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EAST GERMANY

BOGISCH ANALYZES LDPD DEVELOPMENT, PROGRESSIVE TRADITION

East Berlin LDPD INFORMATIONEN in German Jan 77, Feb 77

[Article by Dr Manfred Bogisch, staff member of the Secretariat of the LDPD Central Executive Board: "Continuity and Progressive Tradition in LDPD Policy"]

[Jan 77, pp 15-16]

[Text] Part I--The Freeing and Self-Liberation of Bourgeois People

The 12th LDPD Congress will differ from previous party congresses, not last because we liberal democrats are now called upon to make policy with an eye to communism. With the continued shaping of developed socialism we also establish the preconditions for the gradual transition to communism. That is a qualitatively new aspect of political strategy, elaborated and set down in the program of the Ninth SED Congress. To place this fact squarely before all liberal democrats is one of the most important tasks the LDPD is facing. It can be coped with all the more easily in that many party members already have acquired insights that have implanted in them a new image of the world. Yet the task is also all the more difficult in that the development toward communism knows of no dramatic turning points and what is coming is "merely" the second phase in that one form of society of which we have been shaping the first phase for some time.

Everyday work gives rise to what is new in our country. To look beyond our work and to recognize in the results of this work the first contours of things to come -- that precisely is the problem with which we are primarily confronted in our political-ideological work. He who wants to comprehend how much has changed among us socially, when compared with yesterday, what has become more mature and more perfect, and what has changed, and keeps changing, in the heads of people and in their interhuman relations, and how socialist democracy is developing or, in other words, he who wishes to understand what social progress means concretely in our developmental phase, cannot help but make historical comparisons.

German-Soviet Friendship--Then and Today

For 30 years the LDPD has been working for German-Soviet friendship. Wilhelm Kuelz was for it. He was the one leading liberal democrat who as early as 1945/46 advocated the need for a new type of German policy by forming a new international constellation of forces because of the growing influence of the Soviet Union. Hans Loch opted for socialism in the GDR, not last because he had become familiar with socialism while he was in the Soviet Union. And more than that: Without his having experienced the Soviet Union, the political biography of the liberal democrat Hans Loch is not even conceivable. Johannes Dieckmann, finally, was president of the German-Soviet Friendship Society for many years.

Even with all that, working on behalf of the idea of German-Soviet friendship continues to be a central aspect of the political-ideological work of the LDPD. This could give rise to the impression (and imperialist mass media surely would like to make us believe it) as if advances in this matter have not been quite as great as the central executive board meetings and party congresses say they have been. The truth is that ideological problems (German-Soviet friendship is a case in point) were seen under new qualitative aspects in every new stage of our historic development, and this to such a degree that all the political relevance here actually is beyond compare. Thirty and more years ago it was a matter of overcoming anti-Soviet views. Today it is a matter of making comprehensible the importance of the socialist economic integration and of the role played in it by the Soviet Union.

The Question About the Present and Future

There is still another special aspect to this, as far as the LDPD is concerned. Liberal democrats inquire about their party's present and future. That is not surprising. Liberal democrats did the same even in 1948/49 and in the early '50's, when it was a matter of opting for socialism. Basically, the inquiry about the prospects of the party results from pondering its social position as well as the tasks placed on the LDPD and derived from the concrete historic developmental stage in which all of society finds itself. History demonstrates that every new developmental phase in the GDR always also brought with it new national policy demands for the LDPD. And our party chairman said of them: "How we have coped with them and are coping with them is what by and large determines the respect and political importance the LDPD enjoys."

Thomas Mann spoke of the possibilities for bourgeois people to free and liberate themselves. The history of our party actually is the history of the realization of those possibilities.

There are many aspects to the freeing and self-liberating of bourgeois people. It calls for a long process which is actually one of historic dimensions. That process in by no means concluded. For the point really is that everything in the minds of people we are here talking about that still is of a bourgeois or petty bourgeois character has to be suspended and surmounted.

Liberation and self-liberation do not terminate in abandoning outdated standpoints. What it rather amounts to is insight into social interrelations and gaining the appropriate ideological, political and philosophical positions. That says at once that liberation and self-liberation was not a matter and is not a matter of withdrawal and meditation but can only be the outcome of combative party-mindedness and of theoretical endeavors on behalf of the new. Thirty years ago that meant, for instance, joining the working class in the issues of democratic land reform and of totally depriving the monopolies of their power. Today it means fully comprehending and putting into effect the anti-imperialist solidarity in the spirit of proletarian internationalism.

Part of Social Reality

These considerations touch on another problem in the history of our party: The development of the LDPD cannot be seen at and judged "by itself." The party originated at the start of a revolutionary process. It helped change social conditions and changed itself in the process. And this process has not ended. The LDPD of 1977 is, one may say, of a different stature from the LDPD 5 or even 10 years ago. The LDPD is part of the social reality called GDR and develops within this reality. While this process is, indeed, of an objective nature, it becomes fully effective only through the conscious work by the membership. This basic social fact stands behind those resolutions that focus on the mobilization of all party friends. And it is not a matter of satisfying internal party vanities but of ever more improving the assumption of specific responsibilities. The view on this sometimes is still too narrow.

Without the political activities by all party members, the LDPD cannot live up to its overall social coresponsibility as called for by the forces united in the community of the National Front and demanded by the GDR Constitution. And moreover: Without the participation by each individual liberal democrat, the LDPD cannot fulfill its specific task of working successfully among the people in the crafts and trades for further improving the performance of repair, service and supply organizations. The fact that the LDPD concentrates on engaging in political-ideological work among craftsmen and tradesmen must not lead to the mistaken conclusion that therein lies a completely new requirement, true though it is that this aspect of the social task our party has, has not always been sufficiently clear in the recent past to many members and even to party representatives.

The Process of Change and a Wealth of Tasks

When the antifascist-democratic transformation made its transition to the socialist revolution, the LDPD changed from an antifascist party of a bourgeois-democratic type into a petty bourgeois-democratic party participating in the construction of socialism under the leadership of the working class. This process of change could be seen particularly in that the LDPD less and less advocated bourgeois interests and instead took on more and more the concerns of the urban middle strata, and this in two ways: Together with the other parties and mass organizations united in the National Front, the LDPD

mobilized the economic and intellectual potential of the middle strata on behalf of the construction of the social order, and it helped in picking up justified demands, ideas and desires of the members of the middle strata and even in carrying them into effect, provided they conformed to overall social requirements.

In March 1949, it was announced at a central executive board meeting that the LDPD had until then not done much creative work in the circles of the artisans although especially in that domain the party should have to cope with a "wealth of tasks." Three weeks later, on 21 April 1949, an executive member of the party leadership announced that "crafts and small industrial enterprises" should be given greater attention. He came to the conclusion to pay more attention to the "crafts, cooperatives and so forth" than before, particularly since "their existence was also assured under progressive developments."

Wholly in that spirit then the LDPD, in May 1949, endorsed and published a nine-point program on "fostering a cooperative plan especially for safeguarding planning, raw material supplies, distribution of raw materials, securing and accepting orders and their distribution among the various craftsmen." The LDPD called for a craftsman "who would advance with the times." The master-craftsman was singled out in the program "as a model in initiative and personality conforming to LDPD demands." In June 1949, the German Economic Commission (DKW) submitted a number of propositions that were adopted into appropriate regulations, for example the liberal democratic suggestion that apprentice training should be vastly improved in quality.

Hans Loch's Distinctions

Focusing on the private crafts was a new element in LDPD policy at that time, even though a considerable number of craftsmen and tradesmen had been party members since 1945. The more the transformation process of the LDPD advanced, the more decisively did the petty bourgeois-democratic component determine its policy, and the more conscious all became of the social task of working, as ally of the working class party, politically and ideologically among the members of the urban middle strata. Hans Loch gained great distinctions in this connection.

In his political deliberations Hans Loch always proceeded from the nature of our epoch and from the fact that the world political scene was changing through bitter class struggle in favor of the forces of peace, democracy and social progress. The development in the GDR in general and the tasks of the LDPD in particular were seen by Hans Loch as components of international processes or all-inclusive social ones. That led to his efforts in making all liberal democrats realize that the political work among the members of the urban middle strata had to be judged by the extent to which it helped concretely support the construction of socialism and, doing so, helped change in the revolutionary direction the political, ideological and social position of the craftsmen and tradesmen and - then also - of the complementary owners and entrepreneurs. Pragmatic politics was a disgust to Hans Loch.

Liberal Democrat Hans Loch would always consult history. Two fundamental insights were unquestionable to him. He was aware that since the Great Socialist October Revolution real social progress could only go in the socialist direction. And it was clear to him that the historic initiative irrevocably belonged to the working class, in Germany especially since there the bourgeoisie, as Loch used to say, had failed every test, in the 1848/49 revolution, when fascism came in, or in the years after 1945 in the Western zones of occupation. Instead of struggling, jointly with the people, for social progress, bourgeois democrats had, at best, put up individual resistance, but most of the time they had held on to legalistic principles and papers which had long lost any democratic substance (the Weimar Constitution, for instance) and, deadly afraid of the workers, had fled to join the Prussian-German bayonets. Hans Loch leveled "pitiless criticism" against the "German misery" (Karl Marx). At times he did it so rigorously that he actually overlooked more recent progressive bourgeois traditions which doubtless do exist.

[Feb 77, pp 13-15]

[Text] Part II--From Its Founding It Has Been in the Tradition of All Progressive Democratic Forces of German History

The relationship between the LDPD and the humanistic and revolutionary-democratic traditions of the bourgeoisie is multilayered and has of course been given diverse emphases during the party's 30-year history. We can get a broad picture of those problems by distinguishing between the liberal democrats' subjective understanding of tradition on the one side and the objective LDPD position of continuing the line of our progressive historical legacy.

Even on the day on which it was founded, the LDPD stood within the tradition of all progressive democratic forces of German history, being an antifascist-democratic party which assisted, either within the bloc or other social bodies, in depriving imperialist reaction of its power, in enforcing the democratic educational reform and transforming jurisprudence into an institution of the people; a party that was totally dedicated to eradicating Prussian-German militarism and struggled for the separation between state and church, and for writing into law and carrying into practice women's equality; a party which, under the leadership by the working class, helped establish the new revolutionary-democratic state power.

That line of tradition, among other things, reaches from the early bourgeois revolution in the 16th century, via the Jacobin Republic in Mainz and the 1848/49 revolution to the anti-imperialist and antijunker forces prior to World War I, the bourgeois opponents of war and the enemies of the Hohenzollern Monarchy, the enemies of Hitler and all political reaction in the years of the Weimar Republic, and the resistance fighters against fascist dictatorship.

At Home in the Classical and Humanistic Tradition

Another question is to what extent the liberal democrats in the early years after 1945 were or became conscious of their own roots in these progressive, revolutionary-democratic traditions.

Decisive to our judgment on Wilhelm Kuelz are not so much his occasional statements on the role of the working class and its party in our epoch, for instance, or his idea that under bourgeois-democratic leadership Germany could be led into a new political future, but it is rather the historical fact that he, Wilhelm Kuelz, and many other liberal democrats along with him, shed the influence of the haute bourgeoisie and, together with the working class, brought about the social transformation in our country. The more aware the liberal democrats -- in the course of the policies they shared -- became of the objective position occupied by the working class in the modern epoch, the firmer the alliance became, and the more creatively could they open up to the progressive legacy of our history.

