

The image of Slavic neighbors in the history of Albania textbook

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Abstract

The most important investment to be done in the Balkans' Region, for better relationship and interaction between neighbors, is in education system including school institutions, teachers' and text books preparation. In the schools and textbooks there should be established a sense of community and solidarity, the sense of good neighborhood which helps in establishing better relationships toward development. This does not mean to leave the past behind. The history written on the truth by way of tolerance helps in a better education of a new tolerant generation.

This study aims at getting a view on the way Slavic nation is treated on the Albanian text books after '90s, through comparative overview on their treatment before '90s. The study shall be focused on the following points:

How much importance and room is left on the textbooks on neighborhood issues? The interest of Albanians on their Slavic neighbors and the impact on the textbooks.

Is the history on textbooks based on realistic facts and on the most important periods of history between Slavic and Albanian nations; how are the darkest points of their relations reflected on the text books?

History of relationship between Albanian and Slavic nations. Does the history speak on war and conflict relationship only, or there are periods of time characterized of serenity, peaceful and good relationship between both nations.

What should be done in the future; how we should reflect this part of History on the textbooks and the way forward to improve the textbooks on this matter?

The study shall be mainly based on the main textbooks of History of Albania for high school level. The review shall be focused on language and wording used on the issue.

Keywords: History, Slavic, textbooks, visual resources.

Introduction

This study aims at getting a view on the way Slavic nation is treated on the Albanian text books after '90s, through comparative approach to their treatment before '90s. We studied the high school textbook from 1955-2000.

1. Ancient times and middle ages

The Albanian historiography, best displayed in all textbooks of the Albanian History from 1955 till 2000, shows arguments that the ancient autochthonous populations of the Balkans, were the Illyrians. In all these textbooks it is also shown that the descendants of the Illyrians are the Albanians. In none of these texts has ever been discussed the case that the Illyrians were created as an autochthonous union in the Balkans. In the post-communist texts there are arguments about Serbian historiography that deny the fact that the Albanians are Illyrians descendants, however afterwards it is

accepted that these arguments do not rely on proofs and historical facts and generally in all these texts it is explained and argued the Illyrian-Albanian continuation. The relationship between the Albanian and Slavic population started around the VI-VII century. The Slavic population has been treated as a barbaric population which was positioned in the Balkans in the Early Medieval period in the VI-VII century. How they were represented in textbooks differs almost every year from 1955 to 1973. From 1955 to 1973 there are different points of views on how the Slavic population is displayed. It is obvious that this is closely connected with the Foreign Politics of the Albanian State with the Yugoslavian one, any change and dynamics of their relationship was reflected through change in the book texts. From 1974-1989 the school history textbook did not change same as the way how these neighbor's relationship was presented. In the 1990-2000 textbooks there is a tendency to show real historical facts about Kosovo and consequently the way how neighborhood relationships with Serbia are represented will change. The aim of having them in the textbooks is not directed towards knowing the Serbian population more than on showing their continuous approach in disintegrating the territory which is occupied by Albanians. Going back in time, from the study it is highlighted that since 1959 there are positive aspects of the Slavic occupation in the Balkans. According to the textbooks the invasion of the Slavic people in the Balkans brought positive affects in the existing population that was occupying this territory, this because the ravaged economy started flourishing. Slavic people were known as really good connoisseurs of the agriculture. They brought agricultural community relationships and they encouraged the passage from the slave order to the feudal one. They also banned the slave institutions and obliged the Roman slave ruling class to withdraw in cities and partly move from Albania. All these brought as a result the ending of the Romanization process (Ministry of Education and Culture, (1957), 32).

