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1) J. V. STALIN, Economic Problems of Socialism in the USSR, Albanian edition, 1968, page 34.

existence, in which production work may become a means to free men by giving each an opportunity to develop and manifest at work all his capabilities, both physical and mental, in all directions. The ways leading to the attainment of this objective are three: **the rapid development of the productive forces, raising technique to an ever higher level especially by applying automatization of production on a broader scale; the constant raising of the cultural and technological level of all the workers to that of the engineers, technicians and managers; the broad effective, regular and organized participation in manual work by the men engaged in mental work.**

We are well aware that the essential differences between mental and physical work will totally disappear only when communist society has been built. But it is also beyond question that our society should take effective measures even now to gradually narrow down these differences and schools are a powerful lever in this direction for, while serving to continually raise the cultural and educational level of the broad masses of town and rural workers, they should also render their contribution to linking and educating the school youth, the intelligentsia of the future, with **physical work**, to integrating them with workers and peasants, as early as at their schooling period. The negative experience of the emergence of revisionism in the Soviet Union and a certain number of other countries which used to be socialist countries, shows in all clarity that neglecting this latter task brings with it very dangerous consequences for the cause of socialism;

c) in the gradual narrowing down and eventual elimination of the essential differences between the urban and rural centers, between industry and agriculture, the working class and the peasantry for, as F. Engels has pointed out, education and schooling in particular, will give an opportunity to the younger generation to acquire practical skill in the whole system of production and pass from one branch of production to another, from industrial to agricultural jobs of production and vice-versa, as the needs of society and the inclination of each may require, instead of leaving this to two different classes — the working class and the peasantry, to two categories of workers — those of the town and of the countryside. This has to do with the rise of the general scientific and polytechnical level of the content of the teaching and educational work as well as with putting a speedy end to the great disproportion that exists today among us between the country-



side and town with respect to the distribution of the network of schools, especially, of secondary schools.

**Fourthly and finally, our new schools should play an important role in securing and protecting our Fatherland and socialism** from the menace of internal enemies as well as from the danger of foreign imperialist and revisionist aggression. We must always be on the alert and ceaselessly strengthen the defensive potential of our country. **It is not permissible for us and we should, in no way, let our rifle rust, either today or in many generations to come,** Comrade Enver Hoxha advises us. It is indispensable for all our people to work and be on guard holding **«the pick in one hand and the rifle in the other»**. But it is the younger generation who will breast the main defense of our socialist Fatherland from any danger that may threaten it. The task of our new schools in this field is, on one hand, to educate our youth in the spirit of patriotism and readiness to make all sacrifices, to lay down even their lives, if need arises, in order to defend our Fatherland and socialism and, on the other, to impart to youth, while still at school, a serious physical and military training, to turn every young man and young woman into a highly trained soldier.

What should characterize our new schools so that they may properly respond to these tasks? What physiognomy, what main distinctive features should they have?

**1. — Our new schools should be characterized, first and above all, by their giving absolute priority in all their work to the Marxist-Leninist ideological axis, the teaching of Marxism-Leninism, the all-round Marxist-Leninist ideological and political formation and education of the youth and workers who attend school, arming them with Marxist-Leninist theory, with the philosophy of dialectic and historical materialism and with the ideology and policy of our Party.** Comrade Enver Hoxha says that our schools **«should represent and substantiate our Marxist philosophy in all their cycle, in all their forms of organization, method and styles...»**<sup>1)</sup>; and that, despite the changes they will certainly undergo from one stage to another, in form, structure and content, **«there is one thing which will never change, namely, the backbone which will lead them in every direction and in their transfor-**

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1) ENVER HOXHA, «For the Further Revolutionization of our Schools», Tirana, 1968, page 15.

**mation — the Marxist-Leninist materialist philosophy.»<sup>1)</sup>**

It is precisely the strengthening of this Marxist-Leninist ideological axis, which means the strengthening of the proletarian class spirit and tendentiousness in the school, that constitutes the **basic** and most important **aspect** of carrying out Party's policy of further revolutionizing our schools, the basic feature of the new road our schools are beating under the present conditions of the decay of capitalist schools and the degeneration of the Soviet school constituting the main direction along which the complete and final triumph of the socialist over the capitalist road in the field of education is attained.

What we aim at is that our schools should not turn out simply graduates with a certain degree of general culture or simply specialists of the various branches of knowledge, but that they should turn out, first and above all, **genuine proletarian revolutionaries**, loyal to the end to the cause of Marxism-Leninism and socialism. We should keep well in mind that imparting education and culture alone and undervaluing sound revolutionary ideological and political tempering fosters among people the tendency to self-conceit and superiority, to keeping aloof from the masses, to sickly intellectualism and technocratism, creating a favorable vantage ground for revisionist, petty bourgeois and bourgeois degeneration, as the negative experience of the Soviet Union and of certain other countries demonstrates.