Fascism had meant a relapse into barbarism. It was only a natural reaction that bourgeois democrats -- many of whom educated at humanistic high schools and well versed in Schiller's dramas, Goethe's "Faust" and Hoelderlin's "Hyperion" -- sought to make the spirit of the German classical tradition politically relevant. And this in two ways:

Goethe was deliberately placed in contrast with Hitler, the spirit of Weimar with that of Buchenwald. It was no coincidence that the LDPD's first central delegates conference was held in Weimar, the seat of German classicism. Progressive liberal democrats meant to demonstrate to the whole world, to the German people and to themselves, as it were, that other matters could be associated with the concept of Germany than fascism, war and the destruction of men. To make the point still sharper: Wilhelm Kuelz and many other liberal democrats sought their home base in the classics, in humanism which, after all, was also associated with the name of Germany. At the same time, however -- and this was the aspect which soon predominated, also in the thoughts of those engaged in it --, they resorted to the humanistic ideas for the purpose of educating the German people politically in their spirit. It was a matter of leaving Buchenwald and Auschwitz behind and spiritually returning to classical Weimar. That had to do, not last, with the idea of bourgeois democracy that the destruction of the residues of fascism, and doing away with the reactionary debris altogether, should principally be a task of political education.

The Point of Departure for Many Founding Circles

Fascism had destroyed the Weimar Republic. Along with communists and social democrats it had also suppressed liberal tendencies. Liberal thought had been labeled "Jewish spirit" by the Nazis who had fought against it mainly because it was bourgeois-democratic in nature and thus could become the point of crystallization of bourgeois resistance. It was inconsequential to the Nazis that some liberals made their peace with the fascist dictatorship, accommodated

themselves or even joined them. It was immaterial to them that the term liberalism represented a variety of political and ideological persuasions, inclinations and tendencies. The Nazis persecuted expressions of the liberal spirit because they came from those bourgeois circles which, compared to others, were less reactionary and held on to bourgeois-democratic structures.

In any case, the destruction of the Weimar Republic and the continuing contempt heaped upon it by the Nazis and the exclusion of liberal circles, or their persecution whenever they had decided on offering genuine resistance, brought it about that many LDPD founding circles in 1945 voiced their anti-fascism while adopting certain liberal traditions as models for their program declarations. When it became a matter of making political decisions, disunity ensued. While for Wilhelm Kuelz it had been the fate of the Weimar Republic that gave him the motivation for creating, together with the revolutionary workers movement, material guarantees that would insure for the future that articles of the constitution would become and remain political reality, there were others -- Leonhard Moog from Thuringia, for instance -- who in their attempts at removing the LDPD from the democratic bloc and once more placing it in opposition to the workers party made reference to the liberal tradition of the "free" play of the forces within the framework of constitutional regulations.

Avoiding the Repetition of Mistakes

Tradition cannot be reprocessed, unrelated to values, unaffected by the spirit of the times, hovering above the classes and their conflicts. He who thinks differently has given away the opportunity right there for tracing, and bringing politically to bear, the progressive line itself that runs through German history.

When Wilhelm Kuelz (and Johannes Dieckmann, Max Suhrbier and Kurt Schatter -- to mention some other leading liberal democrats) brought to mind the Weimar Republic and sought to connect, in terms of the program, with the democratic aspects of the Weimar Republic, he would combine that with the historic obligation to save the German republic from being wrecked later on again on the very same mistakes which had been committed by bourgeois democrats after 1918 (and already in 1848/49). And the principal point to Kuelz in this lay not in the matter of the texts of the constitution, important as they were, but rather in fundamental social change, legalized and channeled, as it were, through constitutional principles, and with clues derived from the example of the Weimar Republic. That distinguished the progressive liberal democrats in the early years of the revolutionary development in our country from their conservative and reactionary opponents, but also from the strategic objectives of the Marxist-Leninist workers party. His understanding the most recent German history the way he did and the connection between antifascist policy and that very history soon distanced Wilhelm Kuelz from politicians like Theodor Heuss and led him closer to the positions of the workers party.

Relationship to the Revolutionary-Democratic Legacy

When looking at the LDPD's historical sources directly after our people's liberation from fascism, it spring to the eye that revolutionary-democratic traditional elements had by and large been buried under the ruins. The reference to the 1848/49 revolution contained in the KPD appeal of 11 June 1945, characteristically, found hardly any response in liberal democratic circles. There were two reasons for that:

The fact that most liberal democrats were hardly any longer aware of the revolutionary past of the German bourgeoisie, or at least not in the sense that these traditions noticeably affected their political views or ideas about the social future of Germany, reflected that, historically, the bourgeoisie in question had gone over, after 1848/49, to the side of Prussian-German reaction or had at least been muffled by it. And then there was the fact that reactionary historiography had performed the feat of inoculating even those bourgeois circles that had preserved certain democratic standpoints with an image of history from which the progressive line was largely eliminated or which was manipulated in the reactionary sense.

Only through the advances of the revolutionary process in the GDR and, connected with it, the changes of the LDPD from a bourgeois-democratic party into one which helped shape socialism, the revolutionary-democratic legacy began to revive in the party. It certainly was not by chance that exactly in 1952, when the LDPD opted for socialism, the party's attitude was to a large extent motivated by reference to the progressive traditions of the bourgeoisie. That was repeated again in the late '50's during the struggle for the victory of socialist production relations in the GDR.

What Does Progressiveness Mean?

This fact, for all intents and purposes, results from the need to define the place held by the LDPD in this process and its relationship to the working class and the workers party in accordance with the new conditions by noting the caesuras in the social developmental process. The reprocessing of the tradition was of help here in as much as history can convincingly explain that progressiveness merely means taking the side of social progress, which once meant struggle against the feudal-absolutistic reaction and for the bourgeois democracy and now means struggle against the imperialist bourgeoisie and for socialism/communism. Recent history furthermore makes transparent that through the formation of the working class and the constituting of the workers movement new criteria were formed against which bourgeois democracy has to be gaged.

It seems superfluous to reiterate that the LDPD designs its policy in awareness of the leading role played by the working class and its party, and in alliance partnership with the working class. The "historic mission" of the working class springs from an objective source. That realization was, as it were, the fixed point from which the LDPD opted for socialism. Yet it remains worthwhile to illuminate that problem further from two more vantage points.

Historical Perspective Reaching Into the Far Distant Future

The first aspect: The recognition of the "historic mission" of the working class and of the role of the revolutionary workers party resulting from it combined with comprehending our own social position and the role of the social strata allied with the working class in the social development process.

In retrospect everything seems like preordained: The LDPD's participation in laying the foundations of socialism in the '50's, the activities by our party executives in connection with the socialist transformation of agriculture, the founding of the production cooperatives of small trades by members of our party -- we could continue this list. It certifies the LDPD as ally of the SED and sharing in the support and shaping of socialism. It seems, as we said, that it could not have been otherwise. The truth is that every step taken was preceded by decisions. These decisions, in turn, resulted from experiences and theoretical insights. They rendered any conceivable alternatives, resignation, renouncing responsibility or self-isolation politically irrelevant. Instead, creativity and sociopolitical thinking developed, tasks and effects grew, and the LDPD gained a new political profile.

By understanding the society-forming role of the workers class in our epoch and by the critical confrontation with history as well as by the creative re-interpretation of the experiences gathered in the alliance with all democratic forces, a new historic perspective opened for the LDPD which reaches into the far distant future. Recognizing the leading role of the working class and its party thus means harmonizing with social development; it does not mean merely accepting, so to speak, a temporary social condition, a moment in history.

As If They Had Leaped Over Their Own Shadow

The relationship to the working class and its Marxist-Leninist party has a very concrete structure and, as far as the LDPD is concerned, its own developmental history as well. That started in 1945 when the progressive liberal democrats joined the democratic bloc. It was as if bourgeois democrats had jumped over their own shadow. For up to 1933 it would have been inconceivable for most of them to make common policy with the communists. The decision in favor of cooperating with the KPD/SED implied the refusal to form blocs with other bourgeois parties and the SPD. While that started the process of recognition, it continued and reached a higher qualitative stage when one realized the need for the unity of the workers movement on a Marxist-Leninist foundation and the corrupt role of revisionism.

All that required a lot of time. It will not come to be concluded today, nor tomorrow. Especially not because comprehending the role of the working class in our age is also more and more being affected by factors that have to do with the internationalist character of the revolutionary workers movement: This involves the pioneering social role played by the Soviet Union and the socialist economic integration in progress as well as the deepening cooperation in many areas among the countries of the socialist community of states. It further concerns the unity of socialist patriotism and proletarian internationalism and the solidarity to be exercised in the spirit of that unity.

Critical Reinterpretation of History

The second aspect: The relationship to the working class and the workers movement has for more than one century been a central problem for the democratic forces of the petty bourgeoisie and the middle-class. It started in 1848/49 on the barricades of Berlin and Vienna, Dresden and Leipzig. When bourgeois democrats were still fighting, jointly with the workers, the liberal bourgeoisie decided to make a deal with German reaction only to give preference a little later to the revolution "from the top."

The history of bourgeois democracy in Germany can be read under two diverse headings. Its best representatives found their way to the side of the working class, Johann Jacobi for example. But most bourgeois democrats made their peace with the ruling classes, became pliant monarchists, then halfhearted republicans and, finally, resigned nonfascists. To the extent that they remained politically active and -- on occasion in memory of the revolutionary past of 1848/49 and of the stubborn opposition against Bismarck's arrogance of power -- continued to adhere to democratic ideas, or sought to rearticulate them, they often did so in opposition to the revolutionary workers movement. In fact, as these bourgeois forces saw it, democracy and anticommunism were identical.

The critical reinterpretation of history and their own experiences brought liberal democrats to the view -- and here Wilhelm Kuelz and Hans Loch should be referred to specifically -- that LDPD policy should have to take its clues from the progressive traditions of the bourgeoisie and should have to depart from those bourgeois proclivities which, as far as anticommunism and anti-Sovietism were concerned, could hardly be distinguished from the most reactionary forces of the German bourgeoisie. To design policy -- finally -- in the spirit of the progressive traditions of our history became an essential motivating factor for liberal-democratic programs and practical attitudes in 1945 and the decades thereafter.

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EAST GERMANY

ARTICLE EXPLAINS 'BEST' TITLE REGULATIONS

East Berlin AR ARMEERUNDSCHAU in German No 2, 1977 pp 65-67

[text] Numerous members of the NVA and the Border Forces of the GDR have resolved to earn the "Best" title in this year's socialist competition "Battle Course 77--Always Alert, Strong, and Ready To Fight!" They are thus following in the footsteps of the artillerymen of Ade Battery who issued a call for competition and who have set themselves the goal of getting at least one-third of the soldiers in every half year of service as well as four reservists and five NCOs winning the "Best" title. For this they undertook voluntary obligations and in the "Best" movement--as a form of socialist competition--are gearing themselves toward achieving good and predominantly excellent results in all fields of political and military life. Today's AR [ARMEERUNDSCHAU] report is designed to familiarize our readers with the requirements that must be met to win the "Best" title.

"Best" Title and "Best" Badge

In the struggle for the title "Best" and the attendant decoration with the "Best" badge, soldiers and sailors, student NCOs, NCOs, and officer candidates can participate if they meet the corresponding requirements in terms of their level of development and performance. Now, what are the requirements for winning the title of "Best" and getting the "Best" badge?

The requirements are differentiated and depend on the service semester in which the particular comrades are or the duty station which they hold or the specific military assignment they must perform. This gives all of the above mentioned personnel of the NVA [National People's Army] and the border forces of the GDR a real possibility of participating successfully in the "Best" movement in keeping with their varying levels of knowledge and experience. The man who has decided to do this and who goes

after his goal must meet the following conditions. The soldiers and sailors who are in the first service semester as well as student NCOs and NCOs in the career NCO training course first of all are expected to distinguish themselves constantly through a class-oriented behavior. Furthermore it is required that, at the end of the training semester or at the end of NCO school, they get, in their main training subjects, a grade of 1 ("very good") and no more than one grade of 2 ("good") while in the other training subjects they must get at least a grade of 2 ("good") and no more than one grade of 3 ("satisfactory"); the evaluation of performance in political indoctrination here is governed by the advance grades determined in March or September or the marks to be attained during inspections or checkups. Besides, they must accomplish their assignments within the duty system and in connection with the constant guarantee of unit leadership; they must take good care of their weapons, equipment, and gear, and they must keep them always ready for use. They must not have received any disciplinary punishment. Furthermore they should actively participate in political, intellectual-cultural, and athletic activities and should set an example both in their own unit and in public.