The cooperation relationships between Albanians and Slavic people are treated in texts till 1964. The events that gave a huge development to the society are the ones stressed. From Slavic people, more advanced in agriculture and craftsmanship the Albanians borrowed a serious of elements from their agricultural and craftsmanship culture, however on the other side the Albanians more advanced in farming gave to the Slavic people together with their advanced products their farming cultural elements. (Ministry of Education and Culture, (1957), 32). The 1964 textbook is the last one where the cultural and economic interaction between the neighbors is evidenced. For instance, in the textbooks from 1965 till 1968 it is less and less argued about the influence that the Slavic people had on the Balkans. They were even seen as a great danger for the Illyrian population. They were seen even harsher in the new draft of the Albanian History in 1973, where Slavic people were treated as a danger that would bring deep consequences in the ethnic field. History of Albania Model 1973 will be a model for all the texts up to 1989. The Slavic invasion distanced the Romanization of the population but would bring a new danger; that of converting to Slavic. (Ministry of Education and Culture, (1968), 28). In the same exact way the Slavic invasion is analyzed after the 90s, where nothing positive is mentioned in relation to the Slavic people.

During medieval period, Slavic people are mostly mentioned during the Serbian and

Bulgarian invasion of the IX-XII century. What is mentioned is the Serbian ruling of Rasha's Kingdom and Stefan Dushan, whose conquests according to textbooks brought negative effects due to impeding the creation of a unique feudal state in the Arber population. Stefan Dushan had named himself as the emperor of the Byzantine, Slavic and Albanian people. (Ministry of Education and Culture,(1967), 68. Textbooks explain that after the Serbian ruling came to power all that it brought was a severe deterioration in the economic, political and social situation. (Ministry of Education and Culture, (1994), 37). Most of the texts even considered it as a hated Slavic regime. In the post communism textbooks the Slavic invasion period is deeply analyzed and the effects of the Serbian invasion are evidenced. The textbooks explain that the Serbian kings, Tsar Stefan Dushan in particular, implemented a politics that aimed the assimilation of the Albanians in the invaded areas. The consequences were worse for the areas North of Albania, especially for Kosovo where the Serbian ruling lasted almost two centuries. The Serbian Invasion of Stefan Dushan, filled with economic, social and ethnical consequences encountered the strong resistance of the Albanian people. This period is filled with shades and negative terms in relation to the politics applied from the Serbian kings. None of the textbooks explains that the kingdom of Stephan Dushan and those of other kings were the concretization of the Serbian feudal ambitions.

Almost in all the textbooks the consequences of the Serbian and Bulgarian invasions are evidenced, such as topographic names with Slavic origin (villages, fields, hills etc.) (Ministry of Education and Culture, (1957), 60). Also it is explained how the weakening of the Byzantine Empire creates the path for the Slavic impact on Catholic belief. In the XIII century it was the Byzantine emperors, Serbian and Bulgarian feudal that would act behind the Orthodox Church. In the first half of the XIV century the invasions of Stephan Dushan had affected even the Orthodox belief. To tighten the Orthodox Church to the interests of the feudal Serbs, he created the Autonomous Patrika of Peja. (Ministry of Education and Culture, (1964), 30).

In some of the communist regime textbooks it is also evidenced the Slavic cultural effect, which is quite obvious in the architectural constructions. Tsar Borisin constructed for instance a cathedral in Glavinice, close to Bilisht in Mallakaster. (Ministry of Education and Culture, (1964), 60). From the XII century especially in the XIII one, due to the influence of the Slavic-Byzantine church, in the North of Albania Greek writing was replaced by Slavic writing. (Ministry of Education and Culture, (1964), 67). This a fact that best shows the communication and the good relationship that Slavic people had with the Albanian feudal.