The Marxist-Leninist ideological axis should run like a red thread through all the life of our schools, through all their forms, links and means of their work, through all our school system, its programs and texts, its methods of teaching and education, its organization, internal life and management of our schools.

**2. — At the basis of all their teaching and educational work our schools should have the triangle teaching-productive work and physical and military training at the center of which lies a single axis — the Marxist-Leninist ideological axis of our Party.**

Linking teaching with production work and physical and military training should be considered, first and foremost, as a matter of world outlook of a deeply ideological and political character. It is only on this basis that our new man will be able to **learn, work and protect** our Fatherland and, at the

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1) ENVER HOXHA, *ibid*, page 23.

same time, to acquire well these essential qualities and place them fully into the service of our struggle for completing the construction of socialist society. Only thus will he not be lacking and limping on any of the principal fronts of our struggle, will he not recoil before any difficulties, will he not be swept away by any storm or hurricane but will hold the banner of socialism and communism always aloft. The union and fusion of these three fundamental components into the work of all our schools are the most correct and most revolutionary expression of the substance of the communist development and all-round education of our new man.

This complies thoroughly with Marx's familiar instructions who has written:

**«By education we understand three things:**

**First: mental education,**

**Second: physical education, such as is given in schools of physical culture and in military drilling.**

**Third: technical education which acquaints men with the rudiments of all the processes of production and, at the same time, imparts to children and adolescents the habits of using the simplest tools of all productions»<sup>1)</sup>.**

But, while referring to Marx and mentioning his concepts about education as a combination of mental education, technical education and physical and military training, one often «forgets» **linking teaching with work**. And even when speaking of education for work, as a rule, it is treated as an aspect of moral education. Thus, «by conforming» to Marx one actually and in essence distorts Marx. Before working out his general concept on education, Marx stressed that **child labor should in no way be allowed if it is not combined with education** and finally arrived at the conclusion that **the combination of production work, of mental education, of physical training and of polytechnical education will raise the working class to a much higher level than that of the aristocracy and the bourgeoisie**.

The organic combination of teaching with production, of theory with practice in our schools is of major principled and practical importance. In spite of the achievements we have attained so far in this field, we should take a deep qualitati-

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1) MARX and F. ENGELS, Works, Russian Edition, 1960, Vol. 16, page 193.

ve leap ahead in order to eliminate the discrepancy which still exists between them in the work of our schools. Speaking in connection with this matter, Lenin has said: «... **One of the major evils and misfortunes that have come down to us from the old capitalist society is the complete detachment of books from practical life...** Without work, without struggle the scholastic knowledge of communism from communist pamphlets and books is of no use for it would keep open the old gap between theory and practice, that old gap which constituted the most despicable feature of the old bourgeois society<sup>1)</sup>. Lenin stressed, at the same time, that the ideal of future society can not be imagined without combining the teaching and the production work of the younger generation for, without this union, neither education nor production work can be at the height which the development of modern technique and scientific knowledge requires.

**A close link-up of teaching with production work**, of theory with practice is essential also as a powerful means of education and revolutionary ideologic and moral tempering in order to uproot any concept and manifestation of aristocratism, intellectualism and careerism, of contempt for production work and working people.

**Physical and military training** assumes a specially great importance under the specific conditions of the hostile geographic and strategic imperialist and revisionist encirclement of our country. Only when the danger from abroad has totally disappeared, when the ultimate triumph of socialism is guaranteed the world over, then will military training be no longer of any use. But even then the all-round physical training of the younger generation will remain an essential and perpetual component of the communist schools, since the classics of Marxism-Leninism have considered it as a primary condition for the all-round development of man, for the development of all his bodily and mental capacities in the service of production and society, a source of joy and optimism in life.

The realization of the three components of our new schools — **teaching — production work — physical and military training** — constitutes one of the principal ways to link our schools closely with our whole social and political life, to create favorable conditions for the active participation of our school youth in the whole gamma of mass revolutionary mo-

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1) V. I. LENIN. Works, 1957, Albanian edition, vol. 31, p. 316.

vements which have burst forth and keep coming to life every day throughout our country, it is, in fact, the concrete application to the work of educating school youth of the militant motto to think, work and live like revolutionaries.

3. — **Our new schools should impart to men a general, sound, educational, cultural, scientific and polytechnical formation.** As Lenin teaches us, he or she who has only read some communist pamphlets or books cannot be called a matured communist. The communist formation of man is based on a broad cultural development, on the critical and revolutionary acquirement of the essence of human knowledge accumulated and worked out all along the centuries and reflected by the principal bases of the sciences.

Therefore, without in any way undervaluing practice and the absolute necessity of linking theory with practice, **most of the time in school should be devoted to the teaching of theory**, of science, and to fighting against and uprooting the tendencies to be content with little, the tendency towards early and narrow practicism and professionalism, towards undervaluing theory which are manifestations of alien ideological influences, of bourgeois pragmatism. The vulgar tendencies of abstract and empty politicalization as well as the conservatory attitude towards the results of science and modern technique, towards the need of continuously reflecting them in the work of our schools should also be fought against as harmful.

