

1958

The effect of cultural and external forces upon the growth and development of the Albanian educational system

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Thesis
Costa, N.J.
1958

BOSTON UNIVERSITY
SCHOOL OF EDUCATION

Thesis

THE EFFECT OF CULTURAL AND EXTERNAL FORCES
UPON THE GROWTH AND DEVELOPMENT OF
THE ALBANIAN EDUCATIONAL SYSTEM

Submitted By
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(B.A. American International College, Springfield)
1957

In partial fulfillment of the requirement
for the degree of Master of Education
1958

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School of Education
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PREFACE

The writer wishes to express his appreciation for assistance in the preparation of this study to Michael Marku, and to Joseph Paskal, Director of the Albanian Division of the Voice of America. I wish to acknowledge my gratitude for their time and assistance. To my wife, who patiently typed and reviewed the document, I am deeply grateful. To all these people, I would like to express my sincerest thanks.

Nicholas James Costa

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INTRODUCTION

Prior to 1920, the development of an Albanian educational system had evolved at a relatively slow pace. The lack of formal educational development may be attributed to the fact that Albania, a province of the Ottoman Turks for over four and a half centuries, had failed to acquire the foundations necessary for the development of a national educational system. Reasons for the lack of educational development at this time resulted from the fact that the Turkish authorities could never exert more than a nominal authority outside of the chief towns because of the lack of a sufficient transportation and communication system, and the hostility of the people. Thus, an absence of cultural unity produced an absence of an educational system.

Following the establishment of an independent Albanian state, educational progress was impeded by the development of the Balkan Wars and the outbreak of World War I. Thus, in a nation where instability reigned, it proved to be most difficult to further advance the drive for formal educational development.

An analysis of the evolution of the Albanian educational system indicates that a major attempt to develop a national educational system took place in 1920 at the Congress of Lushnjë. Though the policies for the development of a formal educational system were first established in 1920, the growth of an educational system had to develop in a period of unstable times and under three major foreign occupation periods - the Fascist 1927-1941, the Nazi 1941-1944, and the Communist phase, 1944 to the present.

The purpose of the study is to examine the educational system and to determine those forces which have influenced educational development and to determine the role which the school has played in Albanian society. Special attention is therefore given to those forces which have played a vital role in shaping the type of educational system that would eventually exist. However, a study of the cultural and environmental influences must be undertaken for herein lies the key to the effectiveness of the foreign educational penetration of the country and the type of orientation which, under normal conditions, would develop. In the study, it is intended to present a survey of the educational objectives of the three major distinctive periods under which the educational system has developed and to determine the degree of effectiveness which each has had upon the system and the school population. In order to establish the degree of effectiveness,

it will become necessary to establish certain policies which have taken place following the transition from one phase to another. Furthermore, the study intends to show the methods of educational control as established by the Albanian Communist Party in its attempt to bring about the communization of the educational system of Albania.

The absence of literature reveals that such a study as this is greatly needed in order to better understand the determining influence of a nation's cultural pattern upon the status and trends of an educational system. It also becomes evident that too few studies have been directed in this area and that one should become familiar with the methods of educational control as employed by the Communist Party.

The present educational objectives as formulated by the Communist Party are influenced by the theory of communist philosophy. In view of this fact, it becomes necessary to determine what the major and minor educational objectives consist of and what part have they played in bringing about an acceptable opinion of the existing regime.

Additional studies in relation to present trends and status of education in the satellite empire would lead to a better understanding of the influence of Soviet educational policies upon the educational systems of satellite Europe.

CHAPTER ONE
INFLUENCES AFFECTING THE DEVELOPMENT
OF THE ALBANIAN EDUCATIONAL SYSTEM

The educational structure of a community or a nation is generally formulated through the direct or incidental efforts made by society. These efforts may be put forth by organized society as a whole - a nation for example - or by various political, religious groups and even by armies of occupation. The educational goals, likewise, may be formulated either in the interest of the nation or in the interest of the various groups that control the policies of a nation's educational development.

To gain a better understanding of what has taken place in relation to the development of the Albanian educational system, it becomes necessary to learn something of those influences which have acted to formulate basic educational philosophies, programs and policies.

In relation to present day Albania, the existing literature indicates that certain internal

and external forces have not only greatly affected the development of the inhabitants' attitudes and ideals towards education, but have also acted to impede the development of the educational system, and thus to create an educational situation in which inconsistencies exist.

The internal and external factors which have acted to create this situation are numerous. These forces made their appearance in one form or another at various intervals throughout this nation's development. A rapid survey of the country's history, cultural and traditional forces, will furnish a background for appreciating those internal and external influences which have played a vital role in the shaping of the educational system.

Albania is located on the eastern shore of the Adriatic Sea, no larger in size than the state of Maryland, and geographically situated between Yugoslavia and Greece. With a population of roughly over one million inhabitants in number, Albania has traditionally played the role of a buffer state. In playing this role, the Albanian Government has always been fearful of her neighbors. This fear has caused instability and isolation to take place. These barriers - having been established - reduced to a minimum the influx of ideas entering the country from Greece and Yugoslavia.

The forces of isolation and fear have greatly influenced the attitudes and values of the people since ancient times. The Albanians have the distinction of being the descendants of the ancient Illyrians. Prior to their conquest by Rome in 167 B.C.,¹ the Illyrians occupied the whole eastern Adriatic coastline as far south as the present city of Dürres and inland to the Morava River, which is presently located in eastern Yugoslavia.

Having been absorbed into the Roman Empire as a conquered province, Illyria proved to be a mighty asset to Rome. The contribution of Illyria to the Roman Empire was not to be limited to that of a feeder of manpower. With the passage of time, a number of Illyrians were to gain positions of great responsibility within the administrative structure of the Roman Empire. Of the various individuals who were granted such a privilege, three were to become emperors of Rome, Diocletian, Constantine, and Justinian.

¹ United States Congress, House of Representatives, Select Committee on Communist Aggression, Communist Takeover and Occupation of Albania, (Special Report No. 13, 83rd Congress 2nd Session). Washington D.C., Government Printing Office, 1954, p. 1.

Though various Albanians were able to gain certain administrative positions within the governmental structure of the Roman Empire, existing literature indicates that this small minority group did not seek to bring about the development and creation of various cultural institutions of learning in their homeland. Thus, it becomes obvious that certain individuals having gained positions of wealth, power, did so not in their desire to aid their homeland, but instead gained such positions because they were opportunists. This factor alone is not responsible for the failure of the Albanians to gain new ideas from their experience as subjects of Rome. In fact, the individualistic nature of the Albanian people and clans together with the topographical features of the country, helped to establish a barrier between the two groups. Thus, an interchange of ideas could not take place and the Albanians were able to avoid cultural assimilation and to maintain their own hide bound traditions of an age old past.

With the decline of the Roman Empire and a corresponding reduction of Roman influence and the arrival of Slavic tribes into the Balkan Peninsula, the Albanians were forced with each successive wave of invasions, to

withdraw into the least accessible regions of the country; thus, losing contact with the outside world. In resorting to such a policy, the Albanians unknowingly reinforced a belief that in order to successfully avoid cultural assimilation, it was best to maintain a minimum degree of contact between the invader and themselves. This policy on the part of the Albanian tribes, together with the withdrawal of invading tribes over a short period of time, helped to widen an educational wasteland which began when the Albanians failed to adopt Roman ideals and cultural values. Numerous forces played a vital role in establishing a barrier to exist and thus, to reduce the effectiveness of the period of Roman occupation. Robert Lee Wolff, in his book entitled, The Balkans In Our Time, notes that Roman occupation zones were not extended to include the mountainous regions of the country. They were extended only over the small plains area. At the same time, the topographical features of the country made it impossible for an intensive communication and transportation system to develop. The lack of such systems, together with the topographical features of the country and the hostile attitude of the inhabitants, made it impossible for Roman influence to penetrate into the interior.

As the Illyrians were unable to maintain their position against the might of Rome and the various barbaric invaders, so the Albanians, their descendants, were unable to successfully challenge the power and the armed might of the Ottoman Turks.

Having conquered various sections of the Balkan Peninsula in the earlier part of the thirteenth century, the Ottoman Turks moved against Albania. Finding before them a divided feudal nation, the Turks, after a minor struggle, were able to conquer the country in 1385. From this date, Albania remained a Turkish province until the creation of an independent Albanian state in 1912.

The five hundred year rule imposed upon the Albanians by the Ottoman Turks was to have a great affect upon the people, their way of life, and philosophies. Fear of losing their lives, property and limited belongings, the Albanians, who prior to the Turkish conquest, were in the majority Christians of the Orthodox and Catholic faiths, became converted to Islam. So thorough was this conversion, that a cultural assimilation took place.

Though the Albanians came to adopt the

way of life of the Ottoman Turks and their institutions, it is interesting to note that at this very same time, Lek Duhagjini, the ancient law giver, formulated certain laws by which the mountaineers still live. In referring to the laws of Lek Duhagjini, Margaret Hasluck states,

It was he who framed the laws by which the mountaineers still live. More probably, like Solon of Athens, he revised and codified existing laws, though apparently without setting them down on paper. Numerous items in his code resemble those known among the Romans and other ancient peoples, and in the versions we have there are many signs of evolution from earlier forms.²

Here is the first evidence of a record of the customary law of the Albanian tribes. Though the Albanians were able to maintain a minimum degree of contact between themselves and other outside groups, an interchange of ideas did take place. What effect these ideas had upon the people in relation to the establishment of schools, is unknown. However, should they have had a great affect, they soon came to be reduced in importance for the Albanians, not being able to enjoy any long period of

²Margaret Hasluck, The Unwritten Law In Albania, (London, England: University Press, Cambridge, 1954), p. 13.

internal stability, became, as we have seen, pre-occupied with other matters.

With the decline in power of the Ottoman Empire, the various nationalistic groups that inhabited the Balkans rose in one united effort to rid themselves of Turkish oppression. Thus, the ravages of war once again swept the Balkan Peninsula. The Albanians, fearing a partition of their country by their stronger neighbors, desired to maintain an autonomous nation under Turkish jurisdiction. It is interesting to note that it was in the late nineteenth century that the Albanians developed a feeling of national consciousness. Evidence that the Albanian national awakening took place in the latter part of the nineteenth century is to be found in the following statement,

A League for the Defense of the Albanian Nation, usually called the "League of Prizen", after the town where it was founded, sent a memorandum to Disraeli, declaring the Albanians would fight to keep their territory in the Ottoman Empire. They asked that all Albanians be united in one province, to be governed from Monastir by a Turkish governor-general, who would be advised by an Albanian committee, to be elected by universal suffrage. Albanian would be the language of the administration. To this and other demands the Congress of Berlin

paid no attention, Bismarck simply stating flatly that there was no such thing as an Albanian nationality.³

In spite of this fear, the Albanians sided first with the Turks and with their fellow Orthodox co-religionist, in their successful attempt to overthrow five hundred years of Turkish occupation.

