

# Literature in the first Albanian school

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**ABSTRACT:** The history of Albanian children's literature spans a long time. Initially, religious texts of medieval literature were used as such literature in Albanian schools, but pure children's literature was born during the period of Albanian Romanticism. At this time, it was originally written to meet the educational needs of the first Albanian school. However, it was literature that was written by the best authors of Albanian Romanticism and, apart from its function in school, it had all the characteristics of good children's literature. This study deals with these two sides of the first Albanian children's literature, with its artistic level and with the educational role it played in the first Albanian school. From the analysis we have done, we have managed to establish that literature in the first Albanian school played a decisive role in the artistic, cultural and moral formation of Albanian students. Initially, this stems from the fact that the authors who compiled books for the subjects in the first Albanian school, were primarily writers and they could not be separated from literature even when they wrote books on other subjects, making the literature found in books of different subjects and its importance is irreplaceable. The results of the paper have been achieved using thematic, genre and contextual analysis.

**EET/TEE KEYWORDS:** Children's literature; Albanian school; Albanian culture; Education; XIX-XX Centuries.

## *Introduction*

Albania in the 14<sup>th</sup> century fell under the occupation of the Ottoman Empire and remained part of this empire for the next five centuries, until the beginning of the 20<sup>th</sup> century, exactly until 1912 when Albania became independent. During the time of the occupation of the Ottoman Empire, the educational system in Albania was part of the educational system of the Ottoman Empire, it was distributed throughout the country, based on Ottoman curricula and literature, and was organized in the Turkish language. Schooling during this time was led by the Ottoman Empire and was part of the cultural and educational program of this Empire. During the 19<sup>th</sup> century, the Albanian romantics made an effort

to make the educational system in Albania independent from that of the Ottoman Empire, trying to open schools in the Albanian language and framing in those Albanian schools literature with universal knowledge, but also with knowledge about Albanian history, about the Albanian people and state, about the Albanian culture, about the glorious Albanian past, so that the Albanian students also receive an Albanian national preparation which was missing in the schools organized by the Ottoman Empire. After a great effort, the Albanian romantics opened such a school in Korçë in Albania, which was opened on March 7, 1887<sup>1</sup>. After the opening of the school, it was necessary to write textbooks in the Albanian language because since there was a lack of education in the Albanian language earlier, there was also a lack of textbooks in the Albanian language. Albanian romantics mobilized and compiled textbooks from various subjects of history, language, geography, biology, ecc. In the first Albanian school, it was envisaged that children would receive the main information in various subjects of knowledge, and to fulfill this need of the Albanian school, Albanian authors wrote textbooks. Literature was an integral part of the curriculum of this school and is found scattered in several books on different subjects, which shows that literature in the first Albanian school was used not only as an artistic value but also as an educational value for different knowledge in a way that Albanian students, through artistic units, are informed about national and world history, about Albanian grammar, about human behavior in society, about geographical, biological, zoological data. Since the books were offered to students of a young age, they were written in clear, precise language, without digressions, so that they are as clear as possible for the students.

In this study we have analyzed children's literature in the books that were used in the first Albanian school, to see how children's literature was presented in the first days of the Albanian school, what role it played in the formation of students in terms of education, social, national, or how literature affected informing students about various historical, geographical, biological knowledge. More specifically, we have analyzed the literary units found in the books of the first Albanian school from two points of view, the artistic one and the thematic one.

### 1. *Materials and methods*

The books that were written by the Albanian romantics for the first Albanian school were books on different subjects: literature, language, history,

<sup>1</sup> H. Koliqi, *Historia e arsimit dhe e mendimit pedagogjik shqiptar* [The history of education and Albanian pedagogical thought], Prishtinë, Libri shkollor, 2002, p. 173.

biology, geography, zoology, and arithmetic<sup>2</sup>. Among them, there were literary books intended to be used by students during schooling. Such a literary book is *Vjersha për mësonjëtoret e para* [Poetries for the First Schools]<sup>3</sup> which has forty poetries. However, most of them are books that, in addition to information from different subjects of knowledge, also include literary units. Also such books are: *E këndimit çunave I* [Reading Book for Children I]<sup>4</sup> which has fifty-seven units, thirty of which are literary units realized in prose; *E këndimit çunave II* [Reading Book for Children II]<sup>5</sup> which has thirty-six units, fourteen of which are literary units realized in prose; *Abetare e gjuhësë shqipe* [Albanian language primer]<sup>6</sup> which has seventy-one units, eleven of which are literary units realized in prose. In these books, literary units are realized in different genres, such as short stories, poetries, poems, novels, fables, and letters, which shows that literature is well presented and students manage to create a clear idea about what literature is. In this study, through the research of these books, is intended to provide evidence for the image with which literature is presented in the first Albanian school, its influence on children's awareness of social, cultural, and artistic problems, for the connection between literature and other knowledge that learn students during schooling, as well as for the changes that this literature has had from the official schooling organized by the Ottoman Empire in other Albanian countries. The method of analysis is thematic, genre, and contextual. Through the thematic analysis, we have analyzed the literary units of the first Albanian school for the main topics that are discussed and their educational effect on the students. Through genre analysis, we have analyzed the genres that are included in these books and with which components they are presented. However, the literary units in these books are addressed to Albanian students of the first Albanian school, which was organized in the Albanian captive state. So we used the contextual analysis to see the relationship that the literary units have with the Albanian environment, with the effort for the national awareness of the students, the awareness of the students with the signs of the Albanian national identity, such as the Albanian language, Albanian culture, Albanian history.

<sup>2</sup> H. Myzyri, *Shkollat e para kombëtare shqipe* [The first Albanian national schools], Tiranë, 8 nëntori, 1978, p. 58.

<sup>3</sup> N. Frashëri, *Vjersha për mësonjëtoret e para* [Poetries for the First Schools], Bukuresht, Drita, 1886.

<sup>4</sup> Id., *E këndimit çunavet I* [Reading Book for Children I], Bukuresht, Drita, 1886.

<sup>5</sup> Id., *E këndimit çunavet II* [Reading Book for Children II], Bukuresht, Drita, 1886.

<sup>6</sup> S. Frashëri, *Abetare e gjuhësë shqipe* [Albanian language primer], Bukuresht, Drita, 1886.

## 2. *Albanian literature for children in the first Albanian school*

The literary units in these books of the first Albanian school are well articulated artistically and have good didactic content. Even though they were written in a short time, when the demand for writing books was put forward in an urgent form to meet the needs of students of the first Albanian school, the literary units in these books summarize the basic knowledge that students of a young age need for literature, because they were written by the best authors of Albanian Romanticism who previously had good experience in writing literature. Literature in the first Albanian school gave basic knowledge to Albanian students about literature, introducing them to the main literary forms, introducing them to Albanian authors, and to Albanian topics, which were absent in the official education of the Empire Ottoman which was realized in the Albanian countries.