In addition to the above mentioned requirements, soldiers, sailors, and NCOs during the second service semester must meet the following requirements: they must finish the training semester in the main training subjects with very good results and they must get no more than one grade of 2 ("good"); in other training subjects, they must at least get a grade of 2 ("good"). It is furthermore required that they carry out their tasks within the on-duty system or that they perform combat or border service, that they guarantee mutual replaceability with one additional weapon or that they perform one additional function and earn a classification, to the extent that both of these are called for in the training program.

Soldiers, sailors, and NCOs during the third and additional service semesters may be awarded the "Best" title if, in addition to the requirements listed for personnel in the second service semester, regarding the main training branches, they get a grade of 1 ("very good") and in the other training subjects at least a grade of 2 ("good") and if, as assistant instructors or in other functions, they help the entire unit achieve the training objectives.

NCOs, squad leaders, gun commanders, or team leaders, crew commanders, or commanders of an equivalent unit first of all must meet the requirements applicable to the second or third service semesters. Moreover it is required that their unit fulfill the training programs, that they accomplish the tasks within the on-duty system or in combat or border service, as well as in connection with the guarantee of unit leadership, that they distinguish themselves through rigid discipline and order, and that they maintain weapons as well as equipment and gear according to regulations and always have them ready for action.

Officer candidates, who wish to win the "Best" title, first of all must distinguish themselves through class-oriented behavior. During the intermediate or final technical tests during the particular training

year they must, in the profile-determining training subjects, get a grade of 1 ("very good") and in the other training subjects they must get a grade of 2 ("good"). During performance checks and tests in training subjects, it is expected that they achieve good results on the average; the average grade of 3 ("satisfactory") may turn up at most in just one training subject. Further it is required that they always keep their weapon and gear ready to use. They must not have gotten any disciplinary punishment and they should actively participate in political, intellectual-cultural, and sports activities. Besides, they should set an example in their own unit as well as in public. This regulation does not apply to officer candidates who are taking college-level or vocational training courses.

The following conditions--in addition to those mentioned earlier for the individual service semesters--apply to soldiers and NCOs in the engineer construction, construction engineer, railroad, and highway construction, communications repair units, as well as repair units and depots in the repair units: they must achieve exemplary results in the accomplishment of those tasks which are assigned to them in the production and repair plans; they must attain a reduction in the material, financial, and time expenditures, they must work without any rejections in the work they turn out and they must take excellent care and keep in excellent condition those tools, machines, and gear items entrusted to them.

Personnel meeting those requirements may, at the end of the particular training semester or after completion of NCO training courses or training years at officer college, be decorated with the "Best" badge or the cluster and the pertinent diploma. A financial bonus of M50 is connected with this. Besides, members of our armed forces may be given citations both individually or as a group for special achievements in the "Best" movement (subparagraph 22). The "Best" badge itself is awarded only once; if the corresponding requirements are then met a second time or even several times, then the men get the corresponding clusters. From the number 2, 3, 4, etc., one can see that the wearer has met the requirements for the "Best" badge as many times as indicated by the number itself and thus actually proved himself to be "Best."

The award of the "Best" badge as well as the cluster is recorded in the man's service record. The wearer of the "Best" badge retains it in his possession even if, during the following training semesters or training years he should possibly not be able to meet the necessary requirements--unless he is stripped of his "Best" title on the basis of an order. Men who are transferred to the Reserve will retain the "Best" badge and are entitled to wear it on their civilian clothes. The following regulations moreover apply: if an officer candidate during all training years earned the title "Best," he will be awarded the Performance Badge of the NVA or the Border Forces of the GDR. Moreover, "Best" individuals from all components of the armed forces, who have set an example in the "Best" movement, may, at the end of the training year, be honored either with the previously mentioned performance badge or perhaps even with the "NVA Medal of Merit."

On the basis of the performance principles it is however also possible to strip a person again of the "Best" title through an order. This is

done if he fails to perform his official duties, if he falls seriously behind in political and military performance, if he has been denied a certain duty classification, or if he is guilty of serious breaches of discipline or violations of socialist relations.

Best Units

The struggle for the title "Best Unit" may be undertaken both by squads, platoons, companies, and equivalent units and by squads, platoons, and companies at NCO schools, platoons and companies at officer colleges or at the military-medical section as well as officer auditor groups. The first and general requirement for the award of the "Best" title to these individuals is that they must have a strong political-moral foundation. The requirements below must also be met.

Regarding the squads, platoons, companies, and equivalent units the important thing is that, in political indoctrination, they get at least a grade of 2 ("good") and that they accomplish combat exercises, combat assignments, and combat firing exercises with a grade of 1 ("very good") and that they steadily accomplish the assignments given them in the routine duty system, in combat or border service and to guarantee unit leadership as well as that they accomplish special tasks in an exemplary manner. Weapons, equipment, and gear must always be ready for action. Training must have reached such a level that mutual replaceability for the accomplishment of combat assignments will be guaranteed. Breakdowns of equipment as well as accidents and damage must not have been caused by them culpably. They must distinguish themselves through their economical and careful handling of material resources. Besides it is required that they have a strong military discipline and sense of order and that they accomplish the innovator task assigned to them. Army personnel must actively participate in political, intellectual-cultural, and sports activities and must appear in public in an exemplary manner.

Squads, platoons, and companies at NCO schools, platoons and companies at officer colleges or at the military-medical section as well as officer auditor groups are required to attain good average results in the profile-determining training subjects or in the main training subjects and that no comrade gets a grade of 4 ("adequate") in any training subject or training branch. They must guarantee exemplary discipline and order, they must keep their weapons and equipment always ready for use, and they must organize a manysided, educationally effective political, intellectual-cultural, and athletic life.

Squads, platoons, and companies of the engineering construction, construction engineer, railroad and highway construction, communications repair units, as well as repair units and depots in the repair units, who are striving to win the "Best" title, must, in political indoctrination and in the other main training branches, at least get a grade of 2 ("good"); they must at all times keep their weapons and gear ready for action; they must not have culpably caused any breakdown of equipment or accidents and damage. There must be strict military discipline and order in their units. Their performances in keeping with the norms should be

exemplary. It is expected that they will display a high quality level in the accomplishment of the production and repair plans and that they will handle material-technical resources economically and carefully. The important thing is to comply with the equipment idle time requirements during repair operations and to cut those idle times down. Labor productivity should be increased measurably. Finally, one basic requirement deals with the way in which they accomplish the innovator assignments given them and whether they distinguish themselves through a well developed political, intellectual-cultural, and athletic life.

The title "Best Unit" as a rule is awarded at the end of a training semester or at the completion of a training course at NCO schools or a training year at officer colleges. This is connected with the award of a diploma or a diploma plus a "Best" pennant, as well as a group bonus. Depending upon the numerical strength of the groups, this bonus comes to as much as M100 for squads, as well as gun and vehicle crews, up to M250 for platoons, and up to M450 for companies and equivalent units. If a unit, in addition to getting the "Best" title, is also honored with the performance badge of the NVA or the border forces of the GDR or the "National People's Army Medal of Merit," then it gets only the financial bonus specified for that. The latter is the case when the award is made as "Best Unit" through the minister of national defense or one of his deputies, the commanders of the military districts, the commandant of the "Friedrich Engels" Military Academy, or the city commandant of the capital of the GDR, Berlin. If a unit has been awarded the Bronze "NVA Medal of Merit" in the "Best" movement, it must successfully defend the "Best" title for 3 years in succession in order then to qualify for being proposed for the award of the Silver "NVA Medal of Merit." If it already has the silver medal, then 4 years of successful defense of the "Best" title are required to have an opportunity to be awarded the Gold "NVA Medal of Merit."

The diplomas, medals, and pennants of the units, which were honored with the title "Best Unit," are given a worthy place in the clubroom. Besides, the "Best" pennant is attached in a clearly visible place on combat vehicles or combat equipment.

(This AR report is based on the "Competitive Regulation" issued by the minister of national defense on 26 October 1976.)

PHOTO CAPTIONS

[p 66] "Best" badge with 2nd cluster. GDR--National People's Army.

[p 67] "Best" pennant. For exemplary performance--best crew.

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EAST GERMANY

FACTORS IN EDUCATING YOUTH IN COMMUNIST WORK ATTITUDES DESCRIBED

East Berlin PAEDAGOGIK in German Vol 32 No 2, Feb 77 pp 136-147

[Article by Prof Dr Juergen Polzin: "Goals and Tasks Connected With Education in Communist Attitudes Toward Work"]

[Text] The SED Program formulates as the goal for the new period in social development "the continued shaping of the developed socialist society in the GDR, whereby to create fundamental preconditions for the gradual transition to communism."¹

This historic process of penetrating political, economic, social and spiritual-cultural changes presupposes all round developed persons distinguishing themselves by high awareness on the basis of the Marxist-Leninist world-outlook and morality and by a wide area of spiritual, moral, cultural-esthetic and physical skills, interests and needs which they will apply in their work and in all other spheres of life for society's and their own benefit.² The already attained high level of the productive forces and production relations, and their continuing development according to plan, provide greater and better possibilities for all working people to develop their capacities and skills in all directions and fully to develop their personality.

Our practical public affairs thus corroborate ever more visibly Friedrich Engels' scientific prescience that "operating production jointly by all of society and the development of production resulting therefrom would call for, and therefore give rise to, an entirely different type of person."³

Our public education exercises an active function in this dynamic social development process. In preparing the young generation in every way for its conscious and creative participation in the shaping of the new social order,⁴ it is greatly involved in determining the tempo, course and quality of the social march forward into the communist future. Public education helps in causing the historic mission of the working class to materialize.⁵

Our public educational system commands favorable conditions for putting into effect our school and educational policy as derived, by the Ninth SED Congress, from the overall strategy for social development.⁶ The ten-year general education polytechnical secondary school has been set up as the compulsory

type of school for all children of the people. After graduating from it, all pupils not entering advanced or technical schools get training in specialized working skills. They "continue their general education by a mandatory two-year vocational training period. Based on their ten-year secondary school education, they acquire a systematic, theoretical and practical, vocational training. Thus we can, as it were, refer to a 12-year educational program for all, resulting in technician's credentials."⁷ It is necessary to make still better use of these conditions in preparing the new generation for creative, efficient and productive work and in promoting all round their personality development by means of this process.

That presupposes, not last, a concrete determination of the goals and tasks connected with the education in communist attitudes toward work for the new generation in the new social developmental phase ahead of us. To contribute to it is the intention of the present article.

Work as Goal and Means of Communist Education

From the dialectic connection between social necessity and realistic possibility of fully developing men's intellectual and physical skills the humanistic essence of communist work education arises. Its characteristic features are: Providing the young generation with an all round preparation for its civic rights and duties in the central sphere of public life, labor and production, to enable the young and make them willing to "cope with great and complicated tasks socialist and communist construction will assign to them,"⁸ which will make it possible for them to lead a full and meaningful life as active builders and steadfast defenders of socialism and communism; and an early active involvement of the adults, appropriate to their age-groups, in labor and in the struggle of the working people for social progress, through combining productive work, instruction and physical training, so that their personality will receive a universal and harmonious development.

In this sense it is that Marxist-Leninist pedagogics considers work as the goal and means of communist education.

The goal function embraces the ideological, moral, esthetic, spiritual-cultural and physical preparation of youth for labor and production.

By preparing youth for work ideologically we mean the instruction in and appropriation of philosophic, political and economic knowledge about work and production and the emergence, connected with it, of attitudes and convictions that will become the conscious foundations for their exercising their civic rights and duties within the production process and have the effect of making the Marxist-Leninist world-outlook mold their thoughts and attitudes at work.

By preparing youth for work morally we mean the instruction in and appropriation of the norms of the labor ethics of the revolutionary working class and the formation of an ideologically sound, habitual, moral-ethical work attitude pertaining to the labor process and the interhuman relations in it.