On November 28, 1912, under the leadership of Ismal Qemal Vlora, a declaration of independence was declared and a constitution was quickly drafted and ratified. On July 29, 1913, the representatives of the "Great Powers" decided to create an independent Albanian state. Though the Albanians had finally gained their independence, they were unable, due to highly unstable conditions during the Balkan Wars, to establish policies that would bring about the creation of institutions of learning.

With the outbreak of World War I, the Albanian people once again found their country occupied by foreign forces, the armies of the Austro-Hungarian Empire, the Kingdom of Italy, and the Republic of France. In order to appease the people who once again sought shelter in the impregnable mountains of the Albanian Alps, and to create a degree of favorable world public

³Robert Lee Wolff, The Balkans In Our Time, (Cambridge: Harvard University Press, 1956), p. 91.

opinion towards themselves, the representatives of the occupying powers granted to the Albanian people a measure of limited home rule. In accepting this degree of autonomy, the Albanians came directly under the influence of Italian, Austro-Hungarian and French occupation and administrative forces. With the close of World War I, the Albanians, arguing on the basis of President Wilson's principle of "self determination of nations", were able to successfully force, through the use of peaceful measures, the withdrawal of all occupying forces from their country and thus, to maintain their independent status.

From 1920 to 1939, the Albanian Government, finding itself free from all external forces and pressures for the first time in its long turbulent history, settled down to formulate plans which would bring about the transformation of a backward and feudalistic area to that of a relatively modern and limited industrial nation.

Before any progress could be achieved in this direction, it became necessary for the government to formulate a policy that would result in the creation of some resemblance of order in the country. This task proved to be an exceedingly difficult one. The rugged Albanian

tribal chieftains resented external authority. To the leaders of the various clans, any type of authority represented to a great degree an infringement upon their liberties, freedom and way of life. Thus, it is not surprising to find that, "Since 1912 the old mountain code has been left comparatively undisturbed, free to come into line with the ways of the West in its own time".⁴ Thus, though the Albanian Government found itself free from external pressures, it could not free itself from the internal pressures and forces. This period of Albanian history is marked with violence, civil war, revolutions and counter-revolutions. Any attempt to develop the Albanian towards more of a democratic state was fully blocked by these internal forces and the rule of King Zog.

Though the Albanian Government had at this time found itself unable to cope with the resistance of a majority of the tribal chieftains, some domestic and economic advances were made. In 1920, a number of hospitals were established and the scourge of malaria was reduced. Schools were constructed and light industry was begun. The establishment of a network of modern roads throughout the country, plus the improvement of

⁴Margaret Hasluck, op. cit., p. 11.

the limited and primitive communication system, served to bring parts of the country closer together.

The minor advancements that were made by the government in their attempt to improve the internal conditions of the country soon came to a complete close. On March 25, 1939 under the orders of Benito Mussolini, Colonel Mario de Ferraris, a member of the Italian Intelligence Service, left for Tirana, taking with him an ultimatum that would transform Albania from an independent kingdom to that of an "Italian protectorate". In referring to this incident, Count Ciano, the Italian Foreign Minister, stated on March 21, 1939, "Formally and substantially violates the integrity and the sovereignty of Albania".⁵ The refusal of the Albanian Government to comply with the wishes of Benito Mussolini resulted in the invasion of Albania by Italian forces under the command of Marshal Pietro Badoglio, on April 7, 1939.

On October 28, 1940, Italian troops invaded Greece. Thus, Albania became the springboard for the future military and political domination of Greece. Though Italian forces were initially

⁵Count Ciano, The Count Ciano Diaries, 1939-1943, (New York: Doubleday and Co., 1946), p. 56.

successful, their attempt to conquer Greece ended in failure. Refusing to revert to their old familiar pattern, the Albanians, instead of joining the Italians, fought side by side with elements of the Greek Army and independently as guerrilla forces. This unexpected turnabout on the part of the Albanian population together with Greek military advances, caught the Italian government and army completely off guard. Finding themselves being driven deeper into Albanian territory and their backs to the sea, the Italian government requested German aid.

The conquest of the Balkan States by the forces of Nazi Germany no longer made it possible at this time, for any type of internal improvement to take place. The Albanian people, finding themselves faced with a new foe, took to the mountains to wage a guerrilla type of warfare against the invaders. This action on the part of the Albanians and counter action on the part of the German occupation forces led to a period of national instability. With the withdrawal of the German forces from Albanian soil on November 29, 1944, there emerged the government of Enver Hoxha and a growing pro-Yugoslav Communist type of influence. The growth of the pro-Yugoslavian influence began as early as 1939 when Tito fully realizing that the Albanian Communist

Movement was ineffectual, sent to Albania Miladin Popovich in a move to assist the floundering Albanian Communist Party. When the German invasion of the Soviet Union took place on June 22, 1941, Yugoslavian influence was increased. Marshal Tito not only increased his indirect control over the policies of the Albanian Communist Party, but by the close of the war, he had reduced Albania to the status of a sub-satellite of Yugoslavia. Various historians such as Robert Lee Wolff in his textbook entitled, The Balkans In Our Time, and Hugh Seton Watson's, The East European Revolution, present in detail the total growth of the Yugoslavian influence not only in relation to the military aspect, but to the dominance of pro-Yugoslavian influence over the people in all aspects of their daily lives.

As we have seen, the history of Albania has been a most turbulent one. The forces and pressures, both internal and external, for various reasons, have always plagued the political, social, economic, and cultural development of this nation. In view of her past history and as a result of these pressures, we should not wonder why it is that even as late as the twentieth century, Albania has been considered as one of Europe's least developed nations.

The traditional and cultural development of a nation plays a great part in influencing the development of the growth of an educational system of any nation. This is evident by the fact that the early American settlers brought with them their own institutions and established schools patterned after those found in western Europe. However, in relation to the Albanians, they were unable to adopt the educational policies, programs, of their neighbors. A fear that Greek, Yugoslavian and Turkish educational policies and philosophies would not serve the best interests of the country, prevented the Albanians from accepting their aid. The Albanians fully realized that the educational objectives formulated by an outside force would be most detrimental to the nation. However, once certain groups were allowed to establish educational institutions, the Albanians' fears were justified.⁶

In relation to present day Albania, existing literature as Miss M. E. Durham's, Some Tribal Origins, Laws and Customs of the Balkans, and

⁶In relation to the policies of the various existing foreign educational institutions established by the various powers and the Greek Orthodox Church, it is interesting to note that when an Albanian is asked of what benefits he received while attending one of the various schools, the typical answer is, "All Albanians can speak Greek, but no Greek can speak Albanian."

Margaret Hasluck's, The Unwritten Law In Albania, indicates that certain social patterns and institutions have been created which indirectly and unknowingly have led the Albanian mountaineers to develop a set of tribal laws creating self government and a type of democracy. The major force behind these unwritten laws - the Canon of Lek - began at some unknown date as part of the legal framework devised for the mountaineer's social, administrative aspect of life. Every type of unwritten law has constantly undergone a process of recasting, modification and restatement. However, in relation to the unwritten law which governed the Albanians, the basic tenets have withstood the test of time. Such beliefs as the rule of the majority, the jury system, the development of a close relationship between individual and community and clan which curbs the tendencies for establishing a dictatorship, are definitely found to exist in the socio-political patterns of the democratic states.

Though these tenets of the unwritten law have been responsible for the creation of democratic influences, other aspects have evolved to create certain qualities within the Albanian himself that have served to form a barrier to the growth of educational institutions. The factors responsible for the creation of this situation are numerous

and diversified. They extend from the far left of a scale with the Canon of Lek; this law though based upon Lek Tationis and pivoted upon the principle of patriarchy, as previously mentioned, is responsible for the indirect growth of democratic tendencies. To the far right of our scale, we find the Bessa, an Albanian pledge of honor and the allegiance of the Albanian to his clan, family and tribal chieftain. In the center of the scale is another major characteristic of the Albanians which has contributed greatly to the existing paradoxical situation and the informal educational structure which exists. This characteristic consists of the individualistic nature of the Albanian. This characteristic has caused the Albanian to look upon education with a sense of distrust, for it is a new challenging force capable of bringing about certain beneficial yet unwanted changes.

Outside of these factors which form the basic cultural qualities of the Albanians and the source from which their values, beliefs have originated, another influencing force is to be found in the main geographical division of its people and the existence of various religious groupings within the country. One of the major contributing factors which has worked to impede the development of an educational system is to

be found in the existence of the two main Albanian tribes and of the clan system.

The Shkumbi River which flows from Lake Ochrida, located in eastern Albania, to the Adriatic Sea, and whose literal English translation means, "The River of Foam", forms a natural dividing line between Albania's two peoples - The Ghegs to the north of this turbulent river, and the Tosks to the south. Among the Ghegs, there are to be found many Moslems and some Roman Catholics. The Tosks, who inhabit the limited fertile plains region of the country, are mostly Moslems with a strong Eastern Orthodox minority residing in the area of Korçë and southward to the Greek border. Though the dialects differ, mutual comprehension is possible. Yet, though the mountains have given birth to one kind of man, they are bound indissolvably together by the fact that they are one - ethnologically, culturally, and historically.

The Ghegs are by many historians considered to be more warlike and independent of spirit than their brothers to the south. However, the reader should not underestimate the warlike temper and independent spirit of the clans of the plains region. This group possesses all of the inherent

qualities of the Ghegs and as their counterparts, live by the Canon of Lek, are extremely loyal to their clans and tribal chieftains.

In relation to their way of life, we find that although it is extremely colorful, it is considered a primitive one were we to measure it by present day standards of civilization. Today, as throughout Albania's past, the Albanian clan is still divided into various groupings. The main group is the mahala composed of persons who are related by blood, marriage and reside within the confines of one given locale. The mahala is itself sub-divided into house units, with each house being a fortress unto itself and each male member of the family an additional rifle. This situation is very similar to that which one would find in the Ozark Mountain region of the United States. In writing of the typical Albanian clans, Harrision Salisbury, the first correspondent from the United States to have visited Albania since the Communist takeover of the country in 1944, states,

In some social matters, the Albanians are like other mountain folk. In some groups, particularly among the Ghegs, society is still in the tribal stage of development. The blood feud or vendetti has been a scourge among the Ghegs. In many places, even the accidental death of a kinsman, can be avenged only by the murder of the guilty person or one of the relatives.⁷

⁷Harrision Salisbury, The New York Times, September 9, 1957, p. 1.

Though certain internal factors served to create the formation of a way of life, the clan system impeded the growth of a national educational system.

In an analysis of her past history and cultural development together with those outside influences, it becomes evident that a nation, in order to create a strong foundation from which educational institutions can be created and developed, must enjoy a relatively long period of internal tranquility. Albania was unable to enjoy a period of internal stability and thus was unable to bring about the development of national educational institutions. Four forces have played a vital role in impeding the development of this nation's educational programs.

Albania's geographical position, the first of our four major influencing forces, has long been looked upon as the, Key to the Balkans and the whole Near East. Thus, due to her location, Albania has found herself lying directly in the path of expanding empires.

The second influencing force, closely related to the first, once again stems from her geographical position. She has become, as we have seen, in the hands of the World Powers, a buffer state and thus subject to the pressures which can

result from the inability to determine one's own politics.

The third force, indirectly created because of the numerous waves of successive invasions by outside forces, consists of shifts in population from one area of the country to another area. These shifts in population which have occurred over the centuries, have naturally brought about an exchange of ideas between the two main tribal groups. Yet, these very shifts have also caused a disruption to take place in the normal lines of development. These disruptions have forced the inhabitants to lose contact with outside forces, to fear change and to cause a conflict to develop between the Ghegs, who reside in the mountainous regions of the north, and the Tosks, who reside in the fertile plains regions of the south.

The fourth and final force which has acted to form an unbreakable barrier to the introduction of progress, consists of the clan system and the country's traditions, customs, and mores.

Each of these forces has either directly or indirectly worked to shape the attitudes possessed by the Albanian people. In many respects, their devotion to family, clan, and community, may be considered as amiable traits. Yet, it is these

various qualities which together with internal and external forces, have worked hand in hand to block the numerous attempts by various nationalistic groups to bring about the development of an educational system. Thus, the Albanian government was confronted with such problems which confronted the United States government in its early attempts to bring educational institutions to the Ozark region of the United States of America.

Any institution or movement can be best appreciated only if its origins are known. The origins of the growth of an Albanian educational philosophy appears to be lost in the mystical and legendary past of this country's history. Though one is unable to trace the national philosophical theories to their beginnings, it is interesting to note that each influencing force has contributed greatly in shaping an educational philosophy for Albania. Yet, though these numerous internal and external forces have played a vital role in formulating an educational philosophy, it seems once the reader examines the reactions of the people and their educational attitudes, that as W. H. Kilpatrick states:

It is not a question of philosophy or no philosophy. The only question is whether one shall be content with a philosophy that he just happens to have or whether he will become conscious of the philosophy, take it

in hand and try to improve it.⁸

The various representatives of the foreign educational commissions that have been granted the privilege of establishing educational institutions in Albania, have found it exceedingly difficult to carry out their policies. The reason for this failure may be attributed to the fact that the educational objectives were not in keeping with those desired by the native population. The only foreign educational institutions to prove themselves successful in relation to its educational policies, were those established by the American Junior Red Cross, the Albanian-American Near East Foundation. Reasons for the success of these institutions may be attributed to three major reasons. First, there exists within the social and cultural pattern of the Albanians certain characteristics and similar political beliefs that make it easier for the Albanians to accept the development of American influence within their educational system. The second reason is that the educational mission established in Albania in the early 1920's did not seek to alienate the people by trying to impose upon them certain objectives which would prove harmful to the country's interests. The third reason is that the Americans

⁸W. H. Kilpatrick, "The Relation of Philosophy to Scientific Research", Journal of Educational Research, 24:110, September, 1931.

of Albanian descent play an important role in Albanian affairs. This group enjoys an unlimited degree of influence in Albania and is responsible for the building of a number of schools. To this group, the American way is the best way and thus, they use their influence and financial contributions to develop educational institutions, policies and programs patterned after those which exist in the United States of America.

The fact that the American influence has been allowed to develop unhampered until the Axis occupation of the country took place, carries certain implications. On one hand, it shows that the people desire the development of an educational system patterned after that which exists in the United States. It also shows that the educational system which is in existence today will not be effective. Should the day arrive when democratic institutions are once again allowed to exist, certain aspects of the present day Communist educational structure will disappear. Whenever possible, the Albanians - in order to avoid contact with the various undesirable "foreign" institutions of learning - allow themselves to retreat deeper into their own cultural environment; thus, contributing to the formation of an unstable educational system.

CHAPTER TWO
THE GROWTH AND DEVELOPMENT OF
FOREIGN EDUCATIONAL INFLUENCES

The strength of a nation lies in its educational system. However, in regards to the evolution of the Albanian educational system, such works as Stavro Skendi's Albania, Christo A. Dako's Albania - The Master Key to the Near East, and Constantine Chekrezi's Albania - Past and Present, reveal that the evolution of the Albanian educational system was plagued by foreign influences. Because of these influences, the Albanians were unable to begin the formulation of educational policies and the establishment of Albanian language and national schools until the present century. Thus, until Albania gained her political independence, the existing informal Albanian educational system was in the hands of foreign powers who

... had the full freedom to come to our country, to establish schools of their own and to work to make us (the Albanians) Greeks, Roumanians, Slavs, Bulgarians, Turks, and Italians, while we (the Albanians) were forbidden to educate ourselves in our own language.⁹

⁹Christo A. Dako, Albania: The Master Key to the Near East, (Boston, Mass., E. L. Grimes Company, 1919), p. 257.

To better understand why a situation existed in which the proper conditions were not allowed to exist in order that a national educational system could be established prior to 1920, it becomes necessary to gain an insight into the political situation of the country. Albania gained her political independence in 1912. This independence was further guaranteed by the determination of President Woodrow Wilson to gain, "self-determination of nations", at the Paris Peace Conference. Prior to 1912, the various Balkan states sought to annex certain sections of the geographical area known as Albania. In order to justify their claims to these various areas, it became necessary to penetrate the country through economic means. This move was blocked by the Italian government when it issued the following statement on June 3, 1917, in its attempt to check the growing Slavic and Greek influence: "The unity and independence of all Albania is under the regis and protection of the Kingdom of Italy." ¹⁰

Though the Italian officials proved outwardly to be successful, the advances made by the pan-Slavic and pan-Hellenic groups who sought to gain the

¹⁰ United States Congress, House of Representatives, Select Committee on Communist Aggression, Communist Takeover and Occupation of Albania, (Special Report No. 13, 83rd Congress 2nd Session), Washington D.C. Government Printing Office, 1954, p. 2.

Slavization and Hellenization of the population of the desired areas, could not be erased or halted by the mere issuance of an official statement. Thus, all activities which called for the penetration of the country through educational means continued.

Among the various non-Albanian schools which were established by foreign powers, two of the oldest are located in the town of Skodër. These two Roman Catholic institutions were established by the Franciscans in 1861 and the Jesuits in 1877. Though these two institutions taught the Albanian language to their students, their effectiveness was limited to the Roman Catholic minority of northern Albania.

The Serbian and Bulgarian schools were to be found in the two areas of the country which each nation desired to obtain should a partition of Albania take place at some future date, for at this time no European government believed that an independent Albanian state would be created by the World Powers. The Serbian schools were established in the Kossova Plains region of northern Albania which today is within the boundaries of Yugoslavia. The Bulgarian schools were established in the southeast section of Albania. The effectiveness of these two schools was limited. The pupils who attended the various schools did learn the language of each respective institution. However,

they did not develop a feeling of allegiance to either Bulgaria or Serbia. To some degree, with the exception of Bulgaria, this is a strange phenomena in that the socio-cultural patterns of the Albanians and the Serbs are very similar.¹¹ Both the Serbs and Montenegrins, like the Albanians have undergone the same type of national growth. Each are an independent people and Orthodox by faith, but here the similarity ends and the differences begin. The Serbs have never forgiven the Albanians for the major part which they played as allies of the Ottoman Turks on June of 1389. It was on this date Vidov Dan, that the Serbs and their allies were defeated by the combined Albanian-Turkish forces at the Battle of Kossovo. From this date onward, a Yugoslav-Albania struggle for the right of annexation of the Plains of Kossova existed. This struggle is responsible for the ending of the growth of both Slavic and Bulgarian educational influence in the country.

The numerous Greek schools and churches which extended along Albania's coastline and throughout all of southern Albania, were to have a

¹¹Though Milovan Djilas, in his autobiography entitled, Land Without Justice, writes of his youth in Montenegro, the incidents and way of life which he describes are similar to those which one would find to exist in Albania.

great influence upon the people and the development of an educational system. The Greeks and the Albanians have many common characteristics. Their way of life and religious faith are the same, as are their customs. Thus, with such strong common bonds existing, the Greek government, more so than any other foreign force, was able to gain the educational penetration of the country with some degree of success. However, though the Greeks were successful in their initial attempts, their major objective which consisted of establishing schools and churches with the specific purpose of denationalizing the Albanian population, soon turned the Albanians against them. Thus, once the various Albanian national groups came to realize that the major educational objectives as formulated by the Greek government were established in order to benefit the Greek government and not the Albanian people, a struggle took place to develop a national educational system - free from the foreign educational influences.

Their first open attempt in this direction came in the late eighteen hundreds, when the Turkish authorities adopted a liberal policy toward their Christian subjects and relaxed the interdiction on the Albanians. The adoption of such a liberal policy on the part of the Turkish government automatically gave birth in 1878 to the Council

of Prizen. At this meeting, it was agreed upon by the various representatives that, "The language of the administration of an autonomous Albania should be Albanian and that tax supported Albanian schools should be opened".¹² Thus, this decision gave birth to the ideal that an Albanian educational system was necessary if national consciousness and independence was to be achieved at some future date.

The establishment of Albanian language schools together with this recently acquired intellectual freedom, caused a chain reaction to take place throughout Albania proper and wherever Albanian colonies were established. Thus, there appeared in 1879 in Constantinople, Turkey,

The Society for the Development of the Albanian Language, which had as its major objective, the publishing of educational books in Albanian. Under the leadership of such Albanians as Sami Bey Frasheri, John Vieto and Wassa Pasha, a number of substantial books, such as manuals of history, physical science readers, and spelling books were published and distributed.¹³

The publication of Albanian language textbooks in Turkey at this time proved most beneficial to the

¹²Constantine A. Checkrezi, Albania - Past and Present, (New York: Macmillian Co., 1919), p. 214.

¹³Ibid., p. 215.

educational movement. At this period in history, the Sublime Porte (the Turkish government), was under the direct influence of the British government and this influence extended into the country's educational institutions. Thus, indirectly the British influence made its appearance in the Albanian educational system. This is evident in that a greater emphasis was placed upon subject matter and character building.

The newly created Albanian schools at this time sought to create national consciousness among the people and to reduce the high rate of illiteracy.¹⁴ These objectives, together with the increase in intellectual activity, were indirectly undermining the major designs of the representatives of the foreign powers, mainly those of Greek and Turkish governments. In view of such circumstances, a reaction took place. In 1886, Sultan Abdul Hamid II ordered that all publications in the Albanian language be suppressed. This decree, according to Constantine A. Chekrezi's Albania - Past and Present, and to Stavro Skendi's Albania, was followed by a supplementary decree to the same effect as issued by the Greek Patriarchate of Constantinople.