The events of the literary units in these literary books are not long and are carried out in a language understandable for the age of primary school students: most of the literary units use words in the first sense so that the text is clearer for children. These literary units have additional explanations about the problems they discuss and, in most cases, literary units at the end of the event they are narrating give the message in direct form as advice or sentence so that the students understand the essence of what is being narrated: «The whole world loves and praises the good man, while they do not love the bad man»<sup>7</sup>. From this, it is understood that the literary units in these books have been chosen and explained in accordance with the young age of primary school students.

The first Albanian school was created during the captivity of the Albanian country, during the rule of Albania by the Ottoman Empire, therefore the authors of the books had to be careful about the topics they treated in their literary units, about the authors included in them, about the national character that treats books, because the school could be suspended. The romantic Albanian authors who built the books wrote national topics and introduced the students to national authors, but they did this with very sophisticated skills.

Seen from today's perspective and separated from the context when they were written, the value of the literary units of these books is for greed since the selection of their topics was done masterfully by removing the context, given that this literature was written in the great Albanian-Turkish tensions for the independence of the Albanian state. Albanian children's literature prepared for the first Albanian school was written quickly, but since it was created by the great masters of Albanian literature of the Romantic period, it was written skillfully, therefore its value is the value of genuine literature for children. The Albanian romantics in these literary units are seen to have known how to protect the students from the great political, social, and cultural battles that took place

<sup>7</sup> Frashëri, *E kendimit cunavet I* [Reading Book for Children I], cit., p. 6.

in Albania during that time and to serve them literature with universal topics that can be read with pleasure even today. Even the national topic when encountered in these units, it deals with the universal values that Albanian history and heroes hold inside and is not built to serve the momentary policies with which the Albanian country was preoccupied. Moreover, in the literary units with national topics, there is no hatred towards any race or people, in order to instill the best human beliefs and feelings in the students. Therefore, it can be said that the romantic authors managed to overcome the sociocultural moment when they wrote these literary units, managed to overcome their personal hatred towards the Ottoman conqueror, and built literary units with permanent artistic and educational values, therefore these books contain literature of well thought out. So the literary units in the first Albanian school carry the signs of their time, but they are not drowned in their time, they are units that simultaneously have universal signs that make them current even today, and that's why they are present quite often even in primary school books nowadays because of the universality that those units reflect<sup>8</sup>.

Children's literature in the first schools was created by Albanian authors, but they also include world authors such as Homer and Saadi<sup>9</sup>. Thus, the literary units in these books introduce students to Albanian authors and internationals whom they did not have the opportunity to get to know in the official education organized by the Ottoman Empire in the Albanian country in those years. In these books, students are gradually introduced to different genres of literature, the number of which genres comes growing from one book to another. Thus, from the basic books onwards, students are introduced to authors, genres, and topics of literary units which are located in a system that follows the maturity of the student, his gradual preparation, and in accordance with their maturity, the literary aspects come to Albanian students being growing and crystallizing.

Except for fables and their world with fantastic animals that speak and act like people, the place and topics in the literary units are Albanian, so that students can better communicate with the literary units: in those units, there are Albanian families, animals known for the Albanian environment, trees and vegetables known for the Albanian environment. So the units in these books are adapted for Albanian students, for the Albanian environment, and for Albanian nature and culture.

<sup>8</sup> Xh. Sylta, *Leximi 5* [Reading Book 5], Prishtinë, Libri Shkollor, 2021, p. 41.

<sup>9</sup> Frashëri, *E kendimit cunavet I* [Reading Book for Children I], cit., p. 27.

### 3. *The educational character of literature in the first Albanian school*

The literary units in the books of the first Albanian school have a pronounced educational character. The literary units in these books do not only have an artistic character, but they also give a message to the students, give a lesson, try to educate the children about their life at school, in the family, and in society, to give some information in an artistic form about the different knowledge that the students were learning at that time in school. Literary units try to educate the student in different segments of his life, to clarify many parts of life, the world, and society. Such educational character found in the literary units does not destroy their artistic character, in these literary units, the artistic elements and the educational, moralizing, didactic message come together. In these units, there are good artistic achievements, beautiful descriptions of places and times, attractive characters and events with a lot of emotionality, but these units in the end give an educational message to the students, so that the students, in addition to encountering a rich artistic world, they are also equipped with an idea, a motive, an educational message. During the development of Albanian children's literature, there have been literary periods in which the educational character has been quite strained, either with the premise of the Albanian nation or with the premise of communist ideology<sup>10</sup>, therefore the combination of artistry and aesthetics in of artistry and aesthetics in the units of the first Albanian school represents the artistic maturity of the Albanian romantics so that the texts do not strip them of their artistic value even though they were written at a time when the need for national consciousness was very great: in this time of tensions the Albanian romantics equip their literary texts with an educational message, as well as artistic values.

The literary units of the first Albanian school deal with topics and events that are well suited to the students, their age, their wishes, and their interests. These literary units present events with characters close to the age of the elementary school students to whom these units are addressed, and deal with topics that preoccupy young children, such as schooling<sup>11</sup>, family behavior<sup>12</sup>, socialization in society. Often, to be clearer for children, the message in these texts is given at the end of the story in a direct form: «A liar is not trusted even when he tells the truth, so one must always tell the truth»<sup>13</sup>. The message in the form of advice is given by elderly characters: mother, father, and old man<sup>14</sup>, that is, by people with life experience so that the message is more convincing for students.

<sup>10</sup> B. Dedja, *Heroizmat e Fatbardh Pikaloshit* [Heroisms of Fatbardh Pikalos], Tiranë, Ndërmarrja Shtetërore e Botimeve, 1954.

<sup>11</sup> Frashëri, *E kendimit cunavet I* [Reading Book for Children I], cit., p. 3.

<sup>12</sup> *Ibid.*, p. 5.

<sup>13</sup> *Ibid.*, p. 7.

<sup>14</sup> *Ibid.*, p. 10.

Short stories, poetries, fables, that all the educational message deliver by confessing a mining that in unusual form gives a certain problem, so as to impress students more, to draw their attention more to capture the essence of the unit's message, e.g. the candle speaks and shows that it gives light to people just like school<sup>15</sup>, the truth and tales encountered each other to show the war between good and evil<sup>16</sup>, bird talks to the boy<sup>17</sup>, winter and summer pride themselves on their beauties for the student to understand the characteristics of these two seasons<sup>18</sup>.