By preparing youth for work esthetically we mean the instruction in and appropriation of the sense "of the beauty, poetry, greatness of free labor, transforming work from being a duty to becoming men's inner need, and the greatest pleasure in work."⁹

The young should recognize that man structures his life not only by rules of utility but also in accordance with what is beautiful. They should acquire the ability and willingness to create on their own in accordance with the laws of beauty, to give cultural content to the process of labor and to the inter-human relations within it, and to the production facilities, and to create working conditions that encourage the joy in work and the willingness for performance.¹⁰

By preparing youth for work in a spiritual-cultural sense we mean instruction in and appropriation of a solid and applicable polytechnical, mathematics and natural science, social science and cultural-artistic skill and knowledge that will prepare the young for scientific-technical progress and arouse and deepen in them their love for science, their interest in technology and production, and their joy in discovery and exploration.¹¹ The need must be developed in the young people for thinking independently and for continuing the learning process.¹² Such a spiritual-cultural preparation of youth for work conforms to the requirements of the scientific-technical revolution under the conditions of socialism for further developing the creative forces of the working people and giving them a higher degree of awareness and availability.¹³

By preparing youth for work in the physical sense we mean the training in general working skills and facilities, physical dexterity, performance capability and physical endurance.

This comprehensive goal function of work, realized through the dialectic unity among the above-mentioned components, makes it necessary for the polytechnical character of our secondary school to be further developed, and for its function in preparing for, and guiding toward, occupations, to be further deepened.¹⁴

This underscores the need for the instruction in and appropriation of solid, permanent and applicable knowledge in the basic science through the learning process as an essential prerequisite for creative work, and it also emphasizes the educational function of instruction as an essential aspect of communist work education.

This calls for joint efforts by schools, extracurricular facilities, socialist youth and children's organizations, working people, parents and social forces in the residential areas.

It is its comprehensive goal function that fundamentally distinguishes communist work education from the increasing efforts in capitalist countries at alining the bourgeois school more closely with capitalist production. The general goal of the imperialist school "lies in a one-sided, purpose-directed preparation of youth for production under the conditions of state monopoly capitalism,

in the interest of higher profits, which goes together with the political-ideological integration of the future citizen and producer in the social system of capitalism."¹⁵

The function of work as a means of communist education is rooted in the Marxist-Leninist realization that the development of the total individual is a process "where man lifts himself, primarily through his work, onto a higher cultural level and consciously controls and shapes the social relations and nature."¹⁶ From his understanding the nature of work in its role in, and effect on, the molding of human beings, Karl Marx drew a decisive conclusion concerning revolutionary youth education. He called for the combination of productive labor, instruction and physical exercises as "the only method for the production of fully developed human beings."¹⁷

This demand is brought to realization in our socialist school to the extent that our concrete historic conditions allow it. As a polytechnical school it is intimately connected with life and work. In all fields of study, theoretical knowledge is taught in a life-related manner, and the unity of theory and practice is being put into effect more and more. The productive work within the framework of polytechnical instruction and in the collectives of youth and children's organizations enables the girls and boys to participate in labor and in the struggle of the working people directly. On their side and through their help, they acquire knowledge and skills in their active confrontation with the environment. They learn how to apply their theoretically acquired knowledge to the solution of practical tasks in technology and production. The knowledge and insights they have gained from their activities in labor, in turn, enrich their theoretical instruction and make it more life-related.

In the labor process pupils gain important social and public experiences. They form social relations with one another as well as with the working people in the state-owned enterprises and cooperatives, which conform to the character of our production relations and foster the education toward comradely cooperation, mutual aid and responsibility for the whole. In the working people, they encounter people with communist characteristics. But they can also discover that "these people do not behave according to a mold and that even they still have their rough spots and limits, and that the proper attitude also gets developed through confrontations within the collectives."¹⁸

In the enterprises and cooperatives the pupils can see concretely how the working class is putting its leadership role into effect and how it manages the economic and scientific-technical problems in close alliance with the cooperative farmers, the intelligentsia and all other working people. Thus the growing political-moral unity of the people becomes intelligible and comprehensible to the pupils through direct evidence.

All that emphatically promotes the formation of a Marxist-Leninist world-outlook and of ideological, political, moral and esthetic convictions and value judgments. It helps educate the girls and boys toward socialist patriotism and internationalism. The pupils' work within the framework of polytechnical study

and their voluntary, socially useful and productive, work help develop and satisfy the spiritual, moral, cultural-esthetic and physical abilities, needs and interests and creative thoughts and deeds. That also helps recognizing and developing inclinations, gifts and talents. It provides for a more aware decision on the kind of job one wants. Work is the source and a part of a socially active, cultured and healthy, life style for the young generation, of its living a meaningful life embedded in the safety of our society and in consciously working for advances on the way to communism.

Education Aiming at a Communist Attitude Toward Work

The Ninth SED Congress placed on all who are involved in youth education the task of utilizing the fine results thus far and the many valuable experiences "in further improving the effectiveness of education by producing a truly communist attitude toward work."¹⁹ That requires that one will focus throughout this work education on the essential features of men called upon to help in the shaping of communist society.²⁰

The essential features of communist man are already forming today among the working people in the process of shaping the developed socialist society, in the GDR and in the fraternal socialist countries. The most important thing is that here one will also make use of the Soviet people's treasure of revolutionary experiences. They, after all, under the leadership of V. I. Lenin's party, developed the socialist society and are successfully moving toward communism.²¹

The goals and results in the communist work education of the young generation can be gaged by the first signs of the communist mode of working, forming among the working people through their daily struggle for solving the main task and in the issue that is being taken with outdated modes of thought and conduct. Signs of a communist labor consciousness and conduct are found in the thoughts and deeds of innovators and rationalizers. They are assuming a vast scope through the efforts by production brigades to study, work and live in a new way, and in the ever broader development of the production competition dedicated to the slogan "A greater intrinsic value from every monetary unit, every hour of work time, every ounce of material."

A communist attitude toward work is forming among the working people under the political-ideological leadership by the Marxist-Leninist party and the activating influence by the trade unions, based on our socialist mode of production, throughout the process of conscientious and honest work for the fulfillment of the main task. The communist work attitude is indicated by the following criteria: The working people's work attitude is supported more and more by the awareness that to be a producer also means to be a member, or ally, of the working class in power, a public owner of the means of production, and that this work imposes a supreme civic and at once internationalist responsibility. This work attitude expresses itself in a moral-ethical attitude toward work, public property and the work collective, based on knowledge, skills and abilities, interests, needs, habits and personal characteristics that are adequate to this kind of consciousness. Great work achievements and results embody that attitude.

When the thoughts and deeds of progressive working people are made the criterion for communist work education for the young generation, basic tasks for communist work education can be derived for the objective of indoctrinating the girls and boys with a true communist attitude toward work.

To Work and Study Conscientiously, Honestly and Dutifully

The first fundamental task lies in making the pupils aware of their own position vis-a-vis labor and production and in instilling in them the ability and willingness to work and study conscientiously, honestly and dutifully.

That calls for instruction in and appropriation of solid and applicable social science, mathematics and natural science, polytechnical and artistic-esthetic knowledge, skills and facilities. It also calls for instruction in and appropriation of ideological, moral, political, economic and esthetic insights into the character of the production relations and of labor, the working people's attitude toward the means of production in capitalism and socialism, the need for constantly broadening and deepening one's knowledge and skills, following the main goals of our unified economic and social policy, and aimed at shaping attitudes and convictions in all girls and boys that will have more and more of a bearing on their attitude toward work and study.

In the implementation of this basic task of communist work education, experienced teachers and escorts will focus mainly on:

Instilling in the pupils a sense of order, security and discipline in the labor process. This they will then comprehend as being more than merely a smooth continuation of an educational demand that has a permanent place on the agenda. The study of the Ninth SED Congress decisions and their own work experiences have brought many pedagog and escort collectives to the realization that the implementation of order, security and discipline in the labor process gains increasing importance with the shaping of the developed socialist society as the work collectives and each and every working person assume more and more responsibility for ever more valuable means of production and their full capacity utilization.

That is demonstrated impressively by the Ninth SED Congress documents. For example, already in 1975 the GDR economy allocated basic assets at a value of M 577 billion. Every minute of working time constantly increased in economic importance. In 1980, the daily industrial commodity production performance will come to M 1.2 billion.²² If the basic assets are used for 10 minutes extra in 1980, that would amount to M 9.6 billion in annual industrial production.²³

Teachers and escorts are aware that these new dimensions in our economic development make high technical and ideological-moral demands on the young generation, the future working people. That is why girls and boys are accustomed from their early childhood on, when they study or are doing socially useful work, and in their pioneer groups, to work in a disciplined, intensive and resourceful manner and to observe the safety regulations. When materials and tools are made

available in the right amounts and at the right time, they enable the pupils to make the fullest use of working hours. Many escorts familiarize the pupils with the experiences Soviet people have made in improving order and security. Students in the large enterprises of Halle Bezirk, for instance, are successfully working along the Basov initiative. It makes them aware that under socialism everything is done to protect the lives and health of the working people in the labor process, and it instills in them the right habits and an active attitude toward health protection and work safety.

Training for thrifty and careful use of materials, tools and public property altogether. Teachers and escorts proceed from the consideration that thrift is not a precept born of shortages but an advantage of our socialist planned economy, on which even Karl Marx already commented by saying that the socialist producers were "setting up rational rules for their metabolism with nature by putting it under their joint control instead of letting themselves be dominated by it, as by a blind force, as it were, and bringing it about through the least expenditures of efforts and under conditions that are the worthiest and the most adequate to their human nature."²⁴

When economic dimensions get larger, the conscious implementation of the thrift principle becomes an essential criterion of the socialist way of life. The magnitude of this requirement is given visible expression in the party congress documents, for example, where it is stated that a one percent saving of material, computed against material consumption for 1975, amounts to a profit in national revenue in the amount of M 2.1 billion.²⁵

Teachers and escorts see to it that the pupils will carefully take care of the tools, equipment and machines in their charge. They are getting used to working in accordance with material consumption norms and to observe them. The senior students are familiarized with the FDJ initiative titled "material economy" in many enterprises. They learn from apprentice and youth brigades to work in accordance with the statement by V. I. Lenin to the effect that communism begins "wherever plain workers in a selfless manner, coping with hard work, care about improving labor productivity and about the protection of every pood of grain, coal, iron and other products" which will be of benefit to all of society.²⁶

Training for efficient labor in proper quality. Teachers and escorts let themselves be guided here by the realization that the strong economic performance increase decided on by the Ninth Party Congress makes necessary "significantly to increase the scope and level, efficiency and quality of production and to bring this about as a unified requirement in social labor."²⁷

For that reason the young generation must be brought up in such a way that efficiency and quality considerations permeate all aspects of its work, and that all can be proud of the outcome of their labor. Experienced pedagogs and workers are pointing out that this has to be started early in childhood. In preschool instruction already, girls and boys should be induced to measure, compute and weigh accurately, to abide by allowed measures and volumes, and to do all work carefully. They should learn to apply collective resources rationally

to the handling of a production task and solve it as efficiently as possible. The senior students assume in many polytechnical institutions and enterprises the personal responsibility for the quality of students' production.

Many teachers and escorts are primarily seeing to it that the students acquire, accurately and reliably, the fundamental knowledge and the skills and facilities in their work. That creates an essential precondition for working efficiently and producing high-quality work. It is at the same time an essential condition for more concretely applying the knowledge, skills and facilities acquired throughout polytechnical training in subsequent vocational training and other advanced educational efforts, which are systematically carried on on that basis.²⁸

Thinking and Acting as Convinced Patriots and Internationalists at Work

A second fundamental task of communist work education lies in making the students aware, at work and in production, of their responsibility to our fatherland, the GDR, and the socialist community of states, and in instilling in them the ability and willingness to engage in work as convinced patriots and internationalists. That requires instruction in and appropriation of lasting and applicable technical and foreign language knowledge as well as of ideological, moral, political, economic and esthetic insights into the importance of steadily increasing the labor productivity for strengthening the GDR and the socialist community of states and for the worldwide class confrontation with imperialism. It calls for knowledge about socialist economic integration as an important means for systematically combining the economic and science potentials of the socialist states, for the benefit of each and every country and in the interest of the development of socialism, and also about our indissoluble friendship and cooperation with the Soviet Union and all fraternal socialist countries as the foundation and source of strength for the GDR.