In order to keep pace with the present and future stages of development of our country, our schools should proceed along the road of further, gradual and continuous polytechnization, keeping always in mind Lenin's legacy on the polytechnization of schools when he continually instructed: **«Make our schools technical schools!»**

The gradual polytechnization of our schools serves the purpose of further developing and deepening our technological and scientific revolution and the complete construction of the material and technical basis of socialism in our country. It represents, at the same time, one of the ways to bring closer together the men of mental and physical work, the cultural and educational with the technological and scientific level as well as to raise the all-round capability for work of our youth and of the population of the town and countryside as a whole.

4. — **Further and constant massiveness should be one of the most important distinctive peculiarities of our new schools.** «We aim» Comrade Enver Hoxha says, «at educating

**the masses of our people and youth, the workers and cooperative members, who, in the immediate future, should be of adequate general culture and technological and professional training to advance socialist economy and culture»<sup>1)</sup>.**

This is of immeasurable importance not only to respond to the ever growing requirements of the economic and cultural development of the country at the stage of complete construction of socialist society but, at the same time, it is a major principled ideological, political and social question in order to continue to raise the participation of all the people in the whole political and social life of the country, in order to further deepen proletarian democracy, to uproot the dangerous malady of bureaucratism, to gradually narrow down the essential differences between the city and the countryside, between mental and manual labor, in order to evade the creation of a privileged «elite» which could serve as a basis for the emergence of revisionism.

**5. — Our new schools should be characterized by the establishment of an effective control of the working class, of the broad masses of the workers of towns and the countryside on their work as a whole.** In our socialist society, the working class should play the decisive role belonging to it, just as Comrade Enver Hoxha has emphasized, as a class in leadership designated by history not only to work at the factory but, while working at the factory, to direct every sector and all to keep in step with it and with its Party in factories, fields, in the administration, in schools and everywhere. This is decisive in protecting our schools and our school youth from all dangers of revisionist and bourgeois degeneration, in turning our schools into real proletarian anvils on which to shape our younger generation into a revolutionary one.

The exercise of worker control in various forms from outside and opening the school doors to the broad masses of workers and all the employees of the urban and rural centers — these are the two principal ways to establish the effective control of the working class on all the work and life of our schools.

**6. — In all their work, our new schools should be charac-**

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1) E. HOXHA, Carry Out With Persistence and in a Creative way the Task of Revolutionizing the Party and the Life of the Country. Speech at the 17th Regional Party Conference of Tirana. Tirana, 1968, page 49.



terized by the constant application of the line of the masses. The concept according to which the school should be considered as the domain of the teacher, of the professor in which every thing is subjected to the pedagogical, the methodic aspect, is an erroneous concept which nurtures the bureaucratic and technocratic method of and impedes the application of the line of the masses in running education and school work. We are fighting this concept with might and main, not only theoretically but also in practice, being guided by the teachings of the Party and Comrade Enver Hoxha that the question of education and schools is not a bureaucratic one, nor are education and schools the domain of teachers in general, to be considered as only the domain of theory detached from production, from work, but it is a major concern of the Party, of the people, of economy, of the structure and superstructure.

7. — Finally, the principles of socialist pedagogy and the pedagogical and scientific method, permeated from top to bottom by a Marxist-Leninist world outlook, should dominate all our new schools, all the teaching and educational work done there. While, the whole internal life of the schools should be characterized entirely by the norms of socialist democracy, by the enforcement of proletarian self-discipline and the independent activity of students and undergraduates in revolutionary collaboration with the teaching staff, by the further enhancement of the role of the school organization of youth and young pioneers.

These are some basic distinctive peculiarities of the physiology of the new schools which we intend to build and are building. They fully corroborate Comrade Enver Hoxha's thesis that, when speaking of the further revolutionization of our schools it is not a question of adjusting some corner or other, of making certain ordinary changes in school programs or textbooks, of changing the term of a certain category of school, etc. These have their own significance but they are not fundamental. What is fundamental is that, under the guidance of revolutionary Marxist-Leninist concepts and in battle with reactionary bourgeois and revisionist concepts, to effect an all-round comprehensive revolutionization of our schools, first and foremost, of the subject matter of teaching and education and, in conformity with it, of the educational system and structure of our schools, of the method of instruction and education as well as of the method of running the people's edu-

cation and school work. In order to bring this about, it is of decisive importance, first of all, to intensify the struggle of uprooting alien class bourgeois and revisionist concepts in connection with education and schools and of working out new revolutionary, socialist, Marxist-Leninist concepts in this field.

The influence of these harmful concepts and traditions is manifested not only theoretically, in pedagogical thought and pedagogical literature, but also practically, in the organizations of schools in specifying their structure, subject matter, methods of teaching and educating and so on. The merit of our Party and Comrade Enver Hoxha lies in the fact that they are subjecting these concepts to a systematic and all-round critical analysis disclosing both their historical roots and their complexity with the present bourgeois and revisionist theories, laying special stress on the danger their influence exerts. This critical analysis does not stop only at negations but is being accompanied by the elaboration and development of revolutionary Marxist-Leninist concepts on schools.

In order to revolutionize our schools, it is necessary, first of all, as Comrade Enver Hoxha instructs, to remove certain bourgeois concepts on schools which exist in our generation and hamper their further revolutionization.

**Firstly:** the concept that «school is a place where one learns» should be changed and turned to the concept according to which «school is a place where one learns and works».

The concept that «school is a place where one learns» is formed historically in a society of exploiting classes, as the result of dividing mental from manual labor, of the antagonism between mental and manual workers, of the monopolization of education in the hands of the ruling classes which prepared their children to engage solely in mental labor and inculcated into them the spirit of despising manual labor. This concept formed all along the centuries has struck deep roots and has contaminated to a certain degree the conscience of workers. It continues to exert its influence also in our socialist society. This influence is precisely one of the main sources of such negative phenomena not yet overcome by our schools, namely, their intellectual one-sidedness, a certain degree of detachment of teaching and education from the revolutionary practice of life, first and foremost, from production work, a certain degree of its isolation from direct contact with the working class and the masses of workers, and so on. These negative pheno-

mena affect not only our youth but also society on the whole.

Whereas, the concept «school is a place where one learns and works» is based on the teachings of Marxism-Leninism to abolish, not only the contrast but also the fundamental distinction between mental and manual labor and, in particular, it is based on the Marxist-Leninist principle of linking teaching with production work which is of very great importance, especially, under our present conditions. Detachment of teaching from production work and, on this basis, the detachment of mental from manual labor, fostering intellectualism and standing aloof from production work and from production workers on the part of our school youth, intellectuals and cadres, are the ideological levers in the hands of our enemies, the bourgeoisie and the revisionists, through which they intend to lead us astray and embark us onto the road of degeneration. Therefore, our struggle here is of an acute ideological and political class character.

**Secondly, we should drop the concept that «it is only or primarily at school that one learns.»** This concept is also to be changed and a new concept is to be created according to which **«one does not learn only at school but also in life and at work where one learns even more.»**

Over-rating the school, the education it imparts, the teachers and educators, on one hand, and under-rating revolutionary practice, the continuous and permanent school of life, on the other, are the theoretical source of many other concepts which impede the further revolutionization of our schools. This source feeds the tendency to cram school programs, to undervalue the fact that the masses who have been through school have not stopped learning, that the acquisition of knowledge and the constant uplift of the general cultural level are not done only by schools but also by life, by manual labor, by the political, ideological, cultural and military work of the Party and of the State and social organs.

On the other hand, as Comrade Enver Hoxha points out, this does not, in any way, mean that we under-rate schools and the role they should play in laying the foundations for the all-round communist education of man. It is precisely to enable them to play this role that our Party devotes so much attention to the further development and revolutionization of our schools.

**Thirdly, fight the concept that «school makes one an intellectual, awards a diploma and provides a steady job»,**

a concept which nurtures intellectualism and careerism, technocratism and bureaucratism, which considers graduation from the university as the final objective of all schooling. This concept should be replaced with the revolutionary Marxist-Leninist concept **«I must learn since without knowledge I can not serve the people, Fatherland, society and socialism as I should.»**

We should invalidate the concept that secondary vocational schools train **«medium technicians»**, that gymnasias turn out **«employees»** and that he or she who has been through a higher school must necessarily be appointed a **«high cadre»**. These are careerist and bourgeois concepts for our schools. Our revolutionary concept requires that the one who has been through a secondary school may be employed **also as a worker**, that he or she who has been through a higher school may serve not necessarily in jobs designated for **«higher cadres»** but work **wherever** the need arises. Only thus will we open the prospect of an unlimited development of education and in our country there will never be **«saturation of cadres»** or **«super-production of intellectuals»**.

The concept which considers education, especially the higher schools, the property of an **«elite»** has been handed down to us by the society of exploiting classes and its schools. Under our conditions its manifestation impedes not only the education of our new intellectuals and cadres in a class revolutionary spirit but also the extension of education and its unlimited massiveness up to the highest degrees. The whole question is to make our education the real property of the masses, that our schools may not assign to themselves the purpose of creating an intelligentsia which will continually form a detached stratum but the largest and principal masses of the learned to be made up of workers and peasants and that part which constitutes the intelligentsia to be integrated with them.

**Fourthly**, fight and uproot the backward concept **«of what use is schooling to us!»** and replace it with the progressive, Marxist-Leninist concept that **«the new socialist and communist life cannot be built without schooling»**.

The concept of undervaluing schooling, which circulates among some people in production work, is a survival, a trace of the ruthless economic, class and spiritual exploitation and oppression under which workers writhe in exploiting society. This concept springs also from running after immediate per-

sonal profit, from viewing schooling as a means to secure a light job in «some cozy corner». It is connected with the idea that schooling is needed by those who will engage in mental work and will work in offices, that workers and peasants stand in no need of any high schooling! Finally, it is connected with the detachment of practice from theory, of over-rating practice and under-rating theory. In this connection Comrade Mao Tsetung has said: «... people who have the experience of practical work should engage in theoretical studies and work properly with books; only then will they be able to systematize their experience, to draw up its balance sheet and sum it up from the theoretical viewpoint, not making the mistake of viewing their limited experience as a general truth and will be able to avoid mistakes of an empirical nature. Both dogmatism as well as empiricism are expressions of subjectivism though they spring from altogether opposite sources.»<sup>1)</sup> We should declare a merciless war against this evil, the detachment of practice from theory, just as we fight and reject also the detachment of theory from practice.

**Fifthly**, invalidate the concept that the most suitable method of teaching and education is that which is connected with books, that theory alone is culture and theory is learned only from books and replace it with the concept according to which the most correct and most revolutionary method is that which, hand in hand with books, is based on the revolutionary practice of life, on the living experience of the laboring masses, on their production work. The great mission of the school is not only to impart knowledge to people, to equip them with the best method of how to learn in and outside the class room. It is only when we link teaching with production work that we have picked on the most suitable method of how to learn and work better. We should always bear in mind Lenin's teaching that **theory is derived from practice, is enriched by practice, serves practice, is confirmed in practice, is corrected by practice** and embody this principle in our method of study, at school and in life.

The invalidation of all these outworn bourgeois and revisionist concepts and their replacement with new revolutionary, Marxist-Leninist concepts are an essential condition to the further revolutionization of our schools. This process of

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1) MAO TSETUNG, «Selected Works», Albanian edition vol. 4, pp 52-53, 1963.

revolutionization of concepts is closely linked with the struggle our Party is waging against bureaucratism and careerism, against technocratism and intellectualism, against running after personal profit, against conservatism as well as against the influence of other «stains» of bourgeois and revisionist ideology; it is linked with the struggle against these concepts not only in general, in the whole life of our society, but, more specifically, against their manifestation in the domain of education, in school work.

On the basis of this analysis of our general tasks to further revolutionize education, the features of our new socialist schools, of the Marxist-Leninist concepts which should guide them, we can get a clearer idea of the problems we have to tackle with in the field of further revolutionizing our schools.

Of course, this does not mean that the question of the further revolutionization of our schools will be decided upon and finally solved through this discussion and study, through this report we are submitting, through the tasks we set and the measures we propose to take. This would be a metaphysical, anti-dialectic approach to the problem.

The further revolutionization of our schools is a continuous, uninterrupted process all along the period of deepening and carrying socialist revolution through to the end, not detached from the continuous revolutionization of the whole life of the country, of the structure and superstructure of our society. In this sense, our schools will always undergo further qualitative changes, they will be improved upon and raised to an ever higher level.

Moreover, our general conclusions on the further revolutionization of our schools and, especially, the solution of the specific problems that arise in this field, are conditioned by objective and subjective factors connected with both the stage of our general development and the extent to which we understand these matters, as well as with the experience accumulated to solve these practical tasks. Therefore, during our work to carry out our tasks to further revolutionize our schools in practice, these conclusions and solutions will be enriched and, under conditions of a higher stage and richer experience, they will assume a new aspect, will be further improved on.

It is precisely for this we took the courage to embark on the major action of further revolutionizing our schools. We are on the right path, on the Marxist-Leninist path. Pro-

ceeding boldly along this path, we do not exclude the possibility of making also mistakes. but the correct Marxist-Leninist general line helps us also to correct these mistakes with courage, radically and at the proper time.

— II —

## ON THE REVOLUTIONIZATION OF OUR SCHOOL SYSTEM

We have set up a new school system, built on democratic and socialist principles, standard and comprehensive, massive and variegated, with all school levels, from the primary to the higher forms, with the categories of schools necessary to our country. This system has played a major role in raising the educational and cultural level of our youth and of the masses of workers as a whole, in training a whole phalanx of cadres and specialists for all the branches of our economy and culture, in creating a new people's intelligentsia.

Hundreds of schools above 8th-grade are set up in our country today for the school youth and for workers on their jobs, to wit: 53 lower technical and professional schools with 43 specialized courses, 110 secondary schools of general education scattered to all the regions of the country without exception, 136 industrial, agricultural, pedagogical, and other secondary vocational schools with 51 specialized courses; our higher schools and their affiliated branches turn out highly trained cadres of 54 specializations. Thus, in our country, the workers, technicians and specialists of the most important branches of economy and culture are trained and qualified in an organized way.

The actual stage of the cultural and educational level of development of our country is characterized: by the almost complete enforcement of compulsory 8th grade general education; by the large-scale attendance by our youth of secondary schools which tend to expand towards technical and professional secondary education; by a considerable development of higher education; by the rapid increase of part-time schools for workers on their jobs, especially, of technical and professional schools; by the increase of the forms of technical and professional teaching and education for the masses as well as



by a broad movement of scientific experimentation. Thus, the whole country has been turned into a school, into a vast center of learning and education. More and more favorable conditions are being created for **all the people to work and learn, to create and experiment, to develop production and science, at the same time.** This is a thorough-going, all-round cultural and educational revolution.

But in view of the shortcomings analyzed above which deal with school work, in general, as well as with the school system, with its general structure and its separate links, in particular, it is essential to forcefully raise the question of further revolutionizing the entire school system.

In this field, we aim at gradually attaining **an unlimited massiveness of education**, up to its highest levels, and at developing a great variety of secondary schools as well as at building the structure of our school system in a way that it may not become an obstacle to the development of the revolutionary subject matter of teaching and education, but, on the contrary, to turn into a decisive factor in realizing it.

The new school system which is being proposed is distinguished mainly by these peculiarities:

**Firstly**, the school system will be based on the triangle: **teaching-production work-physical and military education.**

**Secondly**, in the school system there will be established, as an integral part of it, **the probationary period at production work** during which all the students that graduate from secondary schools will work as simple laborers before being admitted to higher schools; admission to higher schools will require **the approval of the workers' collective** where they have accomplished their probationary work; **the probationary period at production work** is established also after graduation from higher schools and before contesting their diplomas.

**Thirdly**, the unification of the structure of the school-year for all the categories of secondary schools; **deepening their polytechnization** in a strongly marked way and the establishment and application of programs in which the subject of Marxism-Leninism and certain principal subjects of general culture (mathematics, physics, chemistry) will be given **in an equal or nearly equal volume in all categories of secondary schools**, vocational or non-vocational, paving thus the way for **crossing over** to secondary education, not standard but of many kinds, for all youth.

**Fourthly**, reducing the term of attendance of the cycle of high schools.

**Fifthly, developing and extending schools of all levels for workers and peasants by building thus a complete and massive system of part-time schools for workers on their jobs.**

**Sixthly, integration of school youth with the working class and cooperative peasantry and the establishment of an effective, direct control of the working class on education.**

#### **A — ON THE STRUCTURE OF THE NEW SCHOOL SYSTEM AND ITS SEPARATE LINKS**

The problem of the structure of the new school system has been largely debated at the public discussions. Based on the arguments that have emerged from these public discussions we are submitting here in brief the final proposals on the structure of the new school system.

##### **1. — Pre-school Education**

So far we have created a relatively wide network of pre-school institutions, especially in urban centers, while in the countryside it is more limited. The first steps have been taken to build these institutions on a scientific and pedagogical basis as well as to train qualified educators employed by them. Nevertheless, we have not yet succeeded in realizing the basic objectives of pre-school education in socialist society. Pre-school education is charged with the task of realizing the social education of children from three to six years of age, of cultivating the first, initial buds of their development and communist education and of preparing them for school. At the same time, it is an important condition for the complete emancipation of women and for relieving the family of the burden of bringing up and educating their children. From this point of view and for their major social importance, for the instructive and educational purposes they pursue, the institutions of pre-school education should be considered as the primary regular and general link of our school system.

The realization of this task is a wide and difficult problem not only of an educational and pedagogic but of an organizational and financial character involving the supply of the necessary buildings and equipment, educators as well as financial resources. Therefore, in view of the importance of this

problem and bearing in mind the magnitude and difficulties of applying it in full, it is necessary to **turn** pre-school education into a **general link** (of course, not compulsory) of our school system, while its application may proceed gradually but at a higher speed than heretofore, by mobilizing all the availabilities of the State and of society and by reflecting this in the state plans concerned.

## **2. Compulsory 8th-grade Standard Schools of General Education**

The realization of compulsory eighth-grade standard schools of general education is a major historic achievement for us in the field of raising the educational and cultural level of our younger generation and of our people as a whole. This very year, over 93<sup>0</sup>/<sub>10</sub> of the children who completed their 4th-grade education enrolled in the 8th-grade schools. Therefore, all the possibilities exist for working during these coming two or three years towards completing and consolidating 8th-grade schooling. In order to achieve this, it is necessary to extend further the network of 8th-grade schools and to open boarding schools, subsidized by the State and the agricultural cooperatives, in those regions where 8th-grade schools are not possible to be had, to step up the training of new teachers and qualify the existing cadres for these schools; to enrich their teaching material basis in general and, especially, in the countryside. At the same time, 8th-grade schools, as a rule, should be independent, detached from secondary schools. It should comprise all the classes from the first to the eighth. Primary schools will no longer exist as separate units by themselves. Even when they are separated by distance, they are still component parts of the corresponding 8th-grade schools.

At the public discussions it has been proposed to lower the **age requirement for admission to schools from 7 to 6 years of age**. It has been rightly emphasized that the enrolment of children one year earlier in the organized system of social education given by the State is of major importance to their development and education, to their admission into practical life one year earlier. Such a change has now become possible in view of the new economic, social and educational and cultural conditions of the country, in view of the better

physical and psychic development of children, in view of the rapid extension and widespread of pre-school education throughout the country and the ever growing educational uplift of parents and of our families in general.

In these circumstances, we think that **the enrolment in school of children 6 years of age is possible**. The tangible application of this will be effected within the coming years on the basis of gradual planning, compatible with the real availabilities of the State and of society to provide school buildings and teaching staff.

In towns it is lighter, but also in the countryside steps can and should be taken to accomplish this task. In order to facilitate the enrolment in school of children of the age of six in the countryside, measures will be taken so that the lower cycle of the 8th-grade schools should be established not only in every village without exception regardless of its size but, in special cases, even in any separate quarter of each village, with the agricultural cooperatives themselves, as a rule, to set up the school buildings for this purpose.

Hand in hand with spreading them far and wide in our country, the 8th-grade schools should be strengthened in the days to come as a **massive compulsory standard school of general education, as the basic link of our school system**. Its duty should be: to equip students with general and technological culture to suit their age; to educate children with the love for work and with simple habits to take part in the revolutionary practice of life to the extent their age allows; to impart to school children the rudiments of political, ideological, moral and aesthetic education; to enforce physical training, combined, in the upper two classes, with the initial elements of military training and to prepare them for life as well as for pursuing their studies in secondary schools.

While laying the cornerstone of the triangle **teaching-work in production — physical and military training** at the 8th-grade schools we should, at the same time, aim at their scientific and pedagogical modernization. Discontinuance of the present cycle of schools divided from and, more or less, independent of one another (the I-IV and V-VIII classes) will help to achieve this end. The maintenance of these two cycles has caused many futile parallelisms in the programs and textbooks of the 8th-grade schools. Their removal will make it possible to intensify the teaching process at the lower cycle of the 8th-grade school and introduce certain simple informa-

tion about the recent discoveries of science in the curriculum of the upper cycle.

We should attach special attention to **the 8th-grade schools of the national minorities**. In compliance with the principle of acknowledging the right of minorities to attend vernacular schools, a principle our Party has always been guided by, the work will continue to strengthen the 8th-grade schools of the Greek national minority, attaching special attention to the teaching of the Greek language and of the Albanian language as well.

In the coming period, the part-time 8th-grade schools for grown up workers who attend them without a break from their jobs, should also be extended, for there are still many workers and peasants of relatively young age, especially among the women, who have not been through an 8th-grade school.

These part-time schools for workers under employment as well as all the other schools of this nature of the higher level, must have a separate structure of the school year to suit their specifications.

The complete and final realization of 8th-grade education and the all-round qualitative consolidation of the 8th-grade schools, create further opportunities to build on them, **not the standard but the many-sided secondary schools for all the young men and young women** in line with the thesis advanced by Comrade Enver Hoxha who, referring to this matter, stresses that «if we grasp aright this major many-sidedness of our needs, both in quantity and quality, if we grasp, at the same time, the fulfilment of these needs in the dynamism of dialectic, materialist and historic development, then we will realize that we can not and should not have one type but a whole gamma of schools»<sup>1)</sup>.

On this basis, our school system which is being built on the 8th-grade school, while raising the educational level of the working class and of all the laboring masses, will, at the same time, be as elastic and variegated as possible and will have many kinds and types of schools to comply with the requirements of the present and future stages of the economic, social and cultural development of the country, with the specific conditions and needs of given districts and zones, with the demands of the various sectors of economy and

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1) ENVER HOXHA, «On the Further Revolutionization of Our Schools», Tirana, 1968, p. 18.

culture for plain and qualified workers and medium and higher technicians and specialists. Specifically, these kinds of schools can be built above the 8th-grade schools:

- a) **lower technical and vocational schools**, national and local, for workers on jobs and for school youth;
- b) **secondary vocational and general education schools**, for workers under employment or for school youth, with one or many branches and combined schools;
- c) **various schools and courses for the masses, not included in the regular school system and which are opened when need arises.**

### 3. — Lower Technical and Vocational Education

In the days to come, the lower technical and vocational schools will be extended and spread further and wider than heretofore. These schools will train new qualified workers, they will serve to qualify workers and raise them to higher categories as well as to train workers and craftsmen of whom the countryside stands in need. They will extend not only in industry but also in agriculture, not only in towns but in the countryside as well. In a special way we should emphasize the extension of lower technical and vocational schools **for workers under employment** as a very appropriate way to raise the technical and professional level of the workers and cooperative members at large. Teaching in these part-time schools should last two years, concentrating only on imparting theoretical knowledge.

As a rule, the lower vocational schools for workers (part-time or full-time) are of a **limited specialized course**. The lower technical and vocational schools for school youth will be opened according to special needs and will be of one or two year duration.

The training of young qualified workers will continue also through the form of «**apprenticeship**» which will not be an integral part of the regular school system but an appropriate way to provide new and qualified workhands.

Since they involve the supply of new workhands, the lower technical and vocational schools as well as apprenticeship will be opened **on the basis of a State plan**, on the basis of the needs of our people's economy.

#### 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»<sup>1)</sup>** and that **«only by working together with the workers and peasants can you become a genuine communist»<sup>2)</sup>**

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

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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»,<sup>1)</sup>

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-

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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».<sup>1)</sup> 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**»<sup>2)</sup>.

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-

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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»<sup>1</sup>).

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.

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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»<sup>1)</sup>.

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

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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.»<sup>1)</sup> 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-

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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.»**<sup>1)</sup> 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.

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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»**<sup>1)</sup>. 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,

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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



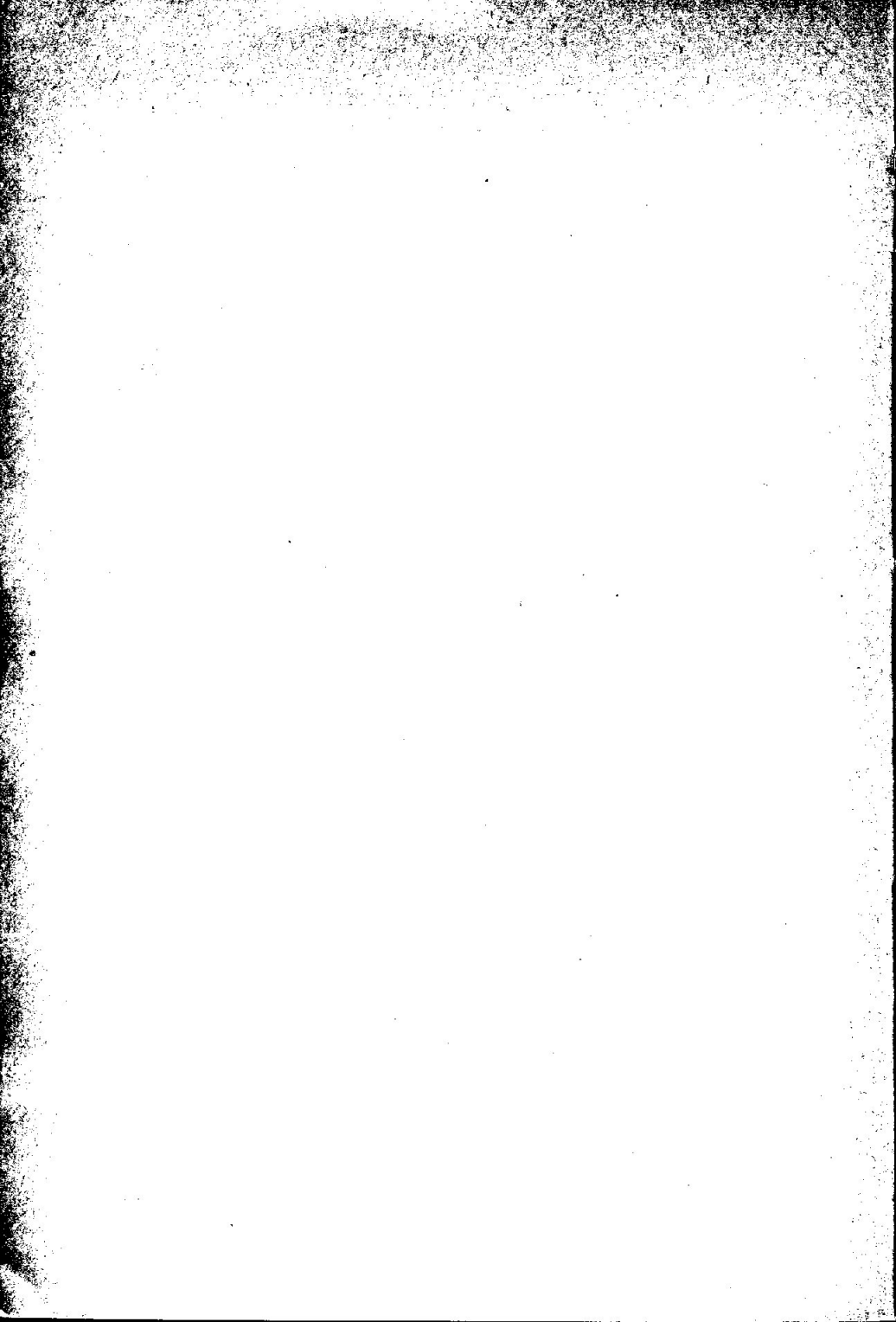
revolutionization of our schools confirmed once again and fully Comrade Enver Hoxha's conclusion in his March 7 speech last year that in this question as well as in the question of the further development of the socialist revolution, in general, we cannot fail to take into account also the bitter experience 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»<sup>1)</sup>)

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!

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



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