In 1992 textbook but in the following ones after 1991s the Kosovo case is mentioned, which was intentionally forgotten. (Lalaj, (2007), 236). According to the texts the negative results of the Serbian invasion are evidenced especially in the Northern areas, especially in Kosovo where for more than two centuries and a half the Serbian kings has tried to turn it into Slavic. (Ministry of Education and Culture, (1992), 42). After the 60s the positive aspects were no longer mentioned in textbooks. The relationships with Slavic people were often seen through taught judgmental positions with no positive results at all. This was identified on the textbooks during the communist regime years 1973-1989. However attention to the negative effects of

the Serbian invasion is paid even in the following textbooks of 1990-2000. Besides the narrative texts even the question directed to students have a negative connotation. Such as "What were the Negative effects of the Slavic invasions?"

2. Early modern times

The quick penetration of the Othman Empire shocked the feudal of the Balkans. All the textbooks acknowledge the danger hence having all kings, feudal of the Balkans to unite in Balkan coalitions. The battlefield of Kosovo 1389 is treated in the textbooks after the 90s and stresses the importance of the cooperation through coalitions between neighbors. (Ministry of Education and Culture, (1992), 77)

The necessity to cooperate against the ottoman invasion pushed towards Balkan coalitions, (1614-1920) four of the Balkan assemblies aimed the coordination of the military actions against the Ottoman Empire. These assemblies are slightly mentioned in the textbooks from 1964 till 1974 without stressing their importance. This importance is mentioned in the textbooks after the 90s where is it explained how the countries in the Balkans were helped in the strengthening of good relationships between them.

The events of the Austria-Ottoman war, one of the most delicate moments of the history of Kosovo is not reflected in the textbooks before the 90s because of the fact that the case of Kosovo was never treated. In the textbooks after the 90s this events is seen critically against the way how the Serbian historiography have treated it. After fracturing the ottoman army on the walls of Vein (1683-1699) Albanian rebels of "Malesi e Madhe" united with the Austrian army. In the textbooks of 1994 and further on it is explained that the Austro-ottoman war at the end of the XVII century on the Kosovo region and other Albanian regions did not bring demographic changed in favor of the Albanian and damaging the Serbians as the Serbian History would explain.

The long ottoman invasion period created unfavorable conditions and often put the neighbors in opened conflicts. This not good relationship has been treated in several textbooks of the communist regime. In the textbooks of 1964 it is explained that the Albanian divisions were converted in to military bases against the attempts to free the Balkan people. "When the Serbs rebelled against the ottoman ruling Ibrahim Pasha with all his strength went to fight them". (Ministry of Education and Culture, (1964), 102). In the textbooks it is not explained that the feudal separatism was a characteristic of the actual relationships of the Balkan people and as such all the feudal conflicts were on this context.

According to the textbooks of 1964, another reason for the hostility between neighbors was the bad administrative division of Albanian lands from ottoman ruling which divided the Albanian land with one another. The ottoman ruling did not put the Albanian lands in a single one but divided them in three and then on four regions. (Frashër, Pollo, Albania's history, Ministry of Education and Culture, (1974), 102). According to authors this is the beginning of the conflict between neighbors which was reflected in the years of nationalism. To conclude the textbooks of 1964-1974 analyze the long ottoman ruling which put the neighbored often in opened conflicts.

3. The Age of Nationalism

The National Renaissance period is the period where all the neighbors are described and judged more than any other period in textbooks. It is one of the most important moments of the Albanian history, but at the same time it is one of the most critical moments of the relationships between Albanians and their Serbian neighbors. The hard situation of "The Ottoman Empire" in the historical context of the Eastern Crisis would create premises for conflicts between neighbors. During the communist regime the textbooks would inspire patriotism which was intertwined with the communist ideology and anti-western.

The period during the national wakening and simultaneously the relationship with the Slavic people has been treated in different perspectives during the communist regime years and after the 90s. The unification of the national regions and the plans of the Balkan Monarchies are treated, in the textbooks during the communist regime, through the crucifixion of the Marxist ideologies of the communist government. In the textbooks from 1955 till 1963 the stand towards political platforms of the Balkan monarchies is often skipped. In the textbooks of 1964-1966 the arrangement between Greece and Serbia to cut into pieces for themselves and there is only a paragraph for the Serbian claims. The attention is for the claims of Montenegro. The projects of the Serbian circuits are either skipped or justified. (Ministry of Education and Culture, (1964), 102). The plans to break into pieces the Albanian territory from the Serbian political circuits are treated by neglecting facts. The attitude against neighbors politics is superficial, the reason why this pretend had risen from Serbs was not clarified. This way of treating the history by simplifying events and facts prevents students from learning the true history.

In the text-book of the communist regime mostly during 1960-1973 the interpretation of the Shen Stefan treaty and that of the Berlin treaty are treated in a positive point of view. The treaty of Shen Stefan would make possible the creation of a block of Slavic states that shaped a healthy obstacle against the expansion of the Austro-Hungarian effect. On the other side the aims of the political circuits and the Serbian benefits on Kosovo are neglected. After breaking up with Yugoslavia the communist regime did not change its politics in a visible way. The textbooks from the year 1957-1973 changed their attitude towards the Serbian neighbors. In these texts it is more rare the positivity and furthermore they are mentioned as aggressors towards Albanians. The authors of the Albanian history 1974 describe and change the attitude towards the neighbors and their politics. It is explained in the textbooks that the projects for the annexation of Albania started in the years 1930 of the XIX century from the Greek and Serbian Balkan powers. The access over the politics of the Balkan monarchies is seen in the perspective of the communist regime, according to which politics was designed from the bourgeoisie which was the enemy of the people. The interethnic conflicts are orientated towards the war of classes. This access in textbooks aims to encourage the war of classes and the confederate of brotherhood and equality. The attitude towards the neighbors is harsher and new facts are evidenced which were not mentioned in the textbooks of 1960-1973.

Treating conflicts between neighbors is presented with many hostile comments in textbooks from 1992 to 1996. According to authors the plans for the fragmentation

of the habituated Albanian territories was declared long time ago before the Eastern Crisis of the 70s of the XIX century. The neighbors in the Balkans Greece, Serbia and Montenegro had already shown their chauvinist greediness to break into pieces the Albanian territories by creating chauvinist projects such as Megaloidea and Nacertania. (Ministry of Education and Culture, (1992), pg. 107).

The Albanian rebellion of 1909-1911, in the textbooks between 50s till 1974 is treated as a rebellion that was supported and sympathized from the other Balkan countries which showed solidarity with the Albanian people in the war against the multi-centenary Ottoman Empire invasion.

In the texts book of the communist regime of 1964-1974 the massacre during the 1919-1911 was never mentioned. In the texts book of 1974 the tone is toughened against the Balkan powers. For the first time in texts book it is mentioned that Serbia would annex Kosovo. The invasions were accompanied with terrorist and bloodthirsty actions against the Albanian population.

A case treated in the textbooks after the 90s, but neglected in text before the 90s, is the large migration of the population evicted from the Slavic authorities during this period. This fact is neglected in the texts during the communist regime years.

In all the books from 1992 to 2000 attempts are made to get out of the communist ideology. It is often explained that the conflicts were not actually between the neighboring countries but between the political circuits. In these texts a distinction is made between the aims that these Balkan states and Balkan people wanted. The people aimed towards the liberations from the Ottoman Empire while the Balkan monarchies aimed at the completion of their interest. Besides the attempts to create distance with the politics designed from the Balkan Monarchies the perception that students had about the neighbors was negative. The texts from 1950 to 1973 change gradually and with slight changes done to the descriptions and analyses that were done to the Slavic neighbors. This is evidenced even with the annexing and the neglect in textbooks of the Kosovo case.

4. The Balkan wars

Another critical moment for the relationship between Slavic neighbors is the Balkan War. Being under the ottoman dominance, the Albanian territories related to the empire were at risk to be broken into pieced within their aleats. Due to the consequences that this war had, after putting at risk the independence of the new borders of the Albanian State, in textbooks it has occupied a really important place. The neighboring countries either geographically or culturally are the first that suffer from the national lesson of stereotyping, which creates suffering and misunderstandings. This formulation is proved during the study of texts related with the Balkan War.

The socialist textbook period write about the invasion of the Albanian territories punishing the Serbian bourgeoisie that planned the invasion for their own personal interests. At the beginning the Balkan war was defined as a fair war against the ottoman invasion. It was also defined as a war for the unification of the Balkan countries, which was converted into a ravishing war against the Albanian people from the bourgeoisie of the Balkan states. The texts of this period are seen through a Marxist point of view, while the interethnic conflicts are directed towards the war

of classes. (Ministry of Education and Culture, (1964), 171). It is mentioned that the Serbian chauvinists undertook a furious war against the patriotic Albanians. In textbooks of socialism the attitude towards the invaders of Montenegro is even harsher. It often seems that there is a calmer attitude towards the Serbian invaders. (Ministry of Education and Culture, (1966), 130). There are often in the texts of the communist regime contradictions towards the Serbian people, often justified for their actions and other times in the same text they are criticized.

Another important historical moment for the Slavic-Albanian relationship was the Ambassadors Conference in London. In this conference the borders of Albania are determined after the Balkan war. This is a very important moment in the history of Albania and as such it will have a really significant importance in the texts. In the textbooks of the communist regime the decisions of the conference are perceived as imperialistic decisions of the Great Powers, that used Albania as a piece of cloth so that the interests of the Balkan Monarchies could be fulfilled. This decision unrightfully fragmented from the Albanian trunk the Kosovo territories. After the break of the relationships with the Soviet Union (1961) and the annexation of Albania from the countries of the Communist Block (1974-1989) textbooks started to treat in more details the case of the nation and this was evidenced while treating cases about Kosovo and consequently harder moments will come while dealing with neighbors. In the textbooks of 1974 for the first time problems that caused these decisions, which were quite big, were evidenced. The traditional connections of the mountainous regions with the low filed areas of Kosovo and the city markets were interrupted. The political borders decided from the Ambassadors Conference formed obstacles for the relationships that were already created from centuries. The Serbian regime was too heavy for the already was damaged population.

The evacuation of the population is treated quite long in the textbooks of the post-communist years, where authors express severe tones against the annexation of the Albanian territories from Serbia and Montenegro. As mentioned on textbooks the Serbian invaders sequestrated a good part of the properties of the Albanians and replaced them with Serbian colonies. The implementation of the Serbians in power is commented as a heavy burden for the Albanians. The Serbia authorities carried on with the genocide politics that they had already started during the Balkan War, but killing 'large masses of Albanian population. The Albanian population reacted by rebelling in 1913 against the armed forces of Serbia. During this march to suppress the rebellion the Serbian invaders burned down hundreds of villages and killed off without any mercy the population. This urged a massive migration of the Albanians (Ministry of Education and Culture, (1992), 151).

Another negative effect from the Serbian and Montenegrin invaders that is treated in the textbooks after the 90s is the conversion of the religion through violence in the Albanian regions. The conversion of religion through violence started with the entrance of the army of Montenegro and Serbia in the autumn of 1912 and went on till the First World War. This conversion was one of the most violent ways of political genocide in order to denationalize and assimilate Albanians. (Ministry of Education and Culture, (1994), 142).

The textbooks during the communist regime serve as a propaganda tools to promote

the social values of the regime. This formulation is proved by the way how the event of 1914 is treated, as a villager's rebellion against the bourgeoisie class, perceived in the perspective of the Marxist ideology. Textbooks pay a lot of importance to this as it so considered as a rebellion against the Serbian invasion. The villager's rebellion was led from Haxhi Qamil. In the textbooks of 1966 it is explained that the rebel villagers led from Haxhi Qamil told to the Serbian government their neutral position in the world conflict. They proposed to the Serbian government to keep friendly relationships with the rebels however Esat Pashe Toptani united with the Serbian army and crushed the villager's rebellion. (Ministry of Education and Culture, 1966, 192).