In the implementation of this fundamental task of communist work education, experienced teachers and escorts will primarily focus on:

Educating the students for responsible work for the benefit of the GDR and the working people. They here proceed from the statement of the Ninth SED Congress that acting patriotically in the labor process requires of every working person "that he will fully exercise his own responsibility for tasks assigned. That is prerequisite to shared creative participation in work, planning and government, wherein socialist ethics finds its supreme expression."²⁹

The young generation's allegiance to its state must principally express itself in its active involvement in constructing this state, particularly at the focal points of socialist construction.³⁰ In order to instill in the students a sense of responsibility for working on behalf of the economic consolidation of the GDR, they are assigned, in line with their polytechnical studies, accountable tasks from the plans of the enterprises.³¹ They are then in the position to make themselves thoroughly familiar with the social benefits and economic interconnections of their labor projects.

A class-bound attitude toward work, finally, expresses itself in the willingness to work wherever social progress requires it. From this comes the concrete requirement to educate the students in such a way that they will do any socially necessary work and make an aware decision when they decide what kind of work they will engage in. It can be taken for granted that for the graduates of the ten-year general education polytechnical secondary school, the desirable target will be training and work in technical specialties.³² Teachers, parents and working people find their main task in helping the young people "to make the kind of decision in which social requirements harmonize as much as possible with personal interests, inclinations and skills."³³ The following has to be taken into account with respect to this:

Throughout the process of the continued shaping of the developed socialist society, the socialist character of work is molded in every way. Working conditions are systematically being structured in such a way that they will foster joy in working, the willingness for performance and creativity. Heavy work and work with health hazards are reduced, and the working tools and procedures are increasingly becoming safer and easier to manage.³⁴ However, the young generation must not sit and wait for this long-range process to take effect, it must actively help in promoting it. Also in the field of labor and production our young people should always help, through active deeds, the new and progressive to prevail and not stand aside as observers.³⁵

And that is the reason why we must equip the students with everything that can qualify them for handling the greater tasks of modern production. At the same time, however, we must also develop their readiness for producing an efficient material-technical base at the focal points of economic construction, even under partly severe conditions, whereby they will help, step by step, in overcoming outdated production conditions.

Much better use for that still has to be made of polytechnical instruction itself, of the sponsorship relations of work collectives with school grades, of teamwork activities and other collective activities in which students engage.

In many enterprises the best workers show the students by their own example how one can work creatively and find personal satisfaction in all occupations.³⁶ For example, escorts and working people at BMK Chemie Helbra, Eisleben Kreis, assign varied responsible work projects to the students that give them a round picture of working with concrete. Working together with the working people, the students witness their technical skills and their love for their jobs. And so, for many students that kind of occupation becomes a desirable goal.

Instilling in the students a combative commitment to the fullest utilization of the advantages of socialist economic integration and the realization of the obligations connected with it. V. I. Lenin defined work under socialism as "replacement of unfree labor by labor for its own sake . . . which at a gigantic, overall social scale (to some degree at an international or world scale) becomes systematically organized labor."³⁷

It is wholly in that spirit that the socialist economic integration of the GDR with the Soviet Union and the other fraternal CEMA countries is systematically being deepened. Increasing economic interlinking within the CEMA framework increases the international responsibility of each and every country and each and every working person for the strict fulfillment of the obligations assumed. This also adds an internationalist component to the personal responsibilities of the working people in the labor process. It calls for creating, through a higher grade of education given the young generation for patriotic and internationalist thinking and acting in the sphere of labor and production, an ideological understanding for the continued economic integration and the rapprochement among the fraternal socialist countries. Our students have to become conscious of the all round collaboration among the countries of the socialist community and find this to be one of their most important revolutionary tasks. They must feel personally responsible for the development of the socialist community of states, its steady economic consolidation as much as its armed protection. Experiences in the most progressive schools are indicating to us: The solution of this task is proceeding well wherever students during instruction, in the sponsoring enterprise, or in the pioneer and FDJ collectives, familiarize themselves with the various forms of CEMA cooperation and its advantages and results, and where they, whenever possible, get drawn into the tasks of their sponsoring enterprise within the CEMA framework. Then socialist economic integration and the rapprochement among the socialist states becomes a concrete process to them. Also through their work they then learn to think beyond the national frontiers and to feel responsible for socialism as a whole and to act accordingly.

Developing the Socialist Way of Life in the Work Collectives

A third fundamental task of communist work education lies in making the students aware of their position in and toward the work collective and in instilling in them the ability and readiness for developing the socialist way of life within the work collective. That calls for instruction in and appropriation of ideological, moral, political, economic and esthetic insights into the different social relations among people under capitalist and socialist production relations, into the Leninist principle of democratic centralism, the growing importance of socialist democracy in the sphere of material production, the role of the working people's social organizations, especially that of the socialist youth organization and the trade unions, in bringing about socialist democracy, and the role of the work collective in forming and enforcing the norms of communist work ethics.

In shaping the students' ability and readiness for developing the socialist way of life within the work collective, experienced teachers and escorts focus on:

Instilling a sense of comradely cooperation and mutual help in the struggle for an exemplary fulfillment of the task projects. They seek to develop in the students' work collectives, under the political leadership by the youth and children's organization, a positive social view on the work projects and an atmosphere of mutual respect and assistance, comradely help and consideration. The collective relations must be borne by the common struggle for an exemplary fulfillment of the project tasks. The collective work must challenge and foster the activities, initiatives and coresponsibility of each individual in solving the labor tasks and carrying into effect the socialist way of life.

There are many places where polytechnical instruction and the sponsorships of collectives of the working people are being prudently used for involving the students in what goes on in the enterprise and in the life of the brigades.³⁸ That is mainly done with the idea of bringing close to them, as a social process, the workers' class relations in the enterprise and labor process, and of enabling them to form their social relations with one another and with the working people in accordance with the principles of the socialist way of life.

Instilling a critical and self-critical attitude toward wrong conduct and shortcomings. Teachers and escorts proceed from the statement made at the Ninth SED Congress that objective criticism and self-criticism in the work collectives, and the confrontation with the waste of manpower, labor time and material and with any negligent and irresponsible handling of public and personal property, become ever more important for realizing economic goals and forming a communist work ethic among all working people. For their communist work education they are deriving from it the task to implant in all students in the labor process a sense of objective criticism and self-criticism as a function of comradely help and cooperation that produces revolutionary impatience with all manifestations and modes of conduct that do not suit our times.³⁹

Being Creatively Active in the Labor Process

A fourth fundamental task of communist work education consists in making the students aware of their relationship with science and technology and instilling in them the ability and willingness to be creatively engaged in the labor process. That requires instruction in and appropriation of ideological, moral, political, economic and esthetic insights into the different position held by the working people with regard to science and technology under capitalist and socialist production relations, and into the advancing mastery, by socialist men, over nature and technology through the control they have over the scientific-technical revolution while the advantages of socialism are being used.

In molding the students' ability and readiness for creative work, experienced teachers and escorts above all focus on:

Implanting activities and initiatives pertaining to the management, planning, organization and control of labor. Proceeding from V. I. Lenin's idea that "without involving new strata of the people in social construction, without awakening the activities of broad popular masses that up to then had been dormant . . . , it makes no sense to talk of revolutionary transformation at all,"⁴⁰ students in many enterprises are charged with a personal and collective responsibility for the management, implementation and accountability for student production.

Teachers and escorts are aware in all this that students must be systematically enabled to carry out such responsibilities. For that reason they assign concrete areas of responsibility to the chosen management and delegated organs of the socialist youth and children's organization and help them comradely in acquiring the knowledge, facilities and organizational skills required for it.

Educating the students for creatively penetrating their work. Teachers and escorts proceed from the proposition that it is essential for carrying out our social objectives and mastering the scientific-technical progress that "the working people's creative capacities be developed and a higher degree of awareness and availability be attained."⁴¹ They inspire the students to ponder their work creatively, seek new solutions, work with their hands, do research and experiment. As outstanding means of educating for creative work have been found to be the practice of work competition, the movement of the Fair of the Masters of Tomorrow and the students' proposal system. In many enterprises, the working people familiarize the girls and boys with the various forms of competition, like initiative shifts, notes on the plan, shift guarantees, and with their own, as well as Soviet, innovator methods, and they inspire them in using these possibilities creatively as best they can. That brings the students closer to the revolutionary working methods of the working class. In the production process itself they learn to develop creative initiatives. It fosters their love for science and interest in technology and production.

Education for independent appropriation and application of knowledge and skills. A decisive task in preparing the young people for life and labor lies in developing in the students the ability "to acquire knowledge on their own and apply it in their practical life, and to develop the need to constantly go on learning."⁴²

This provides communist work education with the task to qualify and motivate the students toward applying their theoretically acquired knowledge in the labor process by ever better mastery over technology and for making working conditions easier, and toward acquiring on their own new natural science and technical knowledge and skills. Teachers and escorts are paying great attention to that. They take into account that the students are gathering political and social experiences while they are at work. They make use of instruction, of the work in the collectives of the youth and children's organizations and of the sponsorship relations with the working people in enabling them to establish connections between their theoretical knowledge and insights and their practical experiences. And so they learn properly to appreciate their own empirical experiences, by integrating them and by drawing general rules from them; they learn to penetrate to the inevitable laws and interconnections, to the essence of the phenomena, and to judge all questions on the basis of real insights from the standpoint of the working class.⁴³

FOOTNOTES

1. "Programm der SED" (SED Program), Dietz publishing house, Berlin, 1976, p 9.
2. Cf. *ibid.*, pp 53 ff.
3. Friedrich Engels, "Principles of Communism," Marx/Engels, "Werke" (Works), Vol 4, Dietz publishing house, Berlin, 1972, p 376.

4. Cf. Margot Honecker, "Educating Our Youth in Becoming Good Communists," NEUES DEUTSCHLAND, 21 May 1976, p 3.
5. Cf. Margot Honecker, "Zu einigen Fragen der kommunistischen Erziehung aus der Sicht der Beschluesse des IX. Parteitages der SED" (On Some Questions of Communist Education From the Vantage Point of the Ninth SED Party Congress Decisions), edited by the SED Central Committee's Karl Marx Party College, Berlin, 1976.
6. Cf. Lothar Oppermann and Rudi Oelschlaegel, "Ideological-theoretical Problems in the Further Shaping of the Polytechnical Character of Our Secondary Schools," EINHEIT, No 11, 1976.
7. Margot Honecker, "Educating Our Youth . . .," loc. cit., p 3.
8. "Programm der SED," loc. cit., p 49.
9. M. Kagan, "The Esthetic and the Artistic," KUNST UND LITERATUR, No 12, 1971, p 1240.
10. "Programm der SED," loc. cit., p 24.
11. Cf. Erich Honecker, "Bericht des ZK der SED an den IX. Parteitag der SED" (SED Central Committee Report to the Ninth SED Congress), Dietz publishing house, Berlin,, 1976, p 97.
12. Cf. Margot Honecker, "Educating Our Youth . . .," loc. cit., p 3.
13. Cf. Erich Honecker, op. cit., p 97.
14. Cf. Lothar Oppermann and Rudi Oelschlaegel, op. cit.
15. Fred Postler, "Tasks in Further Raising the Level in Polytechnical Instruction, " POLYTECHNISCHE BILDUNG UND ERZIEHUNG, No 2/3, 1976, p 51.
16. Margot Honecker, "Zu einigen Fragen . . .," loc. cit., p 8.
17. Karl Marx, "Das Kapital," Vol I, Marx/Engels, "Werke," Dietz publishing house, Berlin, 1962, p 508.
18. Margot Honecker, "Zu einigen Fragen . . .," loc. cit., p 18.
19. Erich Honecker, op. cit., p 98.
20. Cf. Margot Honecker, "Zu einigen Fragen . . .," loc. cit., p 4.
21. Cf. "Programm der SED," loc. cit., p 6.
22. Cf. ibid., p 42.
23. Cf. ibid., p 71.