¹⁴Ibid, p. 215

This action on the part of the Turkish authorities halted all attempts to create a free and independent educational system within the country. The reasons for the lack of a development of a national educational system and the publication of material and educational growth on the part of the majority of the people, as we have noticed, are various and numerous. Yet, according to Constantine A. Chekrezi, the author of, Albania - Past and Present, three major factors or forces are responsible for the lack of the educational growth of the country and for the formulation of a policy which called for the full suppression of all national schools and Albanian publications on the part of the Ottoman rulers of Albania. These three major reasons consist of the following,

In the first place, the almost lack of Albanian literature rendered the spread of education among the Albanians in their native language almost impossible. The oldest book in the Albanian language was published in the fifteenth century and after it, practically no serviceable books made their appearance. In the second place, even if there were any Albanian books they could not be of any use, in as much as the Turkish government had definitely barred the Albanian language from the few schools that existed in Albania. In the third place, the Albanian language was interdicted by a decree of the Greek Patriarch of Constantinople, who threatened with excommunication and eternal damnation any Orthodox Albanian who used the

"accursed" Albanian language either in schools or churches.¹⁵

While the Albanians once again found themselves unable to openly study the language of their birth and to attend national schools because of royal and religious decrees, they attended during the day Bulgarian, Roumanian, Serbian, Austrian, Italian, and Greek schools. However, at night, in the face of excommunication from the church and the death penalty, they would meet in the cellars of their homes or some previously arranged meeting place in the mountains to study the history of their country and native language.¹⁶

The brief period which existed from the day Albania gained her independence, December 28, 1912, to the outbreak of World War I, July 28, 1914, was too short a span in which any progress could be achieved by the government in its attempt to establish a national educational system. However,

¹⁵Ibid, p. 58.

¹⁶Though the practice may appear strange, it is no different than what took place during World War II. In referring to these times, many Americans of Albanian descent, who attended these foreign schools, clearly recall the hardships which they endured in order to study the language and history of their country.

with the close of World War I, the government made several attempts to establish an educational system. Under the regime of King Zog, a Ministry of Public Instruction at the Congress of Lushnjë was created (1920) and a number of schools came into existence. Of the newly established schools, many were financed by the Albanian government and foreign organizations such as the American Junior Red Cross and the American Near East Foundation. Other institutions were established by private contributions sent to Albania by American citizens of Albanian descent and by private individuals such as Greasim D. Kyrias, an Albanian educated by the American Board of Missions and the founder of the first Albanian Girls School.

The American Technical School, established by the American Junior Red Cross following the close of World War I and the American Near East Foundation school at Kavaja were known as the "Albanian American Institute". The directors of the institute established an experimental farm and an agricultural school for the small group of boys who attended the institution. For the girls, a domestic science and boarding school was established.¹⁷

¹⁷J. Swire, King Zog's Albania, (New York: Liveright Publishing Corporation, 1937), pp. 34-35.

Another description of the two schools consists of the following:

The boys school has a large farm and work on the farm is the basis for education in farming, training peasant boys in advance farming and in the art of good citizenship. Originally, this school provided for a four year course, but was reduced to three years. The girls school formally a normal institution where young women were trained for teaching in village schools, is now a folk school and the curriculum includes: cooking and food preservation, household sanitation, baby care, weaving, dressmaking, and gardening.¹⁸

Under direct American guidance of Mr. Harry Fultz, Dr. C. Telford Erickson, Reverend P. Kennedy and various Americans of Albanian descent, the Albanian educational program fell under the sway of the growing progressive educational influence of its American directors. This is evident in that the curricula was designed to achieve broader and more meaningful objectives as evidenced by the above mentioned quotation. The techniques employed made for a rapid development and appreciation of the newly established western orientated educational system.

¹⁸Constantine A. Chekrezi, op. cit., p. 191.

The rapid rate of educational progress together with the growth of pro-American sentiments, created a certain degree of alarm within specific governmental circles. A group opposed to such rapid democratic enlightenment and which had pro-Italian and Fascist sympathies, for at this time Albania was being flooded with Italian cultural and technical missions and Italian instructors, acted to halt the further development of the growth of American influence in the educational system of Albania and of those institutions which did not come under the complete jurisdiction of the Albanian government. On April 22, 1933, the first radical change in education occurred.

The nationalization of education and the suppression of private schools in Albania was decreed. Article 206 of the constitution was amended to read:
"The teaching and education of the Albanian citizens are an exclusive right of the state. They are given only in schools and various institutions of the state according to law ... Private schools of any category which have functioned until now, are closed." ¹⁹

Thus, an end came to the democratic and western orientated schools. In order to substantiate their action, the government stated that the private

¹⁹Stavro Skendi, Albania, (New York: Frederick A. Praeger Inc., 1957), p. 270.

schools were not financed by the government, but from abroad and that their usefulness was limited and above all, that they were guilty of fostering a separatist sentiment among the younger generation. In order to build a new educational system, a decree was passed on September 26, 1934, by Dr. Mirash Ivanoj, then Minister of Education, - which reorganized the whole educational system. Of this decree which is referred to as "Ivanoj's Law", Dr. Stavro Skendi states, "That it was one of the most important and complete "organic decree - law" ever made in Albania. It aimed to create an integrated national education program."²⁰ A brief summary of what took place following the passage of the new educational decree consists of the following:

Elementary Education - Free elementary education was made obligatory for all children of Albanian citizens from the age of four to that of thirteen. In the villages, where there were no kindergartens, education began at the age of seven with elementary school. Five grades of instruction were given in elementary school. The first three grades constituted the lower division, the last two the upper division. Upon completion of elementary school, the student could enter a gymnasium, or other secondary school.

Secondary Education - The aim of secondary education was to give the student a general education, to prepare him for further study in universities or other institutions of higher learning, or to give him the necessary theoretical and practical knowledge for exercising a free profession. Albanian

²⁰Ibid., p. 271.

secondary schools consisted of the following types.

1. Gymnasium, eight years of instruction. This was divided into two levels, the lower comprising the first four classes, and the upper the last four. The lower level was the basis for all secondary schools. Those gymnasia that had no particular specialization emphasized a kind of general education. There was also a state secondary institution, the National Lycée of Korçë, in which the courses were conducted in French. The lycée program consisted of nine years of instruction, the first two preparatory. Its curriculum after the second year was that of all recognized French lycées, with the addition of Albanian language and literature.

2. Normal School, four years of instruction. There were two such schools, one in Elbasan which was coeducational, and one in Tirana for girls. The normal schools were intended to prepare the teaching body of the elementary schools and kindergartens. Students entered normal school after four years of a gymnasium.

3. Town School (shkolla qytetse), four years of instruction. This was a unit by itself and constituted the lower division of the professional schools; it corresponded to the lower level of the gymnasium.

4. Commercial Institute, four years of instruction of higher secondary grade. Students were admitted after they had finished a town school, with a major in commerce.

5. Technical School, three to five years of instruction, depending on the field. This consisted of upper secondary grades. Its principal aim was the theoretical and practical teaching of agriculture and various crafts. The students entered a technical school after they had completed a town school.

The secondary schools had the following fields: (1) The gymnasia had classical and scientific divisions, beginning with the third

year. The National Lycée of Korçë, according to the French system, had a liberal arts division and a science division. (2) The normal school trained teachers for elementary and kindergarten instruction, with a two-year curriculum for kindergarten training and a four-year program for elementary training. The normal school for girls was united with the gymnasium for girls, which was the Institute for Girls in Tirana. For their last two years, normal school students specializing in elementary education attended training schools (shkolla ushtrimore) to obtain practice training. (3) The branches of study in the town schools were business, wood-carving, dairy, agriculture, and house-keeping, depending on the needs of the localities. Specialization began in the third year.

Higher Education - There were no universities in prewar Albania, and advanced²¹ study had to be pursued outside the country.

The desire for educational reform brought about a reexamination of the existing educational system. On May 6, 1938, approximately four years and one month after the total reorganization of the educational system had taken place, a new law was passed that was to affect the secondary schools and their curriculum. Up until this time, the existing secondary school curriculum placed a greater degree of emphasis on subject matter that prepared the student for entrance into the professions and the colleges and universities of

²¹Ibid., pp. 271-272.

the neighboring countries, for no universities existed in Albania at the time. The changes which took place were definitely shaped by the American influence in that vocational schools were established and the curricula was formulated on a flexible basis in an attempt to meet the needs of the villages. This American influence was to have a great effect on the decree that was passed on May 6, 1938. This decree was designed to replace certain academic courses with vocational courses - thus, creating a balanced program. With the passage of this new law,

The work school (shkolla e punës) completed the education given in elementary schools. It offered two-or-four year courses and it was designed to train young Albanians for various useful arts and crafts, for farming, animal husbandry and for small industrial and commercial enterprises.²²

With the passage of this new law, the Albanian government granted an "unofficial commendation" to the formerly private and independent American administered educational institutions and to the progressive educators of America. The fact is that the Albanian government has "unofficially" backed the policies advocated and put into use by the administrative staff of the American schools. Though they were forced to close and nationalize

²²Ibid., p. 273.

these schools, they adopted their philosophies and methods.

Though the western oriented educational reform movement had swept Albania and had gained a certain degree of momentum, an outside force made its appearance felt and all activity in this area came to a close. Thus, as we can see, the reform movement was short-lived, for a year later the Italian troops occupied Albania.

The effect of the Italian occupation upon the existing educational system at the beginning of the occupation was strongly felt. Such courses as Italian and Fascism - Its Theory and Practice, - were required courses.²³ However, with the breakdown of the Axis empire and the growth of the resistance movement, the secondary schools became centers of guerrilla recruitment; thus, formal educational training came to a standstill.

Following the withdrawal of the Axis forces from Albania in 1944, and the establishment of the Communist system, the Albanian educational system

²³Italian Government, Albanian Affairs Department, Albania, Rome, Italy, Government Printing Office, 1938, p. 121.

was to undergo one of the most radical changes in its short history. Like the conquerors before them, the Communists sought and are seeking to, "Abolish backwardness and place at the disposal of the broad masses all the means for spreading and developing the new socialist culture and ideology."²⁴

Thus, though the words and phrases may differ, the educational objectives are the same -- total identification and allegiance to the new authorities.

²⁴Special Report No. 13, 83rd Congress, 2nd Session, op. cit., p. 16.

CHAPTER THREE
EDUCATIONAL OBJECTIVES OF THE THREE
MAJOR PHASES OF DEVELOPMENT

Native cultural forces, foreign cultural and social influences, foreign educational penetration of the country, together with unstable internal and external conditions, were responsible factors in creating an informal educational system which existed in Albania prior to 1920.

An analysis of the evolution of the development of the Albanian educational system as presented in such works as Hugh Seton Watson's, The East European Revolution, and Robert L. Wolff's, The Balkans In Our Times, indicates that the development of a formal educational system underwent three major phases of development. These three phases with their own particular educational objectives consist of the following:

- (1) The Pre-Occupation Phase (1920-1939)
- (2) The Axis Occupation Phase (1939-1944)
- (3) The Communist Occupation Phase (1944 to the present)

The Pre-Occupation Phase: - A combination of native influences and the opening of foreign dominated schools in various areas of Albania by the various representatives of the belligerent powers - Austria, Hungary, Italy, France, together with the efforts of the Greek and Yugoslavian government to establish a foothold in Albania through the process of educational penetration, greatly contributed to the establishment of an educational system plagued by inconsistencies. Thus, one of the major problems confronting the newly established Ministry of Public Instruction was that of assimilating the various existing educational programs into a unified whole. In Stavro Skendi's book, Albania, as well as in Robert Lee Wolff's, The Balkans In Our Time, the existing literature shows that though the ministry was handicapped by the problem of creating a national educational system for the whole country from remnants left over from the long period of Ottoman rule and from the informal type of education produced by the culture, the significant barrier consisted of the existing eighty per cent illiteracy rate. In order to reduce the high rate of illiteracy, it became necessary for the government to take full control of the educational policies of the country.

All educational objectives were to be

determined by the Ministry of Instruction and not by the people. Though this was not in keeping with a democratic spirit, certain circumstances were responsible for creating such a situation at this time. Albania was a new state in which formal educational development had not taken place. The people, due to a lack of a network of highways and a communication system, had up to this date, played a minor role in determining educational policies. Had the educational policies been allowed to be determined by the people, complications would undoubtedly have developed because of the existence of the influence of the three major religious faiths within the country. The major reasons as to why the people were not allowed a part in determining policies was because of the growing pro-Italian and pro-Fascist influence. The question now arises - is it possible for the Albanians to establish an educational system from scratch? As we have seen, the educational system was founded upon a weak foundation and since its beginning, it has been plagued by various forces.

In view of what has been stated, it now appears that because of the conflict of interests in relation to the three major religious groups of Albania and the inexperience of the people to develop an educational system by themselves, the establishment of a democratic type of an educational system would

have to be imposed upon the people by an outside force. Though this in itself is undemocratic, it appears that success in this respect can be achieved only if an American educational commission is established for Albania. The United States government has shown by its past policies that it has no intention of Americanizing the Albanian people. It has shown that its past representatives such as Harry Fultz and C. T. Erickson, have worked to establish better conditions for the Albanian and to bring about the formulation of a balanced educational program that would prove beneficial to the country. The above mentioned factors together with the various democratic tendencies that exist within the cultural pattern of the Albanian environment, belief in the majority rule, and trial by jury, would greatly contribute to the formulation of an acceptable educational program. However, the influence of the numerous Albanian-American communities cannot be discounted at this time. From this group could come the trained personnel that would work to bring about the transition of the educational system. The various participating groups - by lending their support to such a project - would make it possible for the primary group, the American educational commission, to take complete control over the formulation and development of the system. The commission could also train Albanian nationals so that they in turn, could

replace the representatives of the commission.

Although the people were denied the right to voice their opinion in relation to the formulation of educational policies, certain concessions were made to the people. The Albanian government, in order to appease the Albanian populace, set the following as its major educational objectives. First, the government felt that the schools should develop along nationalistic lines and strive to create national conscientiousness among the students and the people. Secondly, the government felt that in order to create a better understanding of its social, economic, and political objectives, the schools should strive to reduce the exceedingly high rate of illiteracy which existed in Albania. Thirdly, the government fully realized that the old system did not fully meet the needs of the youth of the nation. Therefore, they formulated a program of studies which would give equal attention to the arts and sciences on one hand and to vocational training on the other. The fourth educational objective consisted of formulating a specialized program whereby those students who terminated their studies with the completion of elementary schools could be given additional training to meet their own individual needs and the major needs of their community and nation. The fifth and final

educational objective by the government consisted of establishing normal schools whereby capable students could be trained as teachers.²⁵

An analysis of the educational objectives as formulated by the Albanian government clearly reveals that American oriented forces have acted to shape these objectives. This is evident by the fact that special attention is now given to the students so that they can meet their own needs and the needs of the community. This trend of establishing a curriculum in terms of tasks to be performed and goals to be reached rather than in terms of lessons to be learned, is a product of progressive education.

The educational objectives plainly indicates that the government did cater to public opinion. The Albanian people, though lacking formal education, clearly realized that the transformation of their country from that of a feudal to an industrial nation could only be achieved through the establishment of technical schools and compulsory education. The efforts of the government to create national consciousness resulted in a favorable reaction as it would among any national group. The diversification in curricula created a wider educational base, thus making for greater educational opportunities and

²⁵Stavro Skendi, op. cit., pp. 270-271-272.

benefits. These objectives, though formulated by the Ministry of Instruction, were nationalistic in spirit. In so being, they appealed to the Albanians who found themselves as inhabitants of a newly created state.

Though the nationalistic influence was allowed to flourish, its power was greatly reduced by the growing Fascist influence. Evidence of the growth of Fascist domination within the educational structure is to be found when one notices the increased control and regimentation of all educational activities during and after school hours. In speaking of this influence, Dr. Stavro Skendi, in his book, Albania, states,

In 1930, Enti Kombëtar Djel mënijs Shqiptare (National Organization of Albanian Youth) was founded to direct the activities of all Albanian youth societies and to improve the patriotic, moral, physical education of the youth of the country.²⁶

It now appears that due to a lack of educational facilities, texts, trained personnel, and the growth of pro-Fascist influence, the pre-occupation phase was plagued by certain inconsistencies in its policies which created an unstable educational situation.

²⁶Stavro Skendi, op. cit., p. 275.

The Axis Occupation Phase:- The second transitional period under which Albanian education was developed was that of the Axis occupation phase. This phase began on April 7, 1939 with the invasion of Albania. It ended on November 29, 1944 with the withdrawal of all Italian and German occupation forces.

The groundwork for the establishment of a Fascist orientated educational system had taken place prior to the actual invasion of the country. Once the Italian forces gained control, the existing educational system came under the full domination of Italian instructors and Fascist educational philosophies. In accordance to the theory of the cooperative state, all institutions came under the jurisdiction of the state, thus anti Fascist educational philosophies were not allowed to exist.

The major objective of the Italian directed educational system consisted of bringing about first, a neutralization of the population; second, the identification of the youth as citizens of the Italian government; third, the formulation of an educational system in accordance with Fascist theory. Though these objectives were not in keeping with the desires of the people, they were realistic in view of the existing situation and over-all political objectives of the Axis forces.

However, the effectiveness of Fascist educational influence was greatly reduced by the lack of a nation-wide communication system and public support. Instead of remaining in the "Fascist indoctrinated" schools, both teachers and students left the educational institutions to join the ranks of the resistance groups such as Bali Kombetar and the Army of National Liberation. Those teachers and students who elected to remain behind transformed these centers of learning into centers of guerrilla recruitment and even made use of the facilities to carry out the printing of subversive newspapers and pamphlets. With the growth of the resistance movement and the Anglo-American invasions and victories in North Africa, Sicily, and Italy, paralysis ensued in education. Teachers and students refused to attend the various educational institutions. This action brought about a closure of all educational institutions and activities.

The Communist Phase:- The third and final transitional phase under which the educational system of Albania was to be influenced, is that of the present-day Communist rule. This phase began on November 29, 1944.

One of the tenets of Communist philosophy is the belief that economic forces are the most important forces in the determination of the type of

society that will exist. This belief is to play a vital role in influencing the course of development of the nation's educational system in that the schools are now oriented to provide a policy that would sustain and justify the enlarged power of the State's overall aspects of life. Thus, we find in our examination of the present-day educational system in Communist Albania, that all of the educational objectives have been greatly influenced by the above-mentioned and indirectly by the philosophies of Karl Marx and I. V. Lenin.

The reorganization of the educational system was one of the main educational objectives of the Albanian Communist Party once they gained full and unchallenged control of the educational system of the country. This move was necessary in that it now became necessary to re-evaluate the existing textbooks, educational methods and educational principles, educational philosophies and the personal philosophies of the educators, in the light of Marxist-Leninist doctrine. Once the reorganization had been completed, Enver Hoxha, the First Secretary of the Party's Central Committee and formerly Premier and Secretary General of the Party, stated on March 24, 1946 to the members of the People's Assembly, "That the main goal of the educational program was to fight illiteracy."²⁷

²⁷Special Report No. 13, 83rd Congress, 2nd Session, op. cit., p. 16.

However, a clue as to how Communist philosophy interprets the term, "fight against illiteracy", was presented to the students of Balkan Affairs on the very same day when Enver Hoxha stated,

This culture and this education should no longer be only a worthless decoration, but should serve the general interest to produce more and better ... We need that culture which will make the people more capable of working and producing, and we will make this culture and education a weapon of the broad working masses.²⁸

Thus, this struggle against the existing 80% illiteracy rate in 1944,²⁹ was not to have as its objective the creation of an "Age of Enlightenment". Instead, the "fight against illiteracy" was to be a means to an end. The Communist government would grant free and equal education to the people only because an educated mass could prove more beneficial and useful, economically speaking, than an illiterate mass. In order to put "teeth" into this statement, the People's Assembly on August 18, 1946 passed the Educational Reform Law. This law made it obligatory for all persons between the ages of twelve and forty to learn to read and write.³⁰

²⁸Stavro Skendi, op. cit., pp. 276-277.

²⁹Robert Lee Wolff, The Balkans In Our Time, (Cambridge: Harvard Univ. Press, 1956), p.569.

³⁰Free Europe Committee, Inc., A Chronology of Events in Albania, (New York: Free Europe Press, 1955), p. 46.

This action on the part of the new officials was calculated to bring certain beneficial results to the prestige of the Albanian Communist Party. For example, they have successfully created the situation whereby a vast majority of the people can now read and write. This factor now makes it possible for the people to advance from the ranks of the unskilled to that of the semi-skilled or skilled worker and even into the professional ranks. Once this has been achieved, different benefits are derived from the newly acquired positions. The people who have thus advanced themselves feel that their advancement becomes a national advancement. The Communist party of Albania now turns about-face and points out these advances and beneficial changes to the people, then draws the conclusion for the people that all progress, both individual and national, is made possible only through the efforts of the Communist party and its philosophy. Thus, progress now becomes identified with the world Communist movement and also an indirect method of control.

An additional clue as to another educational objective is to be found in a speech presented by Enver Hoxha to the representatives who composed the First Congress of the Albanian Communist Party, held in Tirana in 1948. At this meeting, Premier Hoxha, in reference to educational policies and

objectives, stated:

The school (he said) must transmit to the working masses, the ideas and principles of the Party, its aims and duties; it must install the new socialist principles of education; it must educate the children of all the strata of the population on the sources of these principles; it must fight against any alien ideology and against any foreign influence on youth.³¹

Thus, it now becomes obvious that one of the future objectives of the educational program is to gain complete detachment of the youth from non-communistic origins and influences and to bring about a total identification of the youth with the existing Communist regime.

In writing of the educational system, Hugh Seton Watson writes:

The new intelligentsia is to be created by the new system of education. The positive side of the new system is that poorer children get a better opportunity of mounting the educational ladder. The present regimes have set out to favor children of workers and to a lesser extent of poorer peasants. Besides helping children of the poor, the new regimes also discriminate against the children of the formerly wealthy. It is made increasingly difficult for ex-bourgeois children to attend universities ...

³¹Special Report No. 13, 83rd Congress, 2nd Session, op. cit., p. 16.

they prefer to treat them as enemies irremediably corrupted by the reactionary prejudices of their parents.³²

In relation to specific objectives, Watson feels,

The main concern of the educational reforms has been to create a uniform type of school. It is more important to standardize teaching than to enable abler pupils to rise quickly. The purpose of this new education is technical proficiency and Marxist-Leninist indoctrination, rather than the preparation of the pupils to think for themselves.³³

In interpreting the educational objectives relating to the political oriented goals, the policies that determine the educational growth of the nation's political dominated educational system are consistent with the theory of communism. A minority group in its attempt to retain political power over a nation may be forced to direct and impose educational objectives that serve the interests of the group as opposed to the interests of the nation. Although the educational goals may be imposed from without, upon the school population, the objectives are not completely foreign to the masses. The main educational goal requires that a

³²Hugh Seton Watson, The East European Revolution, (New York: Frederick A. Praeger Inc., 1956), pp. 283-284.

³³Ibid., p. 284.

total identification and allegiance to the new authorities on the part of the country's youth take place, but an analysis of various educational objectives clearly reveals that this is a main characteristic of all past educational policies of former external groups. However, though the schools are subject to the control of the Ministry of Instruction and the philosophy of the planned economy, the authorities have made certain concessions of a minor kind to some popular wishes of the people.

For example, the intelligentsia of a nation is a revolutionary force. It has been through the intelligentsia that various political ideals have reached Eastern Europe. Prior to 1918, the students who studied in Western Europe brought back with them the ideas of liberalism and nationalism. After the close of World War II, there were certain groups of the intelligentsia that were responsible for the spread of communism throughout Eastern Europe. The belief that industrial transformation, and thus progress, could best be achieved by adhering to the philosophy of state socialism, made it easier for the political transformation to take place. At the present time, the Albanian Communist Party has continued with the project of changing the country from the status of a feudal nation to that of an

industrial nation. In order to achieve this, a greater emphasis has been placed on professional and technical training. A law on January 29, 1948, has as objectives,

(a) To increase the number of students... from whom the qualified workers will come.

(b) To build a broad network of schools with professional courses in order to help the creation of technical cadres, skilled and semi skilled workers who will bring about the realization of the plans.

(c) To take all steps for the development of theoretical and professional knowledge of the qualified workers.³⁴

Thus, by placing an interest upon industrial growth and establishing technical schools, they have been able to create a favorable impression for themselves among the ranks of the intelligentsia and the masses. This favorable impression in turn becomes a method of control. The subtle method of control does not only serve as a check upon the intelligentsia, but also helps to create among them a general dis-orientation. Following the defeat of the nationalist guerrilla forces, this group at first evoked suspicion on the part of the regime. Thus, fear and uncertainty as to its status and rights together with the communist propaganda theme that industrialization and progress can only be achieved through the efforts of the party, have created the situation whereby the intelligentsia has gradually

³⁴Stavro Skendi, op. cit., p. 279.

withdrawn from active participation in politics. The above-mentioned example clearly indicates the methods used by the Communist Party of a satellite nation to establish controls over unreliable groups and to create a situation which would work both economically and politically for the state.

Although the new authorities have succeeded in their attempt to create an educational system that produces technicians, teachers, lawyers, doctors, administrators, and clerical personnel, the effectiveness of its educational policies has been impressive. Beneficial changes have taken place and these changes together with the creation of a situation where economic risks are lacking, have caused many individuals to tolerate the system and the political oriented educational objectives of the system.

Should the existing influencing force - mainly communism - be expelled from the country by a counter-revolutionary force, it appears that the educational system of the country would undergo some changes. In relation to the present-day educational system, it is quite conceivable that the educational objective creating a system of political control of education would no longer exist. This objective has already caused an unfavorable psychological reaction to take place in that the

people..

Want to be assured of just determination of guilt when there is a charge of mismanagement. They want to avoid being purged under circumstances they have no control over.³⁵

Should the educational objective that directly formulated the system of controls be withdrawn, a liberalization would take place. This liberalization together with a return of the Albanian-American influence, might create a situation whereby a more democratic educational system would come into being.

³⁵John N. Hazzard, The Soviet System Of Government, (Chicago: The Univ. of Chicago Press, 1957), p. 184.

CHAPTER FOUR
DEMOCRATIC CENTRALISM - THE KEY TO
EDUCATIONAL CONTROL

The means employed by the Ministry of Education to bring about the communization of the Albanian educational system, ranges from the use of educational controls, threats and intimidations to the process of democratic centralism. The term democratic centralism may be defined as that policy originating from the inner circle of the party which is binding upon all until the policy is once again placed upon the agenda. Thus, once an educational policy is formulated by the Ministry of Education, no individual is permitted to argue for its reversal until it has been tried to the satisfaction of the hierarchy of the party. An analysis of the methods employed will clearly indicate the degree of success which the party has attained in its drive to create an educational system capable of producing an intelligentsia that is familiar with communist political terminology and viewpoint. Not only have the authorities

sought to create an allegiance of the intelligentsia to the new philosophy, but they also seek to create a new class, gain technical proficiency and to bring about the full Russification of the educational system.

In relation to Russification of the educational system, it should be pointed out that prior to the Tito-Cominform break of 1948, Albanian education was greatly influenced by Yugoslavia. An analysis of the publication produced by the Free Europe Committee entitled, A Chronology of Events in Albania, not only verifies this fact, but presents an unmistakable picture of the growth of the Yugoslav influence and its conflict with the Soviet Union in their respective attempts to gain full dominating influence over the country's educational system.

On September 15, 1945, a Congress of Intellectuals, meeting in the capital city of Tirana, adopted the resolution which called for, "the remodeling of schools, the theatre, films and sports on the Yugoslavian pattern."³⁶ This declaration was followed by the Ministry of Education's decision on January 10, 1946, to

³⁶Free Europe Committee, Inc., A Chronology of Events In Albania 1944-1952, (New York: Free Europe Press, 1955), p. 24.

"open specially required courses in the Yugoslav tongue."³⁷ On August 24, 1946, Yugoslavia offered, "sixty scholarships for Albanian students who desired to study in Yugoslavia."³⁸ On October 23, 1946, the Yugoslavian government, "tendered 484 scholarships for young Albanians wishing to study industry, finance, and agriculture."³⁹ On April 30, 1948, a group of an unspecified number of young Albanian students departed for Yugoslavia, "to take special courses in Serbo-Croatian"⁴⁰ and on May 9, 1948, shortly before the rupture occurred between Tito and the Soviet Union, a cultural exchange program was arranged between the Albanian and Yugoslavian governments.

In view of what has been stated, the reader should not allow himself to believe that the government of Yugoslavia enjoyed a free and unchallenged hand in the affairs of the Albanian educational system. The first recorded Soviet educational penetration of the Albanian educational program began prior to the growth and development of the Yugoslav influence. On March 1, 1945,

³⁷ Ibid., p. 34.

³⁸ Ibid., p. 47.

³⁹ Ibid., p. 50.

⁴⁰ Ibid., p. 69.

"Russian language courses were started in all major cities by the Ministry of Public Education".⁴¹ On January 26, 1946, the Ministry of Public Education published in Albanian the book, Education In The Soviet Union,⁴² for distribution in the elementary schools. From then until the Tito-Soviet rupture of 1948 occurred, for every move the Yugoslav government made in its attempt to gain control of the Albanian educational system, a counter-move was made by the Soviet Union. The turn finally took place on January 6, 1949, when a Russian language faculty was established at the High Pedagogical in Tirana,⁴³ thus officially bringing on the one hand, a close to the period of Yugoslav influence, and on the other hand, bringing to the fore a program whose educational objectives would be dictated by Moscow.

Since the 1948 rupture, the present-day rulers of Communist Albania have turned more than ever before to Moscow for leadership, economic, technical and educational aid. This shift now makes it possible for Moscow to directly control the development of the Albanian educational system from the Kremlin. This is evidenced by the fact that..

⁴¹Ibid., p. 9.

⁴²Ibid., p. 35.

⁴³Ibid., p. 35.

The Soviet Union has become the pattern after which Albanian education has been organized. Russian has been introduced in all the secondary schools. One of the departments of the Pedagogical Institute is that of Russian language and literature, and on September 19, 1950, Comrade Olga Smirnova, reported on October 16, 1950, that sixty Russian language courses attended by 1,484 workers were being given in various industrial plants. Soviet instructors supervised the teaching. In 1953, a school for the study of the Russian language was inaugurated in Tirana. According to the Five Year State Plan, there were 900 young Albanians studying in Communist countries, most of them in the U.S.S.R. Those who have graduated from Russian universities, occupy the highest positions in education. They adopt Russian programs, apply Russian methods in teaching and use Russian textbooks.⁴⁴

In order to reinforce the existing Soviet oriented trend, the Ministry of Public Education has distributed as school texts, the following types of texts that are written in Albanian and translated from the Russian.

- (a) The Power of the Soviet State
- (b) Stakhanovism
- (c) What We Should Know About Co-operatives
- (d) Rules and Duties of Trade Unions
- (e) The Women as a Productive, Political, Social Member

⁴⁴Special Report No. 13, 83rd Congress, 2nd Session, op. cit., p. 17.

- (f) The Spanish War
- (g) The Childhood of Lenin⁴⁵

In view of the short period in which Albania did enjoy independent national development, one cannot help but become aware of the growing influence which the new type of educational system will have upon that generation of the intelligentsia which has no recollection or knowledge of either the old regime, democracy, or the traditions of the old intelligentsia.

Though education is compulsory for all of the nation's youth, the Communist Party has devised a system of controls which guarantees the training of the students in a limited area. This should not be interpreted to mean that one is denied the right to a well rounded educational background. The students are free to receive a thorough educational background in the area in which the government feels they are best qualified. In view of the fact that existing western sources are not available and that in the classroom situation everything western is ignored or degraded and everything communistic or Soviet is extolled, it becomes extremely difficult

⁴⁵A Chronology of Events, op. cit., p. 42-43.

to grasp how in an educational system such as this, the individual has the right to gain those qualities necessary for the creation of an inquisitive mind. Thus, the very fact that a selecting process takes place at an early age, clearly indicates that we have before us one of the hidden controls placed upon education and also a device through which indoctrination takes place.

In order to create this system of controls whose objective is to guarantee the communization of the educational system, the Ministry of Education has seen to it that the chosen educators are extremely loyal to the party. In many cases, educational positions have been granted to those individuals who have faithfully served the party throughout the periods of Axis occupation and civil war. Not only are they to be loyal party members, but they are required by communist law to attend courses in political indoctrination prior to their appointment and periodical political-educational seminars following their appointment.⁴⁶

To further strengthen their ties over the educational system and the educator's loyalty to the philosophy of Karl Marx and I. V. Lenin, the Ministry of Education has applied the principle of Stakhanovism to education. According to this

⁴⁶Stavro Skendi, op. cit., p. 277.

principle, any classroom teacher who works over his norm and is able to successfully achieve the educational objectives as formulated by the Ministry of Education, is awarded according to Dr. Stavro Skendi, the following titles, "aresimtar i dallur (distinguished educator), mësues i dalluar (distinguished teacher), mësues i merituar (meritorious teacher), or mësues i popullit (teacher of the People)". It appears that the evaluative criteria used for the granting of such titles or honors is based upon the method used by the teacher in the classroom situation in his attempt to fit the subject matter to the principles of Marx and Lenin. Those educators who have been granted the privilege and honor of the use of these titles, gain national recognition, the privilege to join the Albanian Communist Party, a monetary reward and a greater degree of privileges for their families.

Other means are also put to use. According to the Educational Reform Law of 1946, it is stated, "All textbooks would contain as their main principle, the Communist ideology. In class, the ideological purpose of each lesson must be stressed."⁴⁷

Thus, in the actual classroom situation, the teacher, when preparing his lesson plan, must indicate

⁴⁷Special Report No. 13, 83rd Congress
2nd Session, op. cit., p. 16.

the ideological purpose of the subject developed in class. Failure to do so results in the loss of one's position and all special privileges.

The Pioneer Organizations and the Union of Working Youth, together with the Albanian-Soviet Friendship Society are the means by which the youth are controlled when they find themselves outside of the classroom situation. In relation to these organizations, the United States government report entitled, Communist Takeover and Occupation of Albania, states,

The Albanian-Soviet Friendship Society is Moscow's all-pervading propaganda agency in Albania. At the end of 1953 it had 3,200 branches with a total forced membership of 210,000. Of the Union of Working Youth, it states, besides the task of preparing future party members, the Union of Working Youth controls all pioneer organizations which include all the country's school children from seven to fourteen years of age; it sees to it that all party policies and directives are followed by the country's youth; it operates 2,000 political schools and educational groups for the Communist education of the young; and above all it mobilizes the country's youth into "voluntary" (forced) labor brigades to work at all kinds of projects.⁴⁸

What has been stated clearly shows the means employed by the Communist Party to maintain their control over the educational system.

⁴⁸Special Report No. 13, 83rd Congress
2nd Session, ibid., pp. 17-18.

The existing controls placed upon the educational system indicate that education has now become a factor in the regime's goal of producing a new intelligentsia. With proper training, this new group will gradually replace the members of the old intelligentsia who at present are allowed to work in responsible positions and thus become more acceptable to the regime. It also appears that the system of controls is so devised that the students are led to identify themselves with the world communist movement and furthermore, to identify that movement with progress and freedom.

The system of educational controls which has been formulated serves two distinct purposes. On one hand, it plays a vital role in bringing about the political indoctrination of the youth and intelligentsia. On the other hand, it serves to create a situation whereby graduates of the high institutes of learning are forced to serve in certain positions for the best interests of the party and the state. Thus, unlike the United States, with the exception of those students trained at such institutions as West Point and Annapolis, where a graduate is not required to pursue the profession for which he was trained, the graduate of an East European institution is required by law to serve for three years in the post to which he is assigned by the ministry and for which he has been

trained. To an Albanian official, the students owe service to the state in return for what they have received. Refusal to go to the place of assignment or to remain at the post, automatically results in some type of prosecution. This, in itself is bad, yet according to communistic philosophy or theory, the student is required to serve at the post to which he is assigned. For should students be allowed to leave their post, how then can their desire of building an industrial state be achieved? The country has served them and now they must serve their country. The problem which confronts the communist at this point is similar to that confronting the United States government. Our government has granted to pre-medical and pre-dental students necessary funds to complete their studies and upon completion, serve a period of three years of active duty as an officer in the Armed Forces of the United States. Though the government has carried out its part, many of our students have failed to abide by the agreement. The question now arises as to whether a government, regardless of its political creed, has the right to demand services. In relation to Albania, the use of some type of prosecution tends to indicate a social consciousness. Failure to belong means loss of privileges and to a degree, associates. Thus, one abides by the program for he desires to belong and in belonging and abiding, one develops a tolerant attitude towards

the system and the regime. Thus, as one can surmise, a system of controls exists, but the term used to describe the process is democratic centralism.

CHAPTER FIVE

CONCLUSIONS

Various forces and pressures, both internal and external, have plagued the educational development of Albania. These forces have in turn made it possible for the unstable educational system of Albania to be greatly influenced by the educational doctrines of four major ideologies which have penetrated Eastern Europe since the beginning of the twentieth century - Democracy, Fascism, National Socialism, and Communism.

The question which today confronts the educators of Western Europe is that concerning the future status and trends of educational development of those nations that have been influenced for over a decade and a half by communist oriented educational philosophies. Should a return to an independent status be achieved by the nations of satellite Europe, what will remain of the communist oriented educational system? What will be retained and what will be discarded?

In relation to Albania, the lack of democratic growth definitely has served the Albanian Communist Party for no formidable barriers or institutions were erected that could challenge the growing communistic influence. Thus, between a combination of Balkan and feudalistic traditionalism and the philosophies of Karl Marx and I. V. Lenin, there exists a vacuum. Outside of communism, traditionalism is outdated. The presence of this vacuum, together with the absence of the intermediate stages development, have greatly contributed to the direct as opposed to the indirect build-up of a communistic influenced educational system.

Today, the educational system of Albania is a copy of that of the Soviet Union. Existing literature such as John N. Hazzard's, The Soviet System of Government and David Dallin's The Changing World of Soviet Russia clearly show that the methods of educational control as used in the Soviet Union are also employed in the Albanian Communist State.

The educational system of a satellite nation is a copy of that which exists in the Soviet Union and thus, similar to the educational systems existing in other Soviet bloc nations. One cannot state, in view of the recent Hungarian revolt of 1956, that the Ministry of Education in Albania has

failed in its attempt to transform the existing educational system into a useful communist indoctrinating machine. Many may not have become communists, but the fact remains that an ambitious young person who resides in the existing society, can climb the ladder of social mobility only by adhering to the policies of the Albanian Communist Party. The prospect of gaining state employment, prestige, desirable apartment, and a steady income followed by a state pension, makes the individual more tolerant of the system and its political oriented educational goals. Thus, they have not proven themselves to be total failures. Any group which has at its command the means to bring about changes, will undoubtedly be partially successful.

The reason for the building of new schools, educating teacher personnel, and making education compulsory for all between the ages of seven to sixty, was not to create within the country an interest in learning for the sake of learning. To the hierarchy of the party, education was looked upon as the means by which their position could be strengthened and the means by which certain benefits were to be derived from the natural resources of the country. Education was now to become the tool for industrialization.

The wish to create an educational system together with the desire to create an industrial state have produced an increase in educational institutions of various types and much needed scientists, mechanics, and specialists. These changes have worked to develop an interest in educational progress. The group which has become greatly effected by the educational and industrial advancements are the members of the new intelligentsia. This group has only known war and misery. The new schools which they attend are for many the only schools they have attended. This factor alone makes the younger generation more susceptible to the party's slogans and policies. Thus, all changes that are taking place are the result of the controls maintained by the Ministry of Education.

In view of what has been stated, it becomes difficult to state what policies will be retained and what policies will be discarded should the communist influenced educational system ever be replaced. No one can say what would develop. However, on the basis of past developments, it would be best to prepare for the worst.

APPENDIX
A CHRONOLOGICAL LISTING OF
EDUCATIONAL EVENTS IN ALBANIA 1945-1952

The following information has been compiled from "Zeri i Poppulit" and from a listing of events published by the Free Europe Press, New York.

1945

January, 1945

- 9 Elementary schools are reopened in the major cities after having been closed for two years.
- 13 Kostaq Cipo replaces Kokashi as Minister of Public Education (Kokashi was sentenced to thirty years in prison as a people's enemy and died in the prison of Bureli in 1954).
- 31 The Ministry of Education opens an art and drama school in Tirana.

March, 1945

- 1 Russian language courses are started in all major cities by the Ministry of Public Education.

- 6 The Lycee in Korçë reopens; this school was first established by the French in 1920, but was closed by the Italian occupation in 1943. This is the first Lycee to reopen, others follow in subsequent weeks and months.

- 20 The Ministry of Public Education opens a Technical School in Tirana, in the buildings of the American school first opened under H. T. Fultz in 1921 for the American Red Cross.

July, 1945

- 18 A Congress of University students opens in Tirana, and places itself at the disposal of the government to give lectures throughout the nation, write leaflets etc. on regime accomplishments and programs.

- 31 A "cram course" for training elementary school teachers opens in Tirana; the course is to last three months.

September, 1945

- 15 A Congress of intellectuals opens in Tirana, to plan the remodeling of schools, the theatre, films and sports etc. on the Yugoslav pattern.

1946January, 1946

- 10 The Ministry of Education and Culture opens special courses in Yugoslav tongues. These courses are made compulsory in all secondary schools.
- 11 The Ministry opens special courses to correct illiteracy in adults.
- 18 The Federation of University Students pronounces its intent to cooperate with the regime in its fight against its enemies.
- 19 The Ministry announces that all elementary schools have been reopened.
- 26 The Ministry publishes in Albanian the book "Education In The Soviet Union" for distribution in the elementary schools.

February, 1946

- 17 The Ministry of Education opens special schools for former female partisans in Gjinokastru to train in trades and professions. The sale of books in foreign tongues is prohibited.
- 22 A new textbook adopted from Soviet schoolbooks is issued for use by first graders.

March, 1946

- 5 Night schools are opened for teaching the illiterate.
- 12 The Ministry of Education opens special schools for illiterates under fifteen years of age.
- 15 Sejfulla Maleshova named Minister of Education.

June, 1946

- 13 The Ministry of Education makes available for public distribution and as school texts, the following texts written in Albanian:
- (1) "The Power of the Soviet State"
 - (2) "Stakhanovism"
 - (3) "What We Should Know About Cooperatives"
 - (4) "Rules and Duties of Trade Unions"
 - (5) "The Memorandum of the Yugoslav Government on Slovenia and Croatia"
 - (6) "The Women as a Productive, Political and Social Member"
 - (7) "The Spanish War"

July, 1946

- 6 The Ministry of Education announces that there are now 820 elementary schools throughout the country.
- 17 A special commission is created to revise the school curriculum and to stress the practical economic development of the nation.

July, 1946

- 21 The book "The Childhood of Lenin" translated from the Russian, is placed among required school texts.
- 26 The Ministry of Education puts out a first issue of a monthly Arsimi (Education).

August, 1946

- 18 The People's Assembly approves the law making elementary school compulsory for all citizens and a law that the new curricula is to be effective with the start of this school year.

September, 1946

- 3 The Albanian Ministry of Education granted sixty scholarships for Albanian students to study in Yugoslavian Universities.
- 5 Fifty scholarships will be granted by the Ministry of Education for studies in the Soviet Union. On the 14th, a bookshop "The Soviet Book" opens in Tirana.
- 29 The press announces that the plans for new school buildings and repair of existing ones which was to have been completed by October 1, 1946 is far behind.

October, 1946

- 12 The Ministry of Education announces that the

October, 1946

- 12 number of students in elementary school attains 112,000 and in secondary school 10,000. The number of teachers reaches 2,600 and of professors 300.
- 23 The Yugoslav Government tenders 484 scholarships for young Albanians wishing to study industry, finance and agriculture.
- 29 The Ministry of Education announces that 1,300 scholarships will be made available for secondary school students during the current school year. On the same day, Bulgaria offers an unspecified number of scholarships as does Czechoslovakia while France and Poland offer two each.

November, 1946

- 6 The press attacks various intellectual clubs and groups accusing them of resisting the education of the people.

December, 1946

- 3 A Congress of Teachers and Professors meets in Tirana.
- 21 The University of Tirana comprised of three faculties opens:
(1) Pedagogy, Literature and History

December, 1946

- 21 (2) Mathematics, Physics, and Chemistry
 (3) Natural Science and Geography
Each gives a two year course and additional studies to earn degrees must be taken outside Albania.

1947January, 1947

- 5 The Institute of Technology is opened in Tirana, in the buildings of the American School which had been established in 1921.

April, 1947

- 20 A shipment of Russian textbooks arrives having been donated by the U.S.S.R. for use in Albanian schools.

May, 1947

- 9 An exhibition of education and culture in the Soviet Union opens in Tirana.

1948February, 1948

- 7 A change in government is announced. The Ministry of Culture and Education is now headed by Naxhije Dume (female).

March, 1948

- 19 The press deplors the lack of results attained

March, 1948

- 19 by special courses that had been set up to combat illiteracy.
- 27 A large number of pre-war Albanian writers are banned and the sale of their works are prohibited. The reason given is that the works are dangerous for society.

April, 1948

- 17 A special course lasting ten days is begun by the Ministry of Education and Culture, to prepare teachers for new schools opening in the villages.
- 30 A group of students departs for Yugoslavia to take special courses in Serbo-Croatian.

May, 1948

- 9 The Ministry of Education publishes an Albanian-Serbo-Croatian dictionary and culture exchange programs take place.

June, 1948

- 16 The Soviet Union presents Albania with equipment for setting up fourteen secondary school chemistry laboratories.

August, 1948

- 5 Albanian students in Yugoslavian Universities

August, 1948

- 5 proclaim their solidarity towards the resolution of the Albanian Communist Party concerning the Yugoslavian Communist Party.

September, 1948

- 1 A special course for training teachers begins in Tirana. The school year begins on the seventeenth.
- 28 The Ministry of Education orders all persons given emergency provisional teaching appointments after the war to continue their studies through correspondence work.

October, 1948

- 23 Under the leadership of the Ministry of Public Education, a campaign begins to make the southern (Tosk) dialect the official tongue of Albania.

November, 1948

- 8 Party membership by class and occupation.
- | | |
|---------------------|-------|
| Workers | 22.6% |
| Poor Peasants | 54.3% |
| Middle Peasants | 13.0% |
| Rich Peasants | 0.2% |
| Professionals | 0.1% |
| State Employees | 2.1% |
| University Students | 2.2% |

November, 1948

8	Secondary School Students	2.4%	
	Artisans	0.8%	
	Miscellaneous	<u>1.8%</u>	
		99.5%	Total
Educational level of Party members			
	Illiterates	1.8%	
	Literates but without school	19.5%	
	Five Years of School	62.0%	
	One to four years		
	Secondary School	11.6%	
	Five to seven Secondary School	3.1%	
	Some University	1.2%	
	Completed University	<u>0.2%</u>	
		99.4%	Total

The tables and the figures in the above are as presented by Turk Jakova.

- 29 New changes in the Council of Ministries are announced. Kahreman Ylli appointed Minister of Public Education and the following was relieved of position as Minister of Public Education without announcement of new appointment - Naxhije Dume.

December, 1948

- 7 The Institute of Pedagogy opens in Tirana.

December, 1948

- 12 The Ministry of Public Education nominates a special commission to write a biography of J. V. Stalin.

1949January, 1949

- 6 A Russian Language Faculty is established at the High Pedagogical Institute in Tirana.
- 26 The Ministry of Education announces that 520 night schools are now opened in Albania.

February, 1949

- 3 The Ministry of Education announces that 102 elementary and seven-year schools exist in Albania for the Greek minority.
- 27 Congress of Intellectuals meets in Tirana choosing a Central Committee under Bedri Spahiu.

April, 1949

- 19 The Ministry of Education announces a competition for poetry dedicated to Albanian-Soviet Friendship.
- 20 The Communist Central Committee of the Albanian Workers Communist Party orders that persons with education must be given more privileges than they have previously been entitled to - increased rations etc.

June, 1949

- 2 The Ministry of Culture and Education is granted 109,000,000 leks by the Assembly which on June 22, 1949 approved the 1949-1950 budget. Exchange rate is 100 leks to the dollar.

July, 1949

- 27 The first issue of the "Soviet Worker" organ of the Albanian-Soviet Society for Cultural Relations appears.

August, 1949

- 5 A Conference of Teachers opens in Tirana.

September, 1949

- 28 The Assembly approves a law making it compulsory for all persons between the ages of twelve and forty to learn to read and to write.

November, 1949

- 11 Religious bodies may conduct schools solely for the training of clergymen and the curricula must therefore have State approval.

1950February, 1950

- 24 A pictorial exhibit "The Soviet Army" opens in Tirana.

July, 1950

- 5 The People's Assembly approves the new Constitution: under section F, we find, "The State is responsible for physical education and the maintenance of public health and education.

August, 1950

- 10 A school to teach Marxism-Leninism opens in Tirana.

October, 1950

- 10 A pictorial exhibit, "The Soviet Union, Land of People's Friendship", opens in Tirana.

December, 1950

- 5 A pictorial exhibit, "Accomplishments of Five Years of Popular Democracy in Czechoslovakia" opens in Tirana.

1951May, 1951

- 15 The Council of Ministers approves the project of the Ministry of Education for 1951, to make the following improvements in educational facilities:
- (1) Kindergartens must total 191 with 11,165 pupils.
 - (2) Elementary schools must total 2,045 (according to Radio Tirana of March 16, 1954,

May, 1951

- 15 there were still only 1,994 in March 1954-Ed.) with 151,967 pupils (according to Hoxha's speech of November 28, 1954, there were still not more than 136,800 pupils in November, 1954-Ed.) and 4,316 teachers.
- (3) The number of seven-year schools must attain 211 with 26,198 pupils.
- (4) Students attending secondary school must attain 7,169.

June, 1951

- 7 The State budget of 1951 shows that 1,524,922,000 leks were listed as an expenditure for education, welfare.
- 24 The government appeals to all secondary school students over sixteen years old to volunteer for agriculture work and the construction of roads etc.

September, 1951

- 16 The Council of Ministers decides to open three university faculties in Tirana, called "high institutions".
- 27 The Ministry of Education announces that by the end of 1951 there are to be 2,045 elementary schools, 221 seven-year schools and 23 secondary schools - (177,000 school population)

November, 1951

- 2 Three university faculties, with two year courses open in Tirana - Polytechnical, Pedagogical and Agricultural; the finishing of the studies is to be completed in the U.S.S.R. and the People's Democracies.
- 7 Stalin's complete works in Albanian are published.

December, 1951

- 11 The Ministry of Education announces that a special course will be created to train 210 women in rearing children according to Soviet methods; all equipment and special materials will be gifts of the U.S.S.R.
- 30 An archeological museum is opened in Gjinokastr.

1952January, 1952

- 1 The number of teachers has risen from 1,620 in 1938 to 8,226 in 1951.
- 2 In 1951, 80,976 girls were enrolled in schools.
- 3 (a) Number of elementary schools, 1951;
2.3% greater than in 1950
(b) Number of seven-year schools, 1951;
25.3% greater than in 1950.
(c) Number of secondary schools, 1951;
15% greater than in 1950

January, 1952

- 3 (d) Circulation of newspapers, 1951;
47% greater than in 1950.
- (e) Circulation of books, 1951;
72.2% greater than in 1950.
- A faculty of history is opened at Tirana's
"high institution".

February, 1952

- 26 The Soviets present the Ministry of Education
with 50,000 free copies of "New Method to
Learn the Russian Language".

March, 1952

- 31 In a speech before the Second Congress of the
Albanian Workers Communist Party, Enver Hoxha
states;- there has been a continued improvement
in our educational and cultural facilities.
Here follow figures, with percentages compared
to 1938 and 1948;

<u>Facility and Students</u>	<u>No. in 1950</u>	<u>% of 1938</u>	<u>% of 1948</u>
Elementary Schools	2,023	315	106
Elementary Students	150,819	219	93
Seven-Year Schools	193	1,755	132
Seven-Year Students	18,358	397	116
Secondary Schools	23	209	115
Secondary Students	5,365	316	168
University Students	130	--	117
Kindergartens	160	696	112
Kindergarten Students	10,471	430	109

March, 1952

		No. in <u>1950</u>	% of <u>1938</u>	% of <u>1948</u>
31	<u>Facility and Students</u>			
	Teachers	5,100	315	114
	Theatres, Cinema Houses	96	600	266
	Houses of Culture	11	--	122

April, 1952

10 Bedri Spahiu appointed as Minister of Education.

May, 1952

4 A special commission to fight illiteracy is created under Bedri Spahiu.

June, 1952

17 The People's Assembly passes a law making seven years of school compulsory.

December, 1952

23 Two schools for teaching Stakhanovite methods are opened.

24 An institute for scientific research opens in Tirana.

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September 9, 1957.