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EQUALITY OF LANGUAGE, ORAL AND WRITTEN, OF THE NATIONS AND NATIONALITIES IN THE SOCIALIST AUTONOMOUS PROVINCE OF KOSOVO IN THE FIELD OF EDUCATION

In December 1944, immediately after the Liberation, SAP Kosovo had a 90% illiteracy rate.¹ The Albanian nationality was in the worst position since, of the entire population, 90% were illiterate.²

This heavy social wound to the nationality of SAP Kosovo was the result of the centuries of Ottoman-Osman occupation, of the rule of the Kingdom of Yugoslavia and of the fascist occupation, all of which dictated inequality, socio-national discrimination and oppression.

In opposition to this, the new revolutionary government of the working people of Yugoslavia gave their attention to the education of the wider masses in their own language. This is confirmed by the organised social battle against illiteracy, various forms of education and the professional qualification of the working people for the needs of the economy and social activities, and the creation of schools or departments in Albanian, which did not exist during the period of old Yugoslavia, in Serbo-Croatian, which was forbidden at the time of the fascist occupation, in Turkish, which was begun in 1951,³ and in Romany, which was begun in 1984.⁴

The organised activity of the revolutionary forces and the first results in the field of literacy for the inhabitants of SAP Kosovo in the languages of the nations and nationalities date from December 1944, when the first literacy courses were organised.⁵ They were attended by an increasing number of citizens of all nationalities. The work and its results in the field of attaining literacy of the wide masses is best illustrated by the fact that the number of illiterate inhabitants of SAP Kosovo in 1981 had decreased to 18%,⁶ a reduction of 72% over the 1945 figure and with a tendency towards complete eradication of illiteracy in the next short-term social plan.

The illiterate inhabitants of SAP Kosovo evident in the 1981 population census were mainly those from the more remote rural regions, which would indicate that this burdensome social inheritance will soon be conquered.

The great backwardness in the economic, cultural and educational spheres has meant that SAP Kosovo has inherited a considerable shortage of expert staff in all fields. Such a situation has

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caused great difficulties in the work of the economic organisations, the institutions for social services (education, health, culture, etc.) and the organs of government, and therefore also in the affirmed strategy for the renewal of our country. So the responsible organs of the new government acted thoughtfully and created the necessary concepts which were urgently needed for the creation of expert staffing capable of being in the forefront of economic and social development. With this aim in mind, a whole network of courses were created for conducting general and expert education in the languages of the nations and nationalities, which played an important role in spreading education to the masses, especially in the expert training of workers in the fields of economics and the social services. Specifically, pedagogic courses for the training of teachers for work in elementary schools, courses for army officers in secondary schools, courses for teachers of literacy courses and for general education in which expert subjects were taught for tractor drivers, for agronomists, for administrators, health workers, disinfectors and workers in sanitary control, for finance and journalism, forestry workers, drivers, etc., were founded and run.

The courses, and the thousands of people who completed them were, of course, of great importance for the socio-economic development of SAP Kosovo and for the affirmation of the national languages in the period immediately following the National Liberation War. Thus, for example, the pedagogic courses in the Albanian language alone, in 1946, in addition to the professional improvement of older teachers, trained 122 new teachers of Albanian nationality, with the result that it was possible to open 122 new departments in elementary schools in the Albanian language.

The application of the equality of language and script in the courses, as a special point of education, created the basis for as massive as possible a training of citizens for particular professions and thereby for active participation in the economic and social currents of the development in SAP Kosovo.

After the creation of the revolutionary national government, when SAP Kosovo opened a new page in its history, a new system of regular schooling began to be built.

a) Parallel to the spread of literacy amongst the population and the urgent education of the working people and citizens through various courses, there was a visible need for the organisation of regular schooling in the languages of all the nations and nationalities. The national government therefore gave special attention to elementary education and compulsory elementary education for all citizens; as to its duration, at first four years, then seven and then eight, was legally affirmed. With this aim, elementary schools were opened throughout SAP Kosovo and an optimal network of institutions at this level was created with a tendency to a continual spreading, in accordance with the social, economic and cultural development of SAP Kosovo in SFRY.

The development of elementary schools after the liberation is characterised by a spread of the process of education to the equal national languages, that is, by the realisation of the right to education in one's own language, and by an increase in

the number of pupils and a very fast increase in the number of departments. In order that the results achieved may be seen better, it is necessary to present a comparative survey of the basic data on departments and pupils for the years 1944⁹ and 1984/85.¹⁰

School Year	Departments	Total Pupils	Albanian	Serbian	Turkish
1944/45	432	27,400	11,573	15,827	-
1984/85	9,642	345,651	296,182	47,717	1,752

In addition to the objective conditions, such a tempo of development was also influenced by the correct politics of the LCY (League of Communists of Yugoslavia) on the question of language and the changed attitude of the citizens towards schooling. All this indicates that, on the territory of SAP Kosovo, the educational map is being transformed more and more and that a high degree of the equality of language and script in schools is being realised. This is also reflected in the teaching processes, in administration and therefore in the complete work of the schools.

b) Parallel to a general striving for the creation of equal compulsory education in the languages of the nations and nationalities, that is, the right to education in one's own language affirmed by the Constitution, the organs of government paid special attention to regular lower expert training.

Because of the elementary urgency of staffing needs of the economy and in social fields in SAP Kosovo, it was necessary to establish lower professional schools in the national languages capable of preparing the necessary expert workers. Until June 1946, 16 lower professional schools for crafts, agronomy and other interests, with 1,109 pupils¹¹ had operated on the territory of SAP Kosovo. In October 1946 two more schools of agronomy were founded and some others were transformed into one-year professional schools as a first step towards becoming secondary professional schools.¹²

It is important to mention alongside these facts that in 1950, in addition to the one-year schools, there were 11 lower professional schools, of which five worked in Albanian and six in Serbo-Croatian.¹³

c) The socio-economic development of SAP Kosovo prepared and made possible the great increase in the number of secondary schools and the pupils of all nationalities in them who attended lessons in their own language. Immediately after the Liberation, that is, in December 1944, nine secondary schools, of which 3 were completely and one partially in Albanian and the remainder in Serbo-Croatian, began the work. These were really schools of general education, which had 3, 884 pupils in December 1945; this number increased to 4,441 by June 1946.¹⁴ The pupils who attended

this level of schooling were actually pupils who had earlier completed a particular course in the earlier period.

It is especially important to point out that of the pupils attending instruction in June, 1946, 1,062 were of the Albanian nationality and 3,379 of Serbian, Montenegrin and other nationalities,¹⁵ with an increasing tendency to growth in the following years. This, together with the number of pupils in the secondary professional schools, represents a definable degree of realised rights to education in the national languages in SAP Kosovo.

Parallel to the secondary schools, as institutions of general education, secondary professional schools were developed. This can be seen from the fact that on 31 December 1945, there was only one professional school in the Serbo-Croatian language recorded, in Pristina,¹⁶ and it is recorded that in October 1946 there were other professional schools working throughout the Province, such as the Albanian Pedagogic School, the Secondary Technical School with 3 departments and 117 pupils, the Trade Academy with 70 pupils, and the Secondary Agronomy School with 50 pupils.¹⁷

A notable increase in the number of secondary professional schools was observed in the following years. This is confirmed by the fact that by 30 September 1950, 11 professional schools were operating,¹⁸ of which one was in Albanian and 10 in Serbo-Croatian,¹⁸ and by 9 January 1951, the total enrollment in secondary schools was 2,169. It is similarly necessary to note that, on 25 August 1952, there existed a specific network of secondary school education composed of schools for teachers, technical interests, musical education, art, economic interests, medicine, agronomy, etc.

1,548 pupils were enrolled in the secondary professional schools, not counting the Albanian Pedagogic School, at which 60 pupils were of the Albanian nationality.

On the basis of an analysis of those days of the work of secondary professional schools, which was made by the competent organs, the reason for such a state of affairs is found to be, on the one hand, the lack of popularisation of the professional schools, incorrect politics in relation to scholarships and a lack of knowledge of Serbo-Croatian, in which language the lessons were done and, on the other hand, too few pupils from all the nationalities, and especially the Albanian, with completed half-matriculation.²⁰

Meanwhile, further intensive socio-economic development of the country on the basis of self-management, based on the correct politics of the LCY, created the conditions for the possibility of a greater realisation of the language and equal national rights in the sphere of education in SAP Kosovo, especially after the Brioni Plenum of the Central Committee of the League of Communists of Yugoslavia of July, 1966, when the unitarianist-bureaucratic limitations were shattered. During this period there was a socialisation and further democratisation of relations in the field of education, which were realised through the institutionalised forms of the liberal exchange of work on the

basis of self-management interests and the activities of the self-management organs inside the educational organisations of associated labour themselves.

With the introduction of new programme contents which reflected more the needs of associated labour, the structure of secondary education was significantly changed and, through this, the basic conditions for a more complete realisation of language and national equality were created.

Institutions of secondary education were transformed into self-management vocationally-oriented educational organisations, brought together in educational centres with a common foundation and professional directions. Thus, in the school year 1984/85, there were 47 school centres of vocationally oriented education,²¹ with a total of 2,650 departments operating, of which 2,050 were in Albanian, 562 in Serbo-Croatian and 18 in Turkish.²²

All together, there was a total of 85,472 pupils enrolled in the 47 school centres in 1984/85, of whom 68,538 were taught in Albanian, 16,543 in Serbo-Croatian and 394 in Turkish,²³ which is indicated by the language map of schooling in SAP Kosovo. If we add to this the fact that the collective pedagogic documentation and process of work in the schools is done in the languages of instruction, then we have before us a clear picture of the level of the achieved equality of language and script at this level of education.

d) Deriving from the politics of the LCY on the question of language, there has recently been an intensive preparation for the introduction of Romany into the educational process of the schools in SAP Kosovo. This was concretised in the school year of 1984/85 in that Romany was introduced as a language of instruction, whereby children of Romany groups are more completely guaranteed learning in their own language.²⁴

e) Under the conditions of the building of socialist self-management socio-economic relations, university institutions have been founded on the territory of SAP Kosovo. These have been opened in Pristina for the first time in the history of this region: Teacher-Training Junior College (1958), the Law-Administration Junior College (1959) and the Faculty of Arts (1960). The training process was at first conducted in Serbo-Croatian, except for the Department of Albanian Studies, in which lectures on individual professional subjects were also held in the national language. The reason for this lay in the failure of the community to plan and open (junior) colleges, faculties and high schools also in the languages of the nationalities in the face of the still centralistic-statist planning of university education and the administrative way of locating university institutions.

Meanwhile, during the more recent periods, when the process of the democratisation and socialisation of education has been intensified on the principles of socialist self-management, the status of the languages of the nations and nationalities in the teaching process and the work of the university institutions in SAP Kosovo has been improving. This was achieved particularly

after the amendments I-XIX of 1967-68 to the Constitution of SFRY of 1963, when the legal and other conditions were created for the foundation of the University of Pristina (1970). From then on, the regulation has been in force for colleges, high schools and faculties, or departments in these institutions to guarantee provision for teaching in the mother tongue, or the Albanian, Serbo-Croatian and Turkish languages.²⁵

These qualitative changes, which were made in relation to the situation of the languages and scripts of the nations and nationalities in the field of education after 1968, undoubtedly contributed to the fact that the language and national structure of the students improved, of which the following comparative survey for the school years 1961/62²⁶ and 1984/85²⁷ speaks best.

School Year	Total No. of Students	Albanians	Serbs	Montenegrins	Turks	Muslims	Roms	Other
1961/62	1,542	435	727	333	8	-	-	39
1984/85	37,594	29,659	4,338	1,053	162	1,845	50	487
Regular	22,702	18,094	2,390	587	96	1,234	38	263
Part-time	14,892	11,565	1,948	466	66	611	12	224

On the basis of the statistical indicators presented above, it can be seen that the language or national makeup of the students who study at the University of Kosovo has been gradually getting closer, year by year, to the language and population structure of SAP Kosovo, which demonstrates the high degree of linguistic and national equality in the field of university education.

The rapid development of education, science and culture in SAP Kosovo has created a basis on which publishing activities could be equally developed in the languages of the nations and nationalities. In order that the results achieved may be seen more clearly, at least in terms of the basic indicators, it is necessary to present the developments in this field from the liberation until today.

1. A chronological survey of the bibliography of school books in SAP Kosovo shows that such a publishing activity began in 1945, when the first primer was published in the Albanian language, in 20,000 copies. By the end of 1984, 3,084 titles in 30,947,200 copies²⁸ had been published and the publishing plan for 1985 was under preparation.

The bibliography of school books shows that, both in quantity and in quality, publishing for the needs of schools has improved considerably.

a) Between 1945 and 1961, the publishing organisations of SAP Kosovo published 364 titles, 355 of which were in the Albanian language and 9 in Serbo-Croatian, a total of 3,252,700 copies.

b) From 1962 to 1969, the publishing needs of schools in SAP Kosovo were met by a department of the Institute for the Publication of Textbooks and Teaching Materials of SR Serbia in

Priština. In this period, they published 584 titles, of which 552 were in Albanian, 29 were in Serbo-Croatian and 3 in Turkish, making a total of 5,942, 200 copies.

c) In the period from 1970 to 1985, school literature for the needs of the Province was published by the newly formed Institute for the Publication of Textbooks and Teaching Materials of SAP Kosovo as a specialised organisation. In this period, the institute published 2,136 titles, of which 1960 were in Albanian, 160 in Serbo-Croatian and 16 in Turkish. In 1984 alone, the Institute of the Province published 198 titles, of which 172 were in Albanian, with 62 being translated into Serbo-Croatian, 22 were in Serbo-Croatian and 3 in Turkish, making a total of 1,909,700 copies.

It should be emphasised that textbooks published by the Institute for publishing Textbooks and Teaching Materials of SR Serbia and other organisations in the Serbo-Croatian area are used for the remainder of the teaching needs in Serbo-Croatian, and schoolbooks published in the Turkish language in SR Macedonia and in the Republic of Turkey, for teaching needs in Turkish.²⁹

Recently the publication of books in the Romany language have also been under preparation.

Other organisations are also involved in publishing activities in the languages of the nations and nationalities of SAP Kosovo. Specifically, the Organisation of Associated Labour (OAL) Rilindja has published 3,200 titles up to 1985 in the Albanian language; the OAL Jedinstvo has published 339 titles in Serbo-Croatian; and the OAL TAN 51 titles in Turkish. The realisation of the plan for 1985 is in progress.

In addition to the publishing activity intended for schools, the above organisations of associated labour also prepare and publish scientific books and literature in all three languages. Thus, in addition to the works of Albanian authors, the OAL Rilindja has also presented 972 classical and contemporary works of authors of the nations and nationalities of Yugoslavia and 700 titles of world literature, in the Albanian language. OAL Jedinstvo has published 34 titles of Albanian and 6 titles of Turkish authors in Serbo-Croatian, in addition to the work of Serbian, Montenegrin and other authors. TAN, Besides authors of Turkish nationality, has also published 7 Albanian and 5 Serbian authors in the Turkish language.

A good deal of material has been bought from Turkey through Rilindja and Tana for the needs of the Turkish nationality in SAP Kosovo.³⁰

The cooperation and contribution of the publishing organisations of SAP Kosovo, SR Serbia and SR Macedonia has been very important in the affirmation of the creativity of all the nationalities and in creating the basic conditions for the consistent use of the Albanian, Serbo-Croatian and Turkish languages in the teaching processes and in the fields of education, science and culture generally. In this way, the value of spiritual communication in the inter-nationality cultures is enhanced, which contributes to mutual understanding, consideration and togetherness.

The data presented, although imperfect, since new titles are published each day, clearly show the absolute and relative progress in the realisation of the equality of the national languages and scripts in the sphere of publishing since the liberation of SAP Kosovo, from its publication of the primer down to the present, when a great number of textbooks and other literature are being published in the Albanian, Serbo-Croatian and Turkish languages.

Notes

1. Këshilli popullor i Krahinës Autonome të Kosovë-Metohisë, 1943-53 - Materiale themelore nga sesionet, Prishtinë, 1955, p. 31.
2. Ibid., p.29.
3. The decision on opening schools in the Turkish language was taken by the National Council of 25 March 1951. (See also note 1, p. 62).
4. Rilindja, 2.9.85, p.5
5. See note 1, p. 38
6. EKS: Popullsia ekonomike, shtpiake dhe banesat. Të dhënat sipas komunave. Rezultatet përfundimtare. Buletini 17. Prishtinë, 1982, p.21.
7. See under note 1, pp. 62, 101-102, 136, 174, 175, 203, 287, 309, 355, 420, etc., in which the work of all courses is widely discussed.
8. See also: Fatmir Fehmiu, "Rregullimi kushtetues-juridik i të drejtës për arsim dhe realizimi i saj në KSA të Kosovës," Përparimi, No. 5, Prishtinë, 1982, pp. 630-632.
9. Kosovi i Metohija 1943-1963, Prosveta i školstvo, Priština, 1963.
10. Pokrajinski SIZ obrazovanja i vaspitanja: Izveštaj o upisu učenika i studenata na početku školske 1984/85. godine u SAP Kosovu, Priština, November 1984, pp. 6-7.
11. Op.cit., under note 1, p. 102.
12. Ibid., pp. 136-137
13. Ibid., p. 511
14. Ibid., pp. 28 and 103
15. Ibid., p. 103
16. Ibid., p. 62
17. Ibid., p. 136

18. Ibid., p. 511
19. Ibid., p. 528
20. Ibid., p. 121
21. op.cit. under note 33, p. 35.
22. Ibid., pp. 32-33
23. Ibid., pp. 25-29
24. Compare: a) **Predsedništvo PKSK Kosova: Ostvarivanje politike nacionalne ravnopravnosti naroda i narodnosti u oblasti jezika i pisama i dalji zadaci Saveza komunista**, Priština, May, 1985; b) **List Rilindija**, 2.9.85, p. 5.
25. Constitutional Law of SAPK, "SI.list SAPK", No. 6/69, Art. 71.
26. PSZ: **XI Konferencija SK Kosova, Privredni i društveni razvoj SAPK 1947-1972**, Priština, p.126.
27. PSZ: "Visoke i više škole u SAPK, Studenti skolske 1984/85," **Bilten 59**, Priština, p. 11.
28. Compare: a) **Bibliografia e librit shkollor në Kosove**, Prishtinë, 1985, pp. 5-258; b) "Libri shkollor," **Buletin i Entit të Teksteve dhe Mjetëve Mësimore të KSAK**, l. Prishtinë, 1984, p. 14.
29. op.cit. under note 24 (a), pp. 28-29.
30. Ibid., pp.29-30.