24. Karl Marx, "Das Kapital," Vol III, Marx/Engels, "Werke," Vol 25, Dietz publishing house, Berlin, 1973, p 828.
25. Cf. Erich Honecker, op. cit., p 52.
26. V. I. Lenin, "The Great Initiative," "Werke," Vol 29, Dietz publishing house, Berlin, 1971, p 417.
27. Erich Honecker, op. cit., p 41.
28. Cf. Margot Honecker, "Zu einigen Fragen . . .," loc. cit., p 15.
29. "Programm der SED," loc. cit., p 15.
30. Cf. Egon Krenz, "Alongside the SED as Helper and Militant Reserve," NEUES DEUTSCHLAND, 2 June 1976, p 3.
31. Cf. Margot Honecker, "Zu einigen Fragen . . .," loc. cit., p 14.
32. Cf. "For a High Level Implementation of the Ninth SED Congress Decisions in the Field of Vocational Training," NEUES DEUTSCHLAND, 13 December 1976, p 3.
33. Ibid., p 3.
34. "Programm der SED," loc. cit., p 25.
35. Cf. Margot Honecker, "Educating Our Youth . . .," loc. cit., p 54.
36. Cf. "For a High Level Implementation . . .," loc. cit., p 3.
37. V. I. Lenin, "How to Organize the Competition," "Werke," Vol 26, Dietz publishing house, Berlin, 1972, p 406.
38. Cf. Margot Honecker, "Zu einigen Fragen . . .," loc. cit., p 15.
39. Cf. Margot Honecker, "Educating Our Youth . . .," loc. cit., p 3.
40. V. I. Lenin, "The Next Tasks for the Soviet Power," "Werke," Vol 27, Dietz publishing house, Berlin, 1972, p 199.
41. Margot Honecker, "Zu einigen Fragen . . .," loc. cit., p 16.
42. Ibid., p 11.
43. Cf. ibid., p 10.

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FEATURES OF NEW LABOR CODE DRAFT DISCUSSED

Emphasis on Legal Security

East Berlin NEUE JUSTIZ in German Vol 31 No 4, Feb 77 pp 93-97

[Article by Prof Dr Stephan Supranowitz, deputy minister of justice: "The Draft of the Labor Code--Expression of Socialist Achievements in the GDR"]

[Text] At the present moment the collectives of working people in state enterprises and combines, facilities and institutes, economy managing and state organs are discussing the draft labor code. Also involved in the public discussion of this draft, in preparation of the Ninth FDGB Congress, are representatives of the organs of the administration of Justice. The draft labor code now submitted to the people was produced in the course of 4 years of close cooperative between the FDGB Federal Executive Board and the GDR Council of Ministers. It is based on all previous positive experiences and the careful evaluation of the proposals, suggestions and ideas of many collectives in enterprises and facilities. The preparation of the draft was preceded by the thorough analysis of more than 15 years of experience with the labor code currently in effect, an analysis in which many enterprises, labor union leadership organizations at all levels and state organs participated. The preparations also included the methodical compilation and generalization of the results of decisions handed down by the courts and conflict commissions of the GDR.

The discussion of the draft labor code continues the tried and tested tradition by which important legislative projects are initiated with the widespread democratic participation of the public. The opening discussions have already demonstrated that public and collective discussion of the legislative proposals will help stimulate new initiatives by the working people for the implementation of the policy of the party of the working class regarding the further organization of the developed socialist society. The collectives of working people quite properly assume that the fulfillment and purposeful overfulfillment of economic targets will provide the material bases and prerequisites for the further improvement of working and living conditions as intended by the new labor code.

Planned Step Toward the Further Perfection of the Socialist Legal System

Further to organize the developed socialist society and provide the prerequisites for the gradual transition to communism calls for the systematic and all-round strengthening of the political and economic bases of socialism. Especially important in this context are the perfection of the socialist state power and the systematic build-up of the legal system of the socialist society. In the spirit of this strategic orientation of the party of the working class the Ninth SED Congress resolved to pursue, as planned, the work on the perfection of socialist law, reexamine the law as it now stands from the aspect of its correspondence to the requirements of social development and, wherever possible, prepare coherent provisions.¹

Following the 1974 complementation and amendment of the GDR Constitution and the enactment of other important constitutional regulations, especially the law on the Council of Ministers of 16 October 1972 (GBL I p 253) and the law on the local people's representations and their organs of 12 July 1973 (GBL I p 313), the revision of the court constitutional law, the amendment of important penal provisions and, lately, the comprehensive reorganization of civil law as the first codification of socialist civil law in the GDR in the shape of the civil code and the new civil proceedings order as well as other significant legal acts in connection with it², the current preparation of the labor code represents a planned and logical further step to the systematic perfection of the GDR legal system.

The comprehensive significance of the contribution made to the further perfection of the socialist legal order by the preparation of a new labor code becomes apparent only when it is viewed as a planned step in the context of the overall process of the socialist organization of the law in the GDR. Only this connection demonstrates the specific historic quality of the work on the further perfection of socialist law--and embedded therein the labor law--, which is going on purposefully in the present stage of the development of our society. In the early 1950's it was imperative to develop and make effective the legal bases for the construction, defense and consolidation of the bases of socialism. Now we are confronted with the historic task of creating, as per plan, the legal system and the legal bases for the developed socialist society and its gradual transition to communism. The further organization of the labor law signifies that one of the pillars of the uniform socialist legal system is being perfected.

The draft labor code to hand reflects the stability of our advance and the continuity of the further development of GDR labor law. It is based on the positive experiences gained by the GDR labor law which, in effect for more than 15 years, has proved its worth and successfully accomplished its historic task.

The new labor code incorporates all working class achievements in the field of labor law. Now labor law will be adapted specially to current conditions of our social development and important segments further developed to

respond to new challenges and tasks. It was necessary, in particular, to proceed to the preparation of the new law because significant social development processes have been successfully completed under the leadership of the Marxist-Leninist party of the working class, and we must now securely anchor in the law important social achievements by the working class and all working people for the further organization of the developed socialist society. The draft labor law assumes the unity of the nature and functions of socialist law. Socialist law, as the expression of the power of the working class in general, aims to realize the meaning of socialism--to do everything for the people--at a steadily higher level. The labor code has the same purpose. The preamble of the draft therefore determines the obligation and duty of GDR labor law "...to organize the relations of working people in the work process in accordance with the socialist nature of labor and the principles of socialist morality determined by the ideals of the working class. It helps develop the creative abilities and initiatives of the working people for the improvement of the quality and efficiency of labor, the full utilization of scientific-technological advances and raised productivity in the socialist competition as well as implement the socialist performance principle. As per plan it pursues the goal to improve working and living conditions and safeguard the social security and safety of the working people and their families as well as realize democratic rights and liberties."

In accordance with the Ninth SED Congress demand for striving for "...coherent regulations"³ in important sectors of socialist law, the draft labor code was prepared as a fundamental, coherent and comprehensive regulation which provides standardized laws, equal rights and equal duties for all working people.

When the draft labor code was prepared, care was taken harmoniously to classify the new provisions in the current legal system, integrate them more effectively in the legal system as a whole and thereby also contribute to the further standardization of GDR law. The essential direction of GDR legislation adopted since the Eighth SED Congress is thus resolutely pursued in the field of labor law also. That is reflected, for example, in the very proper decision not to repeat any constitutional provisions. Instead, following on the settlement of the basic rights and duties in the constitution, the labor code will include actual provisions on dealing with their realization.

The more effective integration of labor law in the currently effective law is also demonstrated in the evident adjustment of its provisions to the law on the Council of Ministers, the law on the local people's representations and their organs, and the VEB decree. In addition provisions were consistently adjusted--as far as possible--to the regulations of the ZGB [civil code], including the use of the same terms, definitions, schedules and legal institutions.

The removal of labor law and its standardized provisions from its subordination (following bourgeois legal concepts) to either civil or administrative law is historically progressive and inevitable. It results necessarily in a coherent codification of labor law as an independent branch of the law. Unreserved assent must be given the avoidance of unfounded differentiations, the absence of fragmentation (unless justified by a specific case) of the settlement of legal relations which are essentially similar, the avoidance of deviations from usual terminologies, terms and generally known model regulations as well as the consciously aimed at integration of the regulation in the standardized legal system. All these aims are at the base of the draft labor code. They serve the greater intelligibility of the law in the interest of the working people.

The Leading Role of the Working Class, the Encouragement of Socialist Democracy and the Further Implementation of the Main Task Determine the Text of the Draft

The provisions of the draft labor code are imprinted by the leading role of the working class and its growing responsibility for the implementation of the main task in its unity of economic and social policy. The provisions of the draft for the organization of socialist labor relations reflect the basic progressive standards and behavioral forms determined by the class interests of the workers. That is appropriate to the role of the working class in material production as well as in the management and planning of the social reproduction process. The draft law clearly demonstrates these basic positions in the actual definition of the rights and duties of the working people, for example in the preparation and implementation of the economic plans, as well as in the greater demands made on the management operations of managers in the work process. Both managers and working people are assigned much responsibility for the efficiency of labor and the improvement of the quality of labor.

The draft law reflects the growing responsibility of the working class as the class which both produces wealth and exercises power, increasingly understands how to couple the advantages and potential of socialism with scientific-technological progress in modern socialist production and develop the creative initiatives of the working people and their collectives for the benefit of the socialist society and its citizens. That is expressed in a concentrated form especially in the orientation of the draft labor code to the planned task of improving the working and living conditions of the working people and guaranteeing the social security and safety of the working people. The implementation of the main task in its unity of economic and social policy decisively shapes the nature of the labor code.

Aiming at the planned implementation of the main task, the draft law is directed especially to the development and promotion of the creativity and initiative of the working people for the purpose of improving the quality and efficiency of labor. This development is served by the principles of socialist labor law, the more exact organization of the duties of managers

in the management of enterprises as well as the planning and organization of the production processes and, especially, the first ever organization of a special chapter on labor organization and socialist labor discipline (chapter 4) within the labor law. Building on the results of earlier developments and aiming at the successful accomplishment of the new tasks in the further evolution of the developed socialist society, the growing leadership role of the working class for the further evolution of socialist democracy is expressed in particular in the role of the labor unions and their increasing importance as the most comprehensive class organization. The draft labor code convincingly responds to this development. It assumes that the labor unions, in their capacity as associations of the working people as well as schools of socialism and socialist business management, have a great deal of responsibility for the all-round strengthening of the socialist social order and the stable development of our economy⁴ and help decisively shape socialist democracy in state enterprises.

That is the spirit in which the draft labor code sketches the duties and rights of the labor union organizations and their leaderships in the enterprises. It is demonstrated with particular emphasis in the legally established principle that labor union membership meetings or plenary meetings of shop stewards have the right to comment fundamental matters regarding the development of the enterprise and the working and living conditions of the working people as well as to call for information and reports from the enterprise manager (article 23).

The basic principle of socialist management, that is to discuss with blue and white collar workers all social questions which affect their working and living conditions, is comprehensively reflected in the draft law by the actual wording of the tasks, rights and duties of the labor union organization. Here we also find the mandatory provision that enterprise management decisions which are subject to the approval of the enterprise labor union leadership, are ineffective unless such approval is given (article 24 paragraph 2).

We also note that the draft labor code aims at a high level of legal organization for the working people's association by means of the organization of enterprise labor unions. It does so especially in the actual provisions of the second chapter of the draft. This gives the details of the right and the duty to the conclusion of enterprise collective contract, the plan for the promotion of women and other agreements with the enterprise manager concerning the working and living conditions of the working people, such as types of wages (article 104) and enterprise working hour regulations (article 167).