5. First World War and Second World War

In the socialist text the First World War is treated as an imperialistic war between two great powers. According to history authors of the communist regime the aim of this war was the realization of greedy politics for Albania. With the start of the world conflict the Serbian and Montenegro governments even though already engaged with the war against Austro-Hungary they directed their attention towards the Albanian territories, making it the right moment to realize their inspirations: Access to the Adriatic Sea, Conquering of Shkodra

Another agreement according to textbooks, that impinged the relationships with the Serbs in the frame of the First World War is the Secret Treaty of London (April 1615) which according to socialist authors was a shameless act of the imperialistic powers, that aimed to completely delete Albania from the map. In these texts Albania is treated as a war arena from the imperialistic powers and a war cloth to satisfy their interest and those of the other Balkan countries. This peace treaty decided to separate the territories north to be given to Serbia and Montenegro and South to Greece. In the textbooks of the socialist regime till 1974, the profits of Serbia decided from the secret Treaty of London were not mentioned.

However for the history and the authors that have written about national history, the suffering has not ended. The feeling of the victim is in every line written of history. In the north the army of Serbia Croatia Montenegro attached Shkodra and took Kastrati. The Beograd government carried on keeping the Albanian territories surrounded inside the borders of 1913. In such conditions the Beograd government was aiming to realize its chauvinistic plans. The attack of 1920 was aiming to invade the Albanian territories. In the textbooks after the 90s the Serbian invasion of Kosovo and the war for the liberation and national union 1918-1925 are treated quite long in a chapter where it is spoken about Kosovo. The situation of Albanians in the Yugoslavia kingdom is shown as quite difficult. The authors of textbooks of 1994 besides the severe economic consequences with the termination of the war arguments are given in relation to the other dangers such as: Albania was in danger to be fragmented between other winning neighbors who would decide on the new political map of the world. (Ministry of Education and Culture, (1994), 162).

It is treated widely and harshly the attitude that the Yugoslavian government held towards Albanians and Kosovo in textbooks after the 90s. The Kingdom of Serbia, Croatia and Slovenia after attacking and invading the Albanian borders during

its attack tried to change the ethnical structure. To achieve her goals and to have a formal judicial support from the foreign opinion it's implemented the agro-colonial legislation. Massive expropriation started with the leaders of the national movement, abandoned lands common pastures. According to textbook Serbs considered the evacuation and the assimilation of the Albanians as a sacred national mission. The evacuation of Albanians from their lands was done via terror and violence. Even during the expropriations of 20' 30' no social class was spared. Political rights were negated; the Albanian language was not used in the administration and political activities.

In the period between two world wars there is an event that is connected with the relationship with the neighbors Serb, the Rebellion of June. In relation to the June rebellion, textbooks after the 'socialist regime have seen it in a Marxist ideological point of view. The revolutionary movements, under the influence of the socialist revolution of October had spread almost in all the Balkans. These rebellions were suppressed with an iron hand from the imperialistic great powers and the Balkan Monarchies. (Ministry of Education and Culture, (1966), 198)

They could not agree with a revolutionary source in the Balkans, as Albania was, so they decided to overthrow the government of Noli. Ministry of Education and Culture, 1966, 217).

According to the authors the government of Beograd took the duty to destroy the government of Noli, and for this it would have been rewarded with economic help from the Anglo-American banks and putting at their disposal 10 000 people. As a reward for the return to power the government gave to Yugoslavia Shen Naumi and Vermosh. (Ministry of Education and Culture, 1966, 217) In the textbooks of 1962 the access for the rebellion of June is the same with the texts before the '90s.

During the years of the Second World War the neighbors are mentioned twice in the textbooks before the 90s. In the historical context the Yugoslavian are mentioned during the creation of the Albanian Communist Party. In the meeting for the creation of the Albanian communist party two delegates from Serbia took place as well who affected the orientation towards Yugoslavia (Ministry of Education and Culture, 1996, 211). In the textbooks of the communist regime the effect of the PKJ in the foundation of the Communist party is skipped. The purpose of hiding this detail is in the fact that the merit for the creation of the Communist party had to be of Enver Hoxha. Secondly they are also mentioned in the union of the Yugoslavian forces and the Albanian ones to free a part of the territories from the invaders. It is a fact that the Albanian partisan divisions collaborated with the Yugoslavian ones but the way how the purpose was demonstrated distinguishes the text before and after the communist regime. These texts aim at educating students with the wave of proletarian internationalism the love for the other populations and the loath of classes that create politics against populations (Ministry of Education and Culture, 1964, 284). In the textbooks of 1990-2000 another prospective far away from communist ideology has been seen, as another attempt of the neighboring countries to help one another in difficult times.

Conclusions

The first draft of the history of Albania was published in 1957. By the early '50s it had not yet started work on drafting a formal text story. It took seven years of intensive work, while Model was ready. The texts of history of 1957 till 1989 served to the communist dictatorial regime. From the first draft till the second one in 1973 gradual changes occurred. The text is perceived as a tool of propaganda to educate with the Marxist ideology. History was used not only to teach and explain the past; it was also used to redo history accordingly to politics necessities. During the studies it was noticed that during the regime, when the relationships between Yugoslavia and Albania were good ones, the Slavic population was treated with positive shades leaving aside events and facts of the history. After the relationship was broken with Yugoslavia the texts of history aimed at creating hostile feelings towards Slavic neighbors.

The way the Slavic population was treated from '57-'73 changed almost every year. The cooperation relationships between Albanians and Slavic people are treated only in textbooks used till '64. The events that gave a huge development to the society are the ones stressed. Slavic people were more advanced in agriculture and craftsmanship and the Albanians borrowed a serious of elements from their agricultural and craftsmanship culture, however on the other side the Albanians more advanced in farming gave to the Slavic people their experience in this field. The 1964 textbook is the last one where the cultural and economic interaction between the neighbors is evidenced.

The positive effect is that the Slavic people had on the Balkans and furthermore on the native people, started to be reduced in textbooks in the following years.

From 1957-1973 Slavic people are mentions less in the textbooks and almost in the negative side. The relationship with the Slavic neighbors; Montenegrin, Bulgarian and moreover Serbs was seen in the filter of the interest of politics.

With the new draft of history published in 1973, it was evidenced that more attention than needed was given to the politics for the fragmentation of territories inhabited by Albanians. (Ministry of Education and Culture, 1996, 311). On the other side till 1973 in texts the coverage was superficial; often events and facts were neglected. From 1973-1989 treatment of Slavic people especially of Serbs was more severe and often judgmental. They are treated as enemies and greedy for the territorial space that was inhabited by Albanians. However important events were not treated in these texts. There are cases where the main issues are not treated and minor insignificant elements are considered. There are other cases when history is twisted and takes another meaning which is far away from reality.

It is said that the texts after the 90s have tried to show history in an objective way without politicization and far away from ideological schemes. The reason why the case of Kosovo was not treated comes from the politics and directives of the communist government (Boci, (2013), 180). In the texts the history of Albanians of Kosovo, Macedonia and other regions left outside the Albanian territories is treated, so that students not only pick up full knowledge on the history of their nation but also knowledge on the cultural and patriotic education. The economic-social and

cultural relationships with neighbors are not priority for the textbooks after the 90s. An important place in these textbooks covers the war against foreign Slavic "invaders". According to the texts the Albanians had to deal with the greediness of all the directive circuits of the neighboring countries. The fate of the Albanian people has been closely connected with that of other Balkan countries against foreign invaders. In this war the tradition of friendship are created that have bonded these people till nowadays. This has been mentioned, but in the textbooks the friendship with the Slavic people is not treated. Often the story told is that of the war and not peace. Even in the cases when they are mentioned, harsh words are used such as enemies, greedy, aggressive etc. By mentioning only the war, the chauvinistic plans to break into pieces the territory etc. and neglecting the good interethnic relationships, students do not understand the multicultural approach and they are affected by the sadness and the hostile feelings created towards the neighbors.

The study has put lights to the fact that after the 90s, the authors by trying to get out of the Marxist ideology have fallen into another idealistic format that of the nationalism. The case of Kosovo is brought back with strong patriotic feelings. The wish to analyze Kosovo which was left in silence during the communist regime went to formulations that were not so friendly towards neighbor. In the textbooks of 1991-2000 attempts were made to get out of the ideological schemes while treating cases and relationships with the Slavic neighbors. It was observed that from the texts after the 90s there are more classes about Kosovo and other Albanian territories left outside Albania. The textbook of 90s have 18 classes that threat the case of Kosovo and consequently even the relationships with the Slavic neighbors. The purpose of these classes is to study Kosovo and not on the relationships with our Slavic neighbors. The language used in the texts is aggressive and with strong nationalistic terms.

The cultural part and the social collaboration between Albanians and Slavic people are mentioned only in the texts during the communist regime from 1957-1964 but even in this case it is superficial and minor. The social and cultural elements are absent on the relationship between Albanians and Slavic people, almost in all cases Slavic people are treated, it is spoken about war, chauvinistic war, fragmentation of territories etc. Seen in this point of view the text of history does not motivate peace and cooperation but hate for the neighbors. The students learn only about the state and their nation and do not learn about multicultural approach and international dimension.

History speaks only in the language of war and that of conflicts between neighbors. The moments of peace occupy only two or three lines in the whole text. The recognition with the neighbor's history has been treated only in a critical point of view and that of the negative consequences that they brought for the Albanians. The most delicate and obscure moments of the relationship are during the period of nationalism, to the Ambassadors Conference in London, and borders establishment.

Serbs have never been treated in a positive sense in the relationships with Albanians. Same as other non-Slavic neighbors they have been left behind. Slavs are slightly mentioned and only in the aspect of invaders. When Slavic people are included in the texts is only about unclear and minor information. At the same time books till the period after the communist regime do not treat economic and cultural relationship between two nations. Due to this students are never interested in learning the true

story between two countries. Not knowing the story of the countries in the same geographical location the perception will be deformed. So the image of Slavic neighbors, as eternal enemies was transmitted for many generations. In texts the consequences that Serbs brought was the fall of economy, fragmentation of territories, political suppression, migration, expropriation etc. This way of dealing feeds the conflict and the absence of the will for reconciliation and collaboration between neighbors.

The way how a society approaches itself from the past and the way it demonstrates its purpose, shows to a great extent the degree of emancipation. The conversion of history in an instrument of power is a distinctive trait of dictatorial regimes or totalitarian and it can be evasive even destructive for the collective identity of a nation because it creates a deformed conception of itself and others. (Boci, (2013), 180).

However, even without knowing the true history, with all the dark sides, there can be no reconciliation. It's a duty of the history authors to review in details the curricula which would provide to students the possibility to learn the truth in relation to the neighbors and to apply their knowledge in a critical way. We need to promote ethnical cooperation based on facts and on attempts between neighbors to install peaceful relationships. Neighbors should not be seen only on the ethnical conflicts but also on the cultural perspective, the faith on aspects that good relationships can be decided. More attention is needed on the narration and less negative expressions on neighbors, more stressing on the history and facts and all this would make possible a better understanding and an easement in the cooperation between neighbors. The main aim of the texts should not be at all costs the peace between countries but the peaceful ethnical relationship.

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