The literary books of the first Albanian school follow a topic systemization: Books begin with literary units on the subject of student entry at school<sup>19</sup>, they continue with other topics that students preoccupy during the teaching process, as with the topic of the universe<sup>20</sup>, topic of the planets<sup>21</sup>, of the seas<sup>22</sup>, of the continents<sup>23</sup>. Thus, the literary units in the first Albanian school books have a system that moves through time with the student's life: the beginning of the books deals with the starting students' education, and then the books deal with topics that students go through during a year of teaching process.

Although literary units deal with approximately the same topics related to family, society, nation, and school, each literary unit treats its topic in a special form, with new history, with new characters, so that the same topic has new performances every time so as not to pass any topic in monotony to students. Thus, the topic of socialization is presented with different stories: it is presented with story of students who help people with special needs<sup>24</sup>; with story of students who care about the poor<sup>25</sup>; with story of students who assist friends in school assignments<sup>26</sup>; with story of students who share food with another<sup>27</sup>; with story of students taking responsibility for organizing society in human activities<sup>28</sup>. In this way, the social topic is gradually complemented by new details, but at the same time, insistently it is repeated in variants in order to get deep into the students' minds that they need to socialize. This shows that the literary units in these books generally have some basic topics that come out in variants. So like the topic of socialization above, there are some other topics that are repeated in the literary units of the first Albanian school, such as the

<sup>15</sup> Frashëri, *Vjersha për mësonjëtoret e para* [Poetries for the First Schools], cit., p. 3.

<sup>16</sup> *Ibid.*, p. 40.

<sup>17</sup> *Ibid.*, p. 85.

<sup>18</sup> *Ibid.*, p. 87.

<sup>19</sup> *Ibid.*, p. 3.

<sup>20</sup> *Ibid.*, p. 13.

<sup>21</sup> *Ibid.*, p. 57.

<sup>22</sup> *Ibid.*

<sup>23</sup> *Ibid.*, p. 59.

<sup>24</sup> Frashëri, *E kendimit cunavet I* [Reading Book for Children I], cit., p. 18.

<sup>25</sup> *Ibid.*, p. 13.

<sup>26</sup> *Ibid.*, p. 5.

<sup>27</sup> *Ibid.*, p. 9.

<sup>28</sup> Frashëri, *E kendimit cunavet II* [Reading Book for Children II], cit., p. 42.

good behavior of children in the family, the topic of care they must show in lessons, the topic of care that they have to show with nature and with animals, so that these same topics to be deeply inculcated in the students' consciousness.

#### 4.1 *Presenting the topics with positivity*

The literary units of the first Albanian school treat topics of a positive nature for life and society, presenting life with full harmony, love, respect, positivity and optimism, giving characters that help and advise each other, and support each other in their daily lives. These units have the intention that through their literary form to motivate students to learn, live healthily in the family and society, and be careful about nature and animals. In this prism, the artistic text was used in the first Albanian school for students' psychological motivation and to enhance their optimization for life.

In the literary units of the first Albanian school, the good and the bad are encountered, but this is usually accomplished by an event where there are misunderstandings between the characters who quickly clarify each other and remove the bad behavior they have made and thus come to an educational message that they must behave well in life, in nature, they must guard the house carefully<sup>29</sup>, they should learn at school<sup>30</sup>. Thus, the characters in these artistic units have no hostility among each other, they are not in conflict with each other, they do not hate each other, they do not offend each other, they do not deceive the other, simply any of them has done a damage to the family, in society and aims to fix it. Literary units do not take for characters those characters that are always bad, so most of the mistakes made by the characters in these units are random errors: they accidentally damage the house<sup>31</sup>, they without awareness damage the house park<sup>32</sup> and this serves as a lesson, as a message coming out of the lesson. Negative characters in the literary units of the first Albanian school are given only in fables through negative animals, as through the wolf<sup>33</sup>, through the fox<sup>34</sup>, through the donkey<sup>35</sup>.

Overall, the main topics of the literary units found in the books of the first Albanian school are patriotic topics, social topics, school topics, family topics and topics of flora and fauna.

<sup>29</sup> Frashëri, *E kendimit cunavet I* [Reading Book for Children I], cit., p. 5.

<sup>30</sup> *Ibid.*, p. 3.

<sup>31</sup> *Ibid.*, p. 5.

<sup>32</sup> *Ibid.*, p. 14.

<sup>33</sup> Frashëri, *Vjersha për mësonjëtoret e para* [Poetries for the First Schools], cit., p. 57.

<sup>34</sup> *Ibid.*, p. 42.

<sup>35</sup> *Ibid.*, p. 48.



## 4.2 *National topics*

In the books of the first Albanian school, there are literary units with the Albanian national topics realized in an artistic form that touches on the topic of the Albanian language<sup>36</sup>, Albanian history of ancient times<sup>37</sup>, Albanian history of the Middle Ages<sup>38</sup>, Albanian history of Romanticism<sup>39</sup>. In several units with such a topic, students learned about different national Albanian heroes<sup>40</sup>, about the national flag, about figures Albanian cultural<sup>41</sup>, for important events that have determined the fate of the Albanian nation over the centuries<sup>42</sup>.

The national topics are realized with pure artistic means, combining in these units the national didactic message with artistic means: the goal is by dealing with parts of Albanian history and signs of Albanian identity, to awaken national consciousness in Albanian students, to recognize the national past and create awareness of the care they must show towards the Albanian homeland<sup>43</sup>.

Even though in these units there are events that represent the invasion of Albania by the Ottoman Empire<sup>44</sup>, violence is not supported in them, the homeland must win its freedom, but not through wars. The Albanian romantics who wrote the literary units of the first Albanian school had harsh attitudes towards the enemy when they wrote literature for adults, there they called for dedication to national mobilization against the invader<sup>45</sup>, while this dedication is nowhere to be found in children's literature<sup>46</sup>: these authors were careful in the literary units they addressed to students of a young age, or they took care not to sow hatred in children towards anyone, not even towards the enemy of the homeland. The national topics are simply an attempt by these authors to create in Albanian students the awareness of the national belonging to which they belong and to teach the students what are the Albanian national characteristics.

## 4.3 *Family topics*

Several literary units deal with the topic of children in the family, educating students through literary-artistic texts to keep a healthy family, to take care of

<sup>36</sup> Frashëri, *E kendimit cunavet II* [Reading Book for Children II], cit., p. 3.

<sup>37</sup> *Ibid.*, p. 31.

<sup>38</sup> *Ibid.*, p. 44.

<sup>39</sup> *Ibid.*, p. 90.

<sup>40</sup> *Ibid.*, p. 44.

<sup>41</sup> N. Frashëri, *Istori e Shqipërisë*, Sofje, Shtypshkronja Mbrothësia, 1899, p. 27.

<sup>42</sup> *Ibid.*, p. 3.

<sup>43</sup> Frashëri, *E kendimit cunavet I* [Reading Book for Children I], cit., p. 14.

<sup>44</sup> Id., *Vjersha për mësonjëtorët e para* [Poetries for the First Schools], cit., p. 90.

<sup>45</sup> Id., *Istori e Skenderbeut*, Bukuresht, Tipografi e Shqiptarevet, 1898.

<sup>46</sup> Id., *Vjersha për mësonjëtorët e para* [Poetries for the First Schools], cit., p. 90.

the family, to keep their family together since the family is the source of parents' love for their children whom they raise with many sacrifices just so that the children have a healthy life<sup>47</sup>. Family members in these units have a lot of understanding for each other and have a lot of respect and love: students learned about the love that their parents have for them<sup>48</sup>, the love that their brothers and sisters have for them<sup>49</sup> and they must return this love to their family members. The family in these units is another school for students, there students learn advice from parents and other members that they should show love to people in general<sup>50</sup>, they should work for society, for nature, and they should love animals. In this way, the family in these units is full of optimism and its members behave with malice towards each other, with anger, with intrigue. The authors simply remove any evil from the family by trying to instill in the students a good opinion about the family.

#### 4.4 *Topics on animals and nature*

Students in literary units also learn a lot about nature, animals, and birds. The literary units found in the books of the first Albanian school, even though they were written two centuries ago when care for Flora and Fauna was not emphasized in the world, they dealt with the topic of care that students should show for flora and fauna<sup>51</sup>. Through literary units, students learned two centuries ago in the first Albanian school that they should love animals, and birds<sup>52</sup>, they should cultivate trees, and maintain them<sup>53</sup>. In order to awaken students' love for animals, the authors in their literary units present the beautiful sides of animals: these units have presented the majesty of the elephant<sup>54</sup>, the beautiful singing of birds<sup>55</sup>, also they have presented the positive influence that animals have on people<sup>56</sup>. In these books there is not one, but many units that talk about the love that should be shown to animals, such as the care that should be

<sup>47</sup> Id., *E kendimit cunavet II* [Reading Book for Children II], cit., p. 31.

<sup>48</sup> *Ibid.*, p. 25.

<sup>49</sup> Id., *E kendimit cunavet I* [Reading Book for Children I], cit., p. 3.

<sup>50</sup> *Ibid.*, p. 3.

<sup>51</sup> Frashëri, *Abetare e gjuhësë shqipe* [Albanian language primer], cit., p. 59.

<sup>52</sup> Frashëri, *E kendimit cunavet I* [Reading Book for Children I], cit., p. 11.

<sup>53</sup> *Ibid.*, p. 23.

<sup>54</sup> Frashëri, *Abetare e gjuhësë shqipe* [Albanian language primer], cit., p. 66.

<sup>55</sup> Frashëri, *E kendimit cunavet I* [Reading Book for Children I], cit., p. 53.

<sup>56</sup> *Ibid.*, p. 31.

shown to birds<sup>57</sup>, to monkeys<sup>58</sup>, to the elephant<sup>59</sup>, to the dog<sup>60</sup>, to the horse<sup>61</sup>, showing that there was a general awareness in the books of the first Albanian school that students should be instilled with a love for animals.

The literary units in these books also educate students about the care they should show towards nature. The nature-themed units tell stories with children who took care not to harm nature<sup>62</sup>, not to harm trees<sup>63</sup>, flowers<sup>64</sup>, kindergartens<sup>65</sup>, in order to educate students in the spirit of caring for nature. Some literary units present beautiful natural places, which present the village, the forest, and nature with pronounced hyperbolizing notes<sup>66</sup>. Care for nature and plants is shown in these units by every person, especially by the elderly: the old man plants trees in nature so that the new generations can enjoy them<sup>67</sup>. On the other hand, care for nature flows in these units also due to the healthy food of man with organic fruits and vegetables which make his life healthier<sup>68</sup>.

#### 4.5 *Topics of school*

A part of the literary units deals with students' need for school, for knowledge<sup>69</sup>, because through schooling, students get to know themselves, society, and the world<sup>70</sup>. Such units raise students' curiosity about school and are used to motivate them to read, to lessons, and to motivate students to show maximum care during the learning process at school.

The other literary units of the book deal with topics that students are preoccupied with during the lesson: in these books there are units on nature, animals, the universe<sup>71</sup>, on grammar<sup>72</sup>, but there are literary units that inform students about Albanian history<sup>73</sup>, Biblical history<sup>74</sup>, American history<sup>75</sup>, Greek his-

<sup>57</sup> Frashëri, *Abetare e gjuhësë shqipe* [Albanian language primer], cit., p. 59.

<sup>58</sup> *Ibid.*, p. 67.

<sup>59</sup> *Ibid.*, p. 66.

<sup>60</sup> Frashëri, *E kendimit cunavet I* [Reading Book for Children I], cit., p. 32.

<sup>61</sup> *Ibid.*, p. 31.

<sup>62</sup> *Ibid.*, p. 36.

<sup>63</sup> *Ibid.*, p. 23.

<sup>64</sup> *Ibid.*, p. 25.

<sup>65</sup> *Ibid.*, p. 26.

<sup>66</sup> *Id.*, *Vjersha për mësonjëtoret e para* [Poetries for the First Schools], cit., p. 87.

<sup>67</sup> *Id.*, *E kendimit cunavet I* [Reading Book for Children I], cit., p. 23.

<sup>68</sup> *Ibid.*, p. 22.

<sup>69</sup> *Id.*, *Vjersha për mësonjëtoret e para* [Poetries for the First Schools], cit., p. 13.

<sup>70</sup> *Ibid.*, p. 17.

<sup>71</sup> *Ibid.*, p. 13.

<sup>72</sup> *Id.*, *E kendimit cunavet II* [Reading Book for Children II], cit., p. 3.

<sup>73</sup> Frashëri, *Abetare e gjuhësë shqipe* [Albanian language primer], cit., p. 59.

<sup>74</sup> *Ibid.*, p. 71.

<sup>75</sup> *Ibid.*, p. 70.

tory<sup>76</sup>, Austrian history<sup>77</sup>, Turkish history<sup>78</sup>, Russian history<sup>79</sup>. Also in these literary units, some stories show the continents that the earth has<sup>80</sup>, the seas that the earth has<sup>81</sup>, there are stories about astronomy and the stars<sup>82</sup>, about the planets<sup>83</sup>, there are stories related to zoology and biology<sup>84</sup>, related to the classification of animals<sup>85</sup>, to the division of man according to color, race<sup>86</sup>. A part of these knowledges is built in poetries<sup>87</sup>, while the rest are built in short stories. Therefore, these literary units are organically connected with the subjects that students learn during their schooling. Thus, students have fun reading these literary units, but they also learn information from different subjects, such as history, biology, and geography. The authors of the literary units in the books of the first Albanian school try to connect literature with other fields of knowledge, organizing a curriculum where the teaching subjects have organic connections between themselves, where the teaching subjects complement each other: the literary units dealing with topics from the field of history, biology, zoology, sociology, help students to understand other subjects through artistically constructed stories. Many of these literary units, given at the same time the importance of the school: the literary unit with the history of the Americas<sup>88</sup> shows that Christopher Columbus had first won the intellectual war against the indigenous Americans, because next to them he had a better education than them, and then he also won the military war against them. This literary unit talks about the importance of education which makes the difference between people.

In the end, all these literary units that provide information about different learning areas, have their own educational character that is in accordance with the age of the students: the first Albanian school was a primary school and the literary units deal with the topic of basic animals that students encounter every day, as with the dog<sup>89</sup>, the bird<sup>90</sup>, the horse<sup>91</sup>, so in these units the students learned basic information, which suited their young age.

<sup>76</sup> *Ibid.*, p. 67.

<sup>77</sup> Frashëri, *E kendimit cunavet I* [Reading Book for Children I], cit., p. 38.

<sup>78</sup> *Ibid.*, p. 43.

<sup>79</sup> *Ibid.*, p. 44.

<sup>80</sup> *Ibid.*, p. 36.

<sup>81</sup> *Ibid.*, p. 49.

<sup>82</sup> *Ibid.*, p. 17.

<sup>83</sup> *Ibid.*, p. 22.

<sup>84</sup> Frashëri, *Abetare e gjuhësë shqipe* [Albanian language primer], cit., p. 67.

<sup>85</sup> Frashëri, *E kendimit cunavet I* [Reading Book for Children I], cit., p. 28.

<sup>86</sup> Id., *Vjersha për mësonjëtorët e para* [Poetries for the First Schools], cit., p. 57.

<sup>87</sup> *Ibid.*, p. 57.

<sup>88</sup> Frashëri, *Abetare e gjuhësë shqipe* [Albanian language primer], cit., p. 70.

<sup>89</sup> Frashëri, *E kendimit cunavet I* [Reading Book for Children I], cit., p. 32.

<sup>90</sup> Frashëri, *Abetare e gjuhësë shqipe* [Albanian language primer], cit., p. 59.

<sup>91</sup> Frashëri, *E kendimit cunavet I* [Reading Book for Children I], cit., p. 31.

#### 4.6 *Social topics*

Literary units with a social topic, in addition to the artistic aspect, prepare students for their life in society, and for various activities in society, requiring students to socialize. In these units the student learns that he should help his friends<sup>92</sup>, he should behave well with people<sup>93</sup>, that he should not bully them<sup>94</sup>, that he should help people with special needs<sup>95</sup>, guiding these units the students in those healthy social actions that simultaneously also include the game segment so that actions in the service of society become easy for young students. From these literary units of the Albanian school, the students learned that in society one should not behave with intrigues like Fox<sup>96</sup>, but the path to be followed is «do good even to the one who does you harm, not only to the one who does you well»<sup>97</sup>, always ending the units with the victory of positive characters trying to regulate social life. In general, these literary units require students to take responsibility for themselves, not big responsibilities, but responsibilities that they can carry out, small responsibilities, but important for society, since responsibilities are a form of social education for students.

In general, units with social topics deal with events that internally have a social conflict between characters who are for and against an activity in society. After the resolution of the conflict, the unit gives the message about the importance of social activities, social assistance, and services in society. Therefore, the literary units found in these books are motivational for good and positive actions in society.

The topic of social betrayal is very prevalent in these units. A large part of units, especially fables, give the topic of betrayal of people allegorically through the betrayal of animals. Thus, in five literary units, the same author treats the subject of betrayal through the fox<sup>98</sup>, while in four other units, he treats it through the wolf<sup>99</sup>. The topic of betrayal is more present than other social issues of man and is related to the period of Romanticism, the period of Albanian captivity, and the literary units tried to make students aware of the care they should have towards the conqueror, towards his actions that from the perspective at first they may seem good, but in essence, they cause damage to the Albanian society.

<sup>92</sup> *Ibid.*, p. 6.

<sup>93</sup> *Ibid.*, p. 8.

<sup>94</sup> Id., *Vjersha për mësonjëtorët e para* [Poetries for the First Schools], cit., p. 6.

<sup>95</sup> Id., *E kendimit cunavet I* [Reading Book for Children I], cit., p. 30.

<sup>96</sup> Id., *Vjersha për mësonjëtorët e para* [Poetries for the First Schools], cit., p. 76.

<sup>97</sup> Id., *E kendimit cunavet I* [Reading Book for Children I], cit., p. 6.

<sup>98</sup> Frashëri, *Vjersha për mësonjëtorët e para* [Poetries for the First Schools], cit., p. 76.

<sup>99</sup> *Ibid.*, p. 81.

### 5. *The artistic character of literature in the first Albanian school*

The literary units in books of the first Albanian school are realized in different genres. Authors often prefer to realize the same event in two different genres so that students understand the characteristics of each genre<sup>100</sup>. Because before there was no tradition in Albania of schoolbooks, in the books of the first Albanian school there was not a large number of literary genres, but those genres that are found in these books are well realized in order to introduce the students to the main genres of literature. So, in these books, there are short stories<sup>101</sup>, poetries<sup>102</sup>, poems<sup>103</sup>, fables<sup>104</sup>, and letters<sup>105</sup>. Generally speaking, poetry, short story and fable are the main genres in these books. These three genres are not missing in any book, while other genres are encountered less often. In all the books of the first Albanian school, there are eighteen poetries, fifty-one short stories, eighteen fables, twelve proverbs, four poems, and three letters.

The construction of literary units in these genres is done so that the students become familiar with the characteristics of literary genres, and investigate their characteristics, and their differences, such as verse for poetry, and narration for short stories. Also, within these books, there are many fables with animal characters that develop the child's fantasy through their fantastic events, animal conversations, their actions, but at the same time create the idea of students about the particular genre of the fable.

#### 5.1 *The arrangement of literary units*

The literary books of the first Albanian school are foreseen for different generations of students and they have differences between them. Thus, we have two books by Naim Frashëri, *E këndimit çunave I* [Reading Book for Children I]<sup>106</sup> and *E këndimit çunave II* [Reading Book for Children II]<sup>107</sup> and they differ among themselves. The first book addresses the elementary topics of the student's life in school<sup>108</sup>, in the family<sup>109</sup>, in society<sup>110</sup>, in nature<sup>111</sup>, such as

<sup>100</sup> *Ibid.*, p. 74.

<sup>101</sup> Frashëri, *E këndimit çunavet I* [Reading Book for Children I], cit., p. 3.

<sup>102</sup> Id., *Vjersha për mësonjëtoret e para* [Poetries for the First Schools], cit., p. 3.

<sup>103</sup> *Ibid.*, p. 57.

<sup>104</sup> *Ibid.*, p. 53.

<sup>105</sup> Frashëri, *Abetare e gjuhësë shqipe* [Albanian language primer], cit., p. 75.

<sup>106</sup> Frashëri, *E këndimit çunavet I* [Reading Book for Children I], cit.

<sup>107</sup> Id., *E këndimit çunavet II* [Reading Book for Children II], cit.

<sup>108</sup> Id., *E këndimit çunavet I* [Reading Book for Children I], cit., p. 3.

<sup>109</sup> *Ibid.*, p. 5.

<sup>110</sup> *Ibid.*, p. 9.

<sup>111</sup> *Ibid.*, p. 13.

the topic of freedom, which is given here through bird's freedom<sup>112</sup>, the topic of the family which is given through the need of its members to communicate with each other<sup>113</sup>, the topic of food of animals during the winter because it is a difficult time for animals<sup>114</sup>, the topic of help given to the poor<sup>115</sup>. Whereas in the second book<sup>116</sup> which applies to students of the following years, treats more general topics, raising dilemmas. This book addresses topics with the greatest seriousness, thinking of older students, where the writer speaks by addressing more prepared, so the texts of this book are longer, are deeply meaningful, and are the expansion of the topics found in the first book. Thus the second book thematically touches the most deeply affecting issues of life<sup>117</sup>, of the existence of man in the universe<sup>118</sup>, of man in solitude<sup>119</sup> and man in his social circle<sup>120</sup>. Thus, the literary books of the first Albanian school walk from concrete things in the first books, in the general units in the books for the following years. So if in the first book there is a need for communication of family members<sup>121</sup>, in the second book mother tests children who manage to find the best way of life<sup>122</sup>; if the first book deals with the topic of the help of the poor<sup>123</sup>, in the second book, the topic is addressed that the poor must be helped by teaching them a profession so that their poverty can be removed not for a moment, as they were in the first book, but for the whole life<sup>124</sup>; if in the first book there is the topic of need for school<sup>125</sup>, in the second book we have the subject of Albanian language, its rules, its distinction from other languages which is a more sophisticated topic<sup>126</sup>. Thus, topics are treated in the more complex form in the second book, so this book requires a more formed student, and a greater harmonious atmosphere between students and society because this is a social requirement of communication between adults' people. This shows that topics continue each other among the books of the first Albanian school, they follow students over the years as here the issue of helping the poor from one year to another is complemented by new stories, but which are more complex stories, while shown that the authors have taken into account the chronology of student development and have deliberately put the topics into the system in accordance with their

<sup>112</sup> *Ibid.*, p. 53.

<sup>113</sup> *Ibid.*, p. 3.

<sup>114</sup> *Ibid.*, p. 11.

<sup>115</sup> *Ibid.*, p. 19.

<sup>116</sup> *Id.*, *E kendimit cunavet II* [Reading Book for Children II], cit.

<sup>117</sup> *Ibid.*, p. 3.

<sup>118</sup> *Ibid.*, p. 25.

<sup>119</sup> *Ibid.*, p. 13.

<sup>120</sup> *Ibid.*, p. 6.

<sup>121</sup> *Id.*, *E kendimit cunavet I* [Reading Book for Children I], cit., p. 5.

<sup>122</sup> *Id.*, *E kendimit cunavet II* [Reading Book for Children II], cit., p. 4.

<sup>123</sup> *Id.*, *E kendimit cunavet I* [Reading Book for Children I], cit., p. 19.

<sup>124</sup> *Id.*, *E kendimit cunavet II* [Reading Book for Children II], cit., p. 13.

<sup>125</sup> *Id.*, *E kendimit cunavet I* [Reading Book for Children I], cit., p. 3.

<sup>126</sup> *Id.*, *E kendimit cunavet II* [Reading Book for Children II], cit., p. 3.

age. The artistic level of literary units in the second books is greater, it is now thought that students can more easily absorb human and society problems, but they can also understand many of the artistic articulations of a higher level. Thus, while in the first book there are more short stories, in the second book, in addition to short stories, there are longer prose that resemble novellas, which longer prose are missing in the first book. Such longer prose constructed in the form of novellas in this book are: *The Wretched*<sup>127</sup>, *The Sun, The Earth, The Moon*<sup>128</sup>, *Friendship and Magnanimity of Skënderbeu*<sup>129</sup>. These longer proses are thus served to a more mature student who, having already passed the elementary preparation, in the next years of schooling may be able to follow the complex course of events of the novella and understand its message. So taken as a whole, the artistic and ideological level of the literary units of the books for older students is greater, because it is thought that the students being educated are prepared to better and more easily understand the most complex social and artistic problems.

## 5.2 *Short story*

The short story is the main genre of the literary units of the first Albanian school. The short stories in these books show a small event, a situation at school, a meeting between friends, a conversation at home, a visit to friends. Usually, in the short stories found in these books, events take place that produce an idea, an educational message for children: in these short stories, students are educated to behave well at home<sup>130</sup>, to behave well with society<sup>131</sup>, to perform school duties with dedication<sup>132</sup>. Often, in order to be clearer for students, short stories give a direct message at the end: «The whole world loves and praises the good, they never love the bad»<sup>133</sup>. The message to be more convincing for the students, at the end of the stories, is given by the elderly, by people with life experience: by the mother, the father, the old man<sup>134</sup>. Short stories compared to the poetries of the first Albanian school have a more didactic character; they generally present national, family and social topics, in a more didactic form than poetry.

<sup>127</sup> *Ibid.*, p. 13.

<sup>128</sup> *Ibid.*, p. 33.

<sup>129</sup> *Ibid.*, p. 47.

<sup>130</sup> Frashëri, *E kendimit cunavet I* [Reading Book for Children I], cit., p. 5.

<sup>131</sup> *Ibid.*

<sup>132</sup> *Ibid.*, p. 3.

<sup>133</sup> *Ibid.*, p. 6.

<sup>134</sup> *Ibid.*, p. 10.



Due to the brevity of the short story, the narration is short, without many complications: in these short stories, digressions are absent, the characters' meditations are absent, and their inner world is absent.

Short stories have little stylistic figures, they usually using words in the first sense. This is done so that the short story is in line with the maturity, ability and possibility of absorption of students who have just started schooling and do not have much preparation to understand more complicated literary units.

Short stories go quickly to the point they are dealing with, since they deal briefly with a puzzle, a problem, an activity, a misunderstanding, which is quickly resolved. The short story has more dialogue and less description. The short stories in the books of the first Albanian school are written more in the spirit of classical prose: these short stories begin with an exposition in which the environment where the event is set is presented, the characters are shown, the relationships between them are shown, the place and time when the event takes place is presented, and only after such an exposition the intrigue of the event begins and develops. Such exposition of short stories is understood from their first sentence: «A father had two sons»<sup>135</sup>; «A father had five sons»<sup>136</sup>; «It was summer; the whole face of the earth was beautified»<sup>137</sup>; «A boy was left poor, because his father had been killed, and his mother had died»<sup>138</sup>. So, the short stories found in books of the first Albanian school do not have a modern structure, they do not begin within *media's res*, and they do not begin with dialogue: usually, the dialogue is found in the middle and at the end of the short story, so it does not begin with dialogue any of the short stories of the first Albanian school.

Short stories have a small number of characters: most short stories have three characters<sup>139</sup>, but there are also short stories with one character<sup>140</sup> and with two characters<sup>141</sup>. The presentation of the characters is short, they are not presented in full, generally their descriptions are fragmentary, therefore in these short stories either their clothing or their appearance is narrated, but their inner world, their meditations are missing.

It happens that the short stories are detached parts of the novels<sup>142</sup> because the authors intend that by offering the students a small part of the novel to make them eager to find and read the novels mentioned in these books. So these short stories serve as a guide for students to the world's best children's literature books. In other cases, the authors in the short stories give brief information

<sup>135</sup> Id., *E kendimit cunavet II* [Reading Book for Children II], cit., p. 30.

<sup>136</sup> *Ibid.*, p. 25.

<sup>137</sup> *Ibid.*, p. 3.

<sup>138</sup> *Ibid.*, p. 17.

<sup>139</sup> Frashëri, *E kendimit cunavet I* [Reading Book for Children I], cit., p. 5.

<sup>140</sup> *Ibid.*, p. 3.

<sup>141</sup> *Ibid.*, p. 5.

<sup>142</sup> *Ibid.*, p. 27.

about the books of foreign authors<sup>143</sup>, so that such literary units guide the students to good international authors, so that the students know their works, to search for them and read them. Usually, these short stories are found at the end of the books, because it is thought that the students have already made a school preparation and it is time to start researching the literature in the libraries, making these short stories a guide to good literature that they need to use them in library funds.

### 5.3 Poetry

Among the books of the first Albanian school, there is a complete book of poetry, the book *Vjersha për mësonjëtorët e para* [Poetries for the first schools]<sup>144</sup>. The poetries are made in different verses and stanzas, with different metrics and rhymes, so that students get to know poetry, its characteristics, and its construction in different forms so that the concept of poetry to be more complete in students. The work *Poetries for the first schools* has poetries performed in different stanzas, such as in the quatrain<sup>145</sup>, in the distich<sup>146</sup>, in the six-line stanza<sup>147</sup>, in eight-line stanza<sup>148</sup>, but there are also poetries performed in monoclinal<sup>149</sup>. The poetries in this work are also performed in verses with different syllables, of which the eight-syllable verse is dominant, but there are also poetries with four-syllable verses<sup>150</sup>, five-syllable<sup>151</sup>, of ten syllables<sup>152</sup>, thus giving the students information about different verses. Even the rhyme is not the same in all the poetries, in them we find poetries with different rhymes. From such construction of the poetries, it is understood that the poetries in the first school are performed in a classical form, with harmonious verses where the metric, rhythm, diction, musicality and rhyme prevail: in these poetries, the verse and the free stanza are not known.

None of the above-mentioned types of stanzas, syllables, or rhymes are encountered once in this collection, all of them are encountered two or more times, therefore these verses techniques in these poetries are purposefully constructed to introduce the students in different ways of the construction of the verses of the poetry.

<sup>143</sup> *Ibid.*

<sup>144</sup> Frashëri, *Vjersha për mësonjëtorët e para* [Poetries for the First Schools], cit.

<sup>145</sup> *Ibid.*, p. 15.

<sup>146</sup> *Ibid.*, p. 6.

<sup>147</sup> *Ibid.*, p. 26.

<sup>148</sup> *Ibid.*, p. 38.

<sup>149</sup> *Ibid.*, p. 37.

<sup>150</sup> *Ibid.*, p. 81.

<sup>151</sup> *Ibid.*, p. 74.

<sup>152</sup> *Ibid.*, p. 18.

In addition to poetry, poems are also performed in verse<sup>153</sup>, and many proverbs<sup>154</sup> and many fables<sup>155</sup> are also performed in verse.

In order for the poetries to be more understandable for the students of the first Albanian school, which was an elementary school, the poetries have a mini-event, they have a conversation, a meeting, a memory, and after that, the message of the poetry is given. In most cases, the message is given in direct form: «Man suffering / He has learned everything»<sup>156</sup>.

Linguistically, these poetries are not loaded with much imagery. In general, the poetries are clear and with elementary stylistic figures that is easily understood by students of a young age. There are even often onomatopoeic articulations in these poetries so that the poetries are easily remembered by the students and leave more impressions on them<sup>157</sup>.

#### 5.4 Fables

The fable is very present in the books of the first Albanian school, because it was considered one of the forms that strongly influences the students, that carries the message in an attractive form that makes a great impact on the students, more than other genres. The rich fantasy world of fables in these books opens the imagination of students to beautiful imaginary events. Through the rich fantastic world of the fable, through the movement and conversation of the animals, an educational message is conveyed to the students, mainly corresponding to the problems of the young age students to whom the fable is addressed. The fables in the books of the first Albanian school have attractive events for the age of the students because they are related to what they deal with at school, in the family, in society, and in nature, so in these fables the friend should be helped in difficulties<sup>158</sup>, one should not brag in front of friends like a donkey<sup>159</sup>, one should be shrewd<sup>160</sup>. Therefore, in addition to the artistic character, the fable in the books of the first Albanian school also has a significant didactic effect: more than in other genres, good and bad are clearly differentiated in the fable, in them, human vices such as arrogance, pride, hatred, harmful actions are condemned<sup>161</sup>, while valuing good virtues<sup>162</sup>. The education of students for good

<sup>153</sup> *Ibid.*, p. 57.

<sup>154</sup> *Ibid.*, p. 17.

<sup>155</sup> *Ibid.*, p. 42.

<sup>156</sup> *Ibid.*, p. 36.

<sup>157</sup> *Ibid.*, p. 67.

<sup>158</sup> *Ibid.*, p. 43.

<sup>159</sup> *Ibid.*, p. 48.

<sup>160</sup> *Ibid.*, p. 42.

<sup>161</sup> *Ibid.*, p. 81.

<sup>162</sup> *Ibid.*, p. 85.

actions and the need to distance them from evil is emphasized more in fables than in other genres. Students can find such a message in an explicit form very well formulated in the fable, even though the message in the fable is given in a universal form, because the fable itself is realized with universal means, such as the actions and conversations of animals.

A part of the fables in the books of the first Albanian school were chosen to fit the time of Romanticism, the captive situation of the Albanian state, and the request of the authors for the cultural, educational, and military revival of the Albanians. Thus, in some fables the topic of freedom as a human need is treated<sup>163</sup>, the topic of the need for man to live united with society<sup>164</sup>, the topic of the need for man to rise in education and culture<sup>165</sup>, the topic of the need for Albania to become independent like other countries<sup>166</sup>.

The characters and topics of the fables refer to Albanian life so that the students can better understand them: the characters of the fables are the animals known for the Albanian environment, such as the wolf<sup>167</sup>, the fox<sup>168</sup>, raven<sup>169</sup>, dog<sup>170</sup>. There are some fables that have as characters the elephant<sup>171</sup> and the monkey<sup>172</sup>, which animals do not live in Albanian countries, but they are known worldwide and do not pose a problem to Albanian students, even through their sensational elements they make the fable more enjoyable for students. Whereas other animals and plants that are not found in Albania are not found in these fables: the animals and plants that are foreign to Albanian students are not characters, because those fables could hardly be understood by the students.

The fables in these books are from different sources: there are authorial fables<sup>173</sup>, there are fables from Albanian folklore<sup>174</sup>, and there are fables from world authors<sup>175</sup>.

The situations of the fables in these books are simple, even simpler than in the world fables because they are intended for students who learn their first knowledge. Regarding the form of realization, there are fables in verse<sup>176</sup> and fables in prose<sup>177</sup>. The most frequent characters of fables in these books are the

<sup>163</sup> Frashëri, *E kendimit cunavet I* [Reading Book for Children I], cit., p. 53.

<sup>164</sup> Frashëri, *Vjersha për mësonjëtoret e para* [Poetries for the First Schools], cit., p. 71.

<sup>165</sup> *Ibid.*, p. 6.

<sup>166</sup> *Ibid.*, p. 90.

<sup>167</sup> *Ibid.*, p. 53.

<sup>168</sup> *Ibid.*, p. 76.

<sup>169</sup> *Ibid.*, p. 42.

<sup>170</sup> *Ibid.*, p. 74.

<sup>171</sup> Frashëri, *Abetare e gjuhësë shqipe* [Albanian language primer], cit., p. 66.

<sup>172</sup> *Ibid.*, p. 67.

<sup>173</sup> Frashëri, *Vjersha për mësonjëtoret e para* [Poetries for the First Schools], cit., p. 85.

<sup>174</sup> *Ibid.*, p. 50.

<sup>175</sup> *Ibid.*, p. 42.

<sup>176</sup> *Ibid.*, p. 38.

<sup>177</sup> Frashëri, *E kendimit cunavet I* [Reading Book for Children I], cit., p. 34.

raven<sup>178</sup>, the fox<sup>179</sup>, the jackal<sup>180</sup>, the turtle<sup>181</sup>, the donkey<sup>182</sup>, wolf<sup>183</sup>, lamb<sup>184</sup>, dove<sup>185</sup>, eagle<sup>186</sup>, dog<sup>187</sup>, stork<sup>188</sup>, and ant<sup>189</sup>.

### *Conclusion*

Pure Albanian children's literature was born during Albanian Romanticism. This literature was written to meet the learning needs of Albanian primary school students. However, since it was written by the greatest literary masters of Albanian Romanticism, this literature managed to overcome such a pragmatic function and was built on a coveted artistic level. The students in the first Albanian school were introduced to a literature well realized artistically, they were introduced to the main genres of literature, with its human topics, with events that have interesting intrigues, as well as with their pleasant characters. In general, the literary units of this literature are structurally uniform, without digressions, with easy artistic constructions and with some stylistic figures that are easy for students to break down. So the authors were careful when they built the literary units in order for the students to understand them more easily, and to be able to break down their message so that the educational character of the units has the desired effect. But this is not always the case, the literary units intended for older students differ in these books as they are more complicated in terms of structure, event, and characters, they are more complicated in terms of artistic and ideational levels, as it is thought that students, they have already advanced and do not need elementary artistic elaborations.

Although children's literature for the first Albanian school was written in the period of Albanian Romanticism, which was the period of mobilization of the entire Albanian people to fight for the freedom of the homeland, the literary units dealt with more universal topics: the Albanian romantics in these units surpassed themselves and dealt with more universal topics as they aimed to instill universal human values in Albanian students.

<sup>178</sup> Id., *Vjersha për mësonjëtoret e para* [Poetries for the First Schools], cit., p. 42.

<sup>179</sup> *Ibid.*

<sup>180</sup> *Ibid.*, p. 43.

<sup>181</sup> *Ibid.*, p. 41.

<sup>182</sup> *Ibid.*, p. 48.

<sup>183</sup> *Ibid.*, p. 57.

<sup>184</sup> *Ibid.*, p. 53.

<sup>185</sup> *Ibid.*, p. 68.

<sup>186</sup> *Ibid.*, p. 70.

<sup>187</sup> *Ibid.*, p. 74.

<sup>188</sup> *Ibid.*, p. 76.

<sup>189</sup> *Ibid.*, p. 79.

Literary units in the books of the first Albanian school deal with happy topics, life in these units is presented with a markedly positive note, so the literary units are students' motivation for good actions. Thematically, the literary books of the first Albanian school have positive topics, topics of love, respect, help that must be given to each other, the love that must be shown to animals, to friends, to the homeland, to the poor, which topics are concretized in short artistic events of short stories, poetries, fables. Under this prism, the literary units, in addition to their artistic effect, also had a didactic effect, trying to educate students on how to behave well in the family, at school, and how to socialize in society. Some of the units are even related to the students' lives, dealing with topics that students learn at school, such as topics of history, biology, zoology, and morality, in order for students to learn the information of this knowledge more easily through artistic units.

Literature in the first Albanian school represents the first stage of Albanian literature for children and as such is of interest to the history of Albanian literature for children, but it is also important for the history of education in Albania, as it had a fundamental role in the education of children in the first Albanian school.