The draft tries for the differentiated and more intelligible settlement of the tasks, rights and duties of labor union organizations and their organs in the enterprise. It will help the further enforcement of the rights of labor unions to codetermination and co-organization. It also serves the further encouragement of socialist democracy as well as the realization of

the democratic rights and liberties of the working people in the socialist society.

Labor Code--Reflection of the Social Security and Safety of the Working People in Socialism

Based on the targets of the socialist labor law, that is the planned improvement of working and living conditions consonant with the economic possibilities and the guarantee of the social security and safety of the working people and their families as well as the realization of their democratic rights and liberties, the draft labor code incorporates comprehensive provisions aiming at the guarantee of the social security of the working people. The substantial social achievements of the working people realized especially after the Eighth and Ninth SED Congresses in implementation of the sociopolitical program are given mandatory force by the draft law and made more intelligible, just as all the measures already in effect. In addition the draft law includes some important proposals on the further organization of the basic social rights of working people, especially the assurance of the right to work and the consolidation of their material security.

The draft law focuses on the basic right to work as well as its constant assurance and implementation as the cornerstone of social security. The provisions of the draft labor code detail the mandatory right to work (anchored in the constitution) as the irrevocable, legally guaranteed reality of our social life by means of the socialist labor law. That is expressed forcefully in the further development of the labor contract law, chapter 3 of the draft. This chapter includes clear and compelling legal provisions about the conclusion, amendment and termination of the labor contract and sets out the rights and duties of the working people and the enterprise, the cooperation of the competent enterprise labor union leadership and the text of the contract.

The right to work and the social security implicit therein for the working people is also guaranteed, in particular, by the provisions regarding the termination of labor law relations. These are generally oriented to the guarantee for each worker of unbroken participation in the social labor process and, therefore, the constant realization of his right to work and the further steady development of his personality. The draft includes many significant provisions on this matter. Only a few can be quoted here to show the intended effect.

The law on dismissals, for example, is further detailed. It includes extended protective provisions for the benefit of the working people. The draft provides that, even if grounds for dismissal are present as per article 54 of the draft, the enterprise may not give notice of dismissal to a worker unless another appropriate job in the same enterprise is available or a transfer contract with another enterprise can be offered.

The guaranteed job security for the working people is also demonstrated in the newly formulated duty of the enterprises to provide such working

conditions as will encourage pleasure in work and a conscious attitude to the job as well as the best possible performance. Another duty is that of providing jobs suitable for the employment of women, juveniles or workers who are either older or have only diminished working capacity.

At the same time the enterprise is obligated to provide facilities for such workers and also senior citizens, corresponding to their capacities and wishes. Another item in this group of rights is the elaboration of the provisions regarding protection against dismissal for such groups as workers in the last 5 years before retirement, mothers with children less than 1 year old and single parents with children up to 3 years old. In conjunction with earlier provisions we have here a differentiated protection against dismissal, which largely corresponds to the legal and social security of the working people.

The comprehensive description of the provision on vocational training and the labor law conditions for juveniles included in the draft aim at the assurance of significant legal and social security for young people. It is now quite easily understood that, for their greater security, the conclusion of labor contracts with juveniles under 18 years requires the explicit agreement of their guardians (article 41 paragraph 3 and paragraph 142), and that the instant dismissal of an apprentice is not permissible (article 141 paragraph 3). The training enterprise is obligated to offer the apprentice a job in the enterprise appropriate to his training at least 6 months before the conclusion of apprenticeship, and also to offer the conclusion of the appropriate labor contract or--if the enterprise is unable to comply with that obligation--facilitate the apprentice's engagement for an appropriate job in another enterprise. Until he starts on that job the training enterprise must provide occupation for the young skilled worker and pay him the wages of a skilled worker (article 140).

In this connection I must also stress the provision in the draft labor code, according to which, in the case of the termination by the enterprise of a labor contract, the enterprise will be obligated to offer the worker a transfer contract for an appropriate job in another enterprise. In this contract the former enterprise and the new enterprise should agree with the worker the conditions of the termination and the conclusion of the new labor law relationship. This type of labor contract also serves the assurance of uninterrupted employment and thereby the social security of the working people, especially in the case of termination due to rationalization or restructuring. It is a basic principle of our policy that the implementation of scientific-technological advances must proceed with the working people and for the benefit of all. This principle is here legally buttressed and given mandatory force with respect to the individual also.

In summation it may be claimed, therefore, that the proposals in the draft labor code regarding job security and the guarantee of steady employment for each worker establish as mandatory legal rights significant political and social achievements of GDR working people. They respond to the deeply

humanist nature of the socialist society. At the same time they can be realized only in the socialist society which, alone, permits the worker the all-round development, free from exploitation, of his creative capacities by way of job security. Employment is the basis of his social security and safety in socialism. The inestimable value and significance of this historic achievement of the GDR working class is perceived especially when we consider the crisis in the imperialist countries, which has profoundly affected the lives of broad strata of the working class and resulted in growing social insecurity.

The social security of the working people in our republic is based mainly on the legally guaranteed and real security of a job corresponding to the skills and capacities of the individual worker and on the certainty of always drawing earnings commensurate to performance and adequate to satisfy basic needs. Social security is also based on the fact that the socialist state guarantees the material security of the worker also in case of incapacity. The draft labor code retains all the relevant provisions and adds further important guarantees for the worker.

For that reason the labor code, for the first time ever, includes the fundamental provisions about social insurance for blue and white collar workers as managed by the FDGB. This new regulation is coupled with the noticeable simplification and simultaneous expansion of the material security of the working people. Instead of the former sick pay and wage equalization pay by the enterprise, for example, a standardized sick pay will in future be paid by the social insurance system, amounting to 90 percent for the first 6 weeks of medically certified incapacity due to sickness.

The same aim is served by the provision of the draft, which stipulates that a worker incapacitated by an accident at work or an occupational disease will be granted sick pay in the amount of the net average wage until full recovery or until retirement age (article 286). In addition the enterprise must compensate the worker for damage suffered by an accident at work or an occupational disease unless, due to deliberate neglect of his duties with respect to health care and accident prevention, the worker alone is to blame for the accident. This provision substantially improves the material status of the worker involved; it also facilitates the handling of his claim (articles 267-269).

The wide-ranging social goals of the labor code are also noticeable in many other improvements of the working and living conditions of the working people in realization of the sociopolitical program. The increase envisaged for some contractual equalization payments (such as payment for time lost by prescribed medical examinations, including visits to antenatal and postnatal facilities or by more than 2 weeks of attendance at a course of instruction concerning political or professional training) also means an improvement for the working people. These equalization payments will in future be in the amount of the average wage--instead of the standard wage as before. Future wage equalization payments will therefore be the same for blue and white collar workers.

In addition some material improvements aim at stimulating the discovery and removal of obstacles in the work process as well as the utilization of reserves. In future equalization payments will be made for hours lost by waiting and idle time, generally in the amount of the average wage (see, for example, article 183, paragraph 1, article 248, article 182 paragraph 4, article 114, article 165 paragraph 3, article 160 paragraph 3).

In the draft labor code the reinforcement of the working peoples social security is significantly complemented by a series of improvements in the legal situation in favor of the worker, even though they are not directly coupled with material services to the worker. They include the proposed provision on the evaluation of the worker and the social care of veterans of labor by the social, cultural and medical facilities of the enterprise. Considered in this unity we may observe the total extent of the proposed regulation for the further guarantee of the social and material security of the working people.

Reliable Guarantees for the Greatest Possible Order and Discipline, Legal Security and Socialist Legality

The greatest possible stability, plan-likeness and organization of social production are the indispensable prerequisites for effective mastery of the socialist economy to the fullest benefit of the socialist society. Only thus can we provide, according to plan, the material conditions for the steadily better satisfaction of material and cultural needs. The assurance of the greatest possible order and discipline in the process of social reproduction and the conscientious enforcement of socialist legality are part and parcel of the main task in its unity of economic and social policy. Respect for the rights and dignity of the worker is a fundamental principle of the socialist society. This orientation is expressed in the draft labor code. Its provisions are directed to the production of reliable guarantees for the best possible order and discipline, legal security and socialist legality.

The comprehensive legal organization of working conditions provided by the 305 articles of the draft establishes a reliable basis for the enforcement of socialist law and facilitates stable legal security. This goal is promoted in particular by the fact that the draft deals with all important labor contractual regulations in their context, and that it defines the tasks, rights and duties of all those involved. Every worker and every enterprise is therefore able to ascertain and observe the respective rights and duties.

The specific provisions of the draft labor code dealing with the assurance of order and legality include in particular the special standards on the establishment and implementation of the labor law (articles 9-13). They embody a mandatory regulation of the authority and competences for establishing the enforcement of the labor law including the clear attribution of legal authorities. Especially important in this context also are the comprehensive provisions (given in a separate chapter) about state and social

checks on the observance of the labor law (chapter 16). They serve, in particular, further to expand the rights of labor unions in checking the observance of the labor law.

In summation the draft labor code may be characterized as an effective contribution to the all-round consolidation of the socialist state and legal order, the further improvement in the social efficacy of the labor law and the guarantee and successful enforcement of the rights and legally protected interests of the working people in accordance with the policy of the party of the working class.

FOOTNOTES

1. See E. Honecker, "Bericht des Zentralkomitees der Sozialistischen Einheitspartei Deutschlands an den IX. Parteitag der SED" [SED Central Committee Report to the Ninth SED Congress], Berlin 1976, p 113.
2. To be mentioned here are the introductory law on the GDR civil code of 19 June 1975 (GBL I p 517), the law on the application of the law to international civil, family and labor relations as well as to international economic treaties--law on the application of the law--of 5 December 1975 (GBL I p 748), the law on the state notariate--notariate law--of 5 February 1976 (GBL I p 93) and the law on international economic treaties--GIW--of 5 February 1976 (GBL I p 61).
3. See E. Honecker, as before, p 113.
4. See "Programm der SED" [SED Program], Berlin 1976, p 43.

Comparison With Existing Code

Bonn INFORMATIONEN in German No 4, 1977 pp 9-11

[Report by FRG Ministry for Inner German Relations: "GDR Labor Code To Be Expanded." For related information see JPRS 68612, 10 February 1977, No 1352 of this series, p 25.7]

[Text] The GDR authorities have published the draft of a new labor code which is to be discussed in connection with the imminent labor union elections. The full text of the draft has so far been published only in the FDGB daily TRIBUNE. It incorporates many assignments resolved upon by the Eighth SED Congress (June 1971) and the Eighth FDGB Congress (June 1972) regarding revision of the labor code. A joint study group composed of representatives of the GDR Council of Ministers and the FDGB Federal Executive Board was set up to collate and evaluate the proposals. This study group is to be aided by equivalent boards at bezirk and kreis level. The amended draft of the new labor code will be submitted to the Ninth FDGB Congress delegates in May next and subsequently presented to the People's Chamber for discussion and enactment.

If one compares the draft with the former labor code of 1961 and 1966, that is the currently effective labor code (AGB), the first thing noticeable is the difference in sheer volume. While the current AGB has 156 articles, the new draft has 305. The reason is the insertion of various laws and regulations concerning working life, which until now existed side by side with the AGB. They were all incorporated in the draft so that the employee, described as "worker" in the GDR, can find in this code all regulations directly or indirectly affecting his job relations.

The draft has 17 chapters in place of the 13 chapters of the current AGB. This expansion is due to the fact that

- An entire chapter with 14 articles is devoted to social insurance which used to rate only one article (article 89);
- One chapter with six articles regulates compensation payable by the enterprise, an item formerly dealt with in only two articles (articles 98 and 116);
- An additional chapter is devoted to labor organization and "socialist labor discipline";
- Another chapter regulates "checks on the observance of the labor law."

The preamble of the currently effective AGB states: "Socialist labor law embodies the will of the working class and the working people allied with it." It also claims that the GDR is the achievement of the working class. The new preamble no longer emphasizes the rule of the "working class" but says instead: "All political power in the GDR is exercised by the working people in the cities and the country." The chief task to be accomplished is the "improvement of the people's material and cultural standard of living."

The following passages of the preamble may be considered to provide the keynote:

- Labor law as part of the uniform law has the task of organizing the relations of the working people in the labor process in accordance with the socialist nature of labor and the principles of socialist morality determined by the conceptions of the working class... The labor code is the fundamental coherent regulation of socialist labor law...which guarantees the working people the greatest possible security under the law."

As we see from the preamble, the draft, by comparison with the currently effective AGB, emphasizes the duties and rights of employees. The good sense of the employees is appealed to with respect to the assignment of duties and restrictions on rights.

Hereafter are listed the most important changes in the details of the new draft labor code compared to the AGB currently in effect:

Article 16 extends the competence of the AGB to international organizations or foreign enterprises operating in the GDR. It will also apply to citizens of other countries domiciled in the GDR or with permanent jobs in the GDR. The latter concerns mainly commuters from the People's Republic of Poland. The amendment of this article was necessitated by the steadily increasing GDR involvement in CEMA.

The second chapter, regulating the "management of the enterprise and the co-operation of the working people," no longer calls on the manager to give first priority to the accomplishment of the state targets. Instead it requires the exercise of economic commonsense and emphasizes his duty to look after the working people.

The third chapter changes the labor contract insofar as it will in future represent an agreement on the settlement of the labor relation between juridically equal partners, the enterprise on the one hand and the employee on the other.

The same chapter also has another new feature, the so-called "transfer contract." This regulation is now necessary in order to employ elsewhere and without delay the manpower displaced by rationalization measures. The transfer contract is to prevent losses of earnings for these employees and take into consideration skills and family ties. By this new contract the employee is no longer compelled to find a new job; instead the enterprise which wishes to dismiss him must--by reason of its duty to look after its employees--find an adequate job in another enterprise. An employee may be given notice of termination only if he refuses to accept the transfer contract.

The fourth chapter of the AGB draft has the heading "labor organization and socialist labor discipline." It is an addition to the labor code. Legal regulations already in effect are thereby rearranged in a more easily intelligible fashion.

The sixth and seventh chapters deal with vocational training and with education and further education respectively. They also reiterate laws already in effect, which are now incorporated in the AGB.

The eighth chapter deals with working hours and also, for the first time, inserts existing provisions in the AGB. It is noticeable that only the general rules of this law have been incorporated in the draft. Possible new regulations may be introduced without amending the law.

The 13th chapter deals with the "responsibility in labor law" of employees and corresponds more or less to the former chapter 9. Among the few changes is the sentence: "It (socialist labor discipline) is based on the fundamental agreement between the interests of society and those of the individual."

Chapter 14 is devoted to enterprise compensation to the employee. The current AGB dealt with this concept in only two articles (articles 98 and 116).

The 15th chapter deals with the duties and services of social insurance. This chapter also mainly reorganizes laws already in effect, although admittedly many changes have occurred in the law since 1966, when the currently effective AGB version was issued.

Chapter 16 is completely new. It codifies the checks on the observance of the labor law. These checks are deemed necessary to achieve plan fulfillment.

Chapter 17 regulates the decision of disputes regarding labor law or social insurance matters. This also mainly rearranges laws already in effect.

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INSPECTION DUTIES IN CHEMICAL SERVICES OUTLINED

East Berlin MILITAERTECHNIK in German Dec 76 pp 0551-0553

[Article by Chief Graduate Engineer H. Horn: "Concerning the Work of the Chemical Service Inspectors--Their Duties and Rights"]

[Text] In the report of the secretariat of the head political directorate of the National People's Army [NVA] to the 10th Delegates Conference of the SED party organizations in the NVA and the GDR border guard it is stated, among other things: "The majority of the members of the army consider it a matter of honor to be thoroughly conversant with fighting technology, to nurture and master it." And in another place: "In the future, too, we shall systematically introduce new fighting technology or modernize what we have." In this regard the share of so-called technology subject to inspection continues to grow more and more. The checking (revision) of technology subject to inspection is, thus, today an element of use and maintenance. The tasks that result in this connection are being solved by those authorized to inspect.

1. Experiences in the Selection and Training of Inspectors

A high level of combat readiness presupposes maintaining a kind of technical preparedness for use that permits immediate entrance into battle with fighting technology. From this it is not difficult to derive the dialectic connection between training, use and maintenance. It also determines the group of people from which the inspectors must be selected and trained. In the area of chemical service these are instructors from the Ernst Thaelmann Advanced Officers' School and the schools for noncommissioned officers and also repair specialists.

It has turned out to be expedient to choose only such members of the army and NVA civilian employees who have at their command completed training as an engineer or a master in a technical area. It has also turned out to be appropriate to train only career soldiers as inspectors. In the case of those liable for military service or extended-term enlistees the fluctuation is too great and the cost-use ratio is very unfavorable.

The cadres selected were trained at the Erich Habersaath Technical School for Noncommissioned Officers. In this we worked very closely with the technical

inspection of the NVA [TUE-NVA]. After having passed a test the inspectors received their training pass, appropriate stamps and sealing tongs with all the accessories. Beyond that they were equipped with the necessary tools, testing means and documents.

Further training takes place annually with the goal of making inspectors familiar with the newest legal regulations and military determinations. In so doing averages and such like are evaluated and experiences exchanged.

After 2 years of activity by the inspectors the assessment can be made that through their work the technical and service condition of special chemical technology as well as of the equipment and means of the chemical services were improved. They have a positive influence on the activity of those authorized to train and operate, thus making an essential contribution to the situation in which no damages, caused by them, to the equipment arise as a result of wrong training or faulty use and repair.

2. Concerning Some Tasks of the Inspectors

The authority to train or operate must be acquired for a series of special chemical technology and of equipment of the chemical service. To this end appropriate directions were issued by the head of the NVA chemical services. According to them, for example, the graduates of the chemical services section of the Ernst Thaelmann Advanced Officers' School and in the future also the graduates of the chemical services sections of the NVA noncommissioned officers schools have to earn the authority to train. Training is carried out on the basis of proven instruction and training programs. The graduates are thus given the necessary theoretical information and practical skills. Part of the training is also the study of legal regulations, as for example accident prevention orders [ASAO] and ordinances regarding industrial accident prevention and fire protection [ABAO].

Officers and noncommissioned officers who possess training authorization for special chemical technology are entitled to issue service authorizations.

Service authorization must be earned by the soldier or the service crew.

Training takes place on the basis of proven training programs. The soldier or the service crew must be familiar with the ASAO and ABAO concerning the equipment and subject himself to a test on theory and practice.

In practice it has turned out to be appropriate to issue service authorization for such technical equipment, too, which is not subject to technical inspection.

Inspectors preside on testing commissions where training authorization is issued. Operation authorization on the other hand can be issued both by the review and the training inspector.

With this, one task of the inspectors of chemical services was identified. It constitutes a special key issue in the instructional installations and in the training process.

A further task consists in the revision of special chemical technology that is subject to technical inspection. The review of systems or units subject to inspection must be carried out after every repair. In this connection the inspection must show whether the repaired systems or units are functional, whether they are performing in accordance with the required parameters and that safety provisions can be adhered to during use.

Revisions of special chemical technology are effected primarily by inspectors who are active in the area of repair. This is not intended to imply, however, that there is different training for inspectors in the "training sphere" and the "repair sphere." Inspectors in the so-called "training sphere" also must carry out inspections of special chemical technology subject to inspection in their sphere of activity in addition to their specific tasks in basic and continued training. The person in charge at any one time is responsible for the review.

In addition to the tasks already mentioned the inspectors have to solve tasks of an administrative kind. These stem from GDR legal regulations and from the technical inspection decrees from the minister for national defense dated 3 September 1975.

3. Duties and Rights

The duties and rights of the inspectors of the chemical service derive from general tasks and tasks requiring specific solution. In the second implementation regulation of 17 May 1976 (AMBI Part I, No 13/76, issue 8) concerning the regulation on technical inspection it was established in a generalized form that inspectors are the control organ of the user. They have to support him in the perception of his responsibility in the area of work and average protection of and/or in dealing with systems requiring inspection. In subparagraph II/4 it says: "The inspector is an agent of the commander/manager (henceforth called user) who has demonstrated his knowledge for the purpose of carrying out revisions on systems subject to inspection."

For the NVA chemical service this means: inspectors of the chemical service are a control organ of the head of the chemical service in the ministry for national defense. As a result their duties and rights also come from the determinations of the head of chemical services.

These duties embrace, among other things:

--the revision of special chemical technology subject to inspection once a year or after repairs,

--the passing on of records (duplicates) of revisions to special chemical technology subject to inspection at the end of each quarter to the inspectorate of the TUE-NVA (ITUE-NVA),

--consultations with the ITUE-NVA about damages for whose assessment their knowledge is necessary,

--participation in measures for continuing education, among various other things.

Rights of the inspector:

--limited or permanent revocation of the training or operation authorization if there is gross violation of legal regulations or military determinations,

--to make applications for disciplinary measures (praise and censure) and reparation,

--in the case of direct danger to humans or in the event of possible averages to demand of those in charge that work be stopped forthwith,

--to issue instructions to those in charge which help to implement in practice the legal regulations and the military determinations,

--to close installations which do not meet the requirements of the legal regulations and military determinations.

The inspectors' duties and rights, which are to be additionally established by the heads and managers, are, in our opinion, different in the service branches and services. They are determined by the special features of the technical equipment, chiefly of installations subject to inspection. Inspectors are not full-time cadres. They fulfill their duties in the framework of their appointment. Their task area must therefore be well delineated. In our experience an inspector can care for about five to eight units of special chemical technology subject to inspection. This range is taken as a basis when we plan the number of inspectors of chemical services to be trained.

The extent of additional work for the inspectors depends essentially on how their activity is organized and planned. This additional work is minimal where there is an understanding of how to coordinate, skillfully and in a manner full of initiatives, the duties of the inspector with the functional duties of the appointment.

The inspectors of chemical services are also concerned with seeing to it that troop divisions and units in chemical defense have at their disposal special chemical technology and equipment with which they can go directly into battle. They are respected in their activity. This is expressed again and again in reports in which the technical condition of special chemical technology and equipment and means of the chemical service are evaluated. Their good work contributes substantially to doing justice to the demands of our ninth party congress in regard to the material economy and reducing consumption of replacement parts.

PROSPECTS FOR WOMEN IN ARMED FORCES REVIEWED

Belgrade POLITIKA in Serbo-Croatian 3 Feb 77 p 7

[Article by Velimir Petrovic: "When a Woman Is a Soldier"]

[Text] In the event of war, women would participate equitably in the country's defense just like men. This prospect derives from a familiar doctrine of our system of nationwide defense: every citizen is a soldier, regardless of sex or age.

That is in wartime. In peacetime, can a woman be a soldier today? How would a woman master military skills? Finally, must women be included in military units?

We put these questions and a series of others to a representative of the Federal Secretariat for National Defense, Col Gen Branislav Joksovic. As we have already reported, he spoke on these subjects the day before yesterday at a session of the Assembly when the implementation of the Law on the Military Obligation was being discussed.

Women in the Yugoslav People's Army

Inasmuch as he had said in the assembly debate that "women ought to be more involved in the armed forces," we asked our interviewee to say something more about such involvement. In simplified terms, did this mean that our women might become soldiers?

"No," General Joksovic replied, "and we have no project in mind that would portend women's participation in military units. Under the Law on the Military Obligation, women are not draftable, are not registered with the military authorities, are not required to serve a term of duty as conscripts."

"But if a woman wanted to, let us say voluntarily?"

"Not even then. No, no conservatism is involved here, no underestimation of the role of women, just reasons of an entirely practical nature. Let me explain: the Yugoslav People's Army is a mobile assault force, part

of our overall armed forces, and is tasked with using weapons and equipment to block the way to any enemy that might attack and to permit the mobilization of all of society's forces. Quite understandably, its ranks must be filled with excellently trained personnel capable of handling modern weapons, leading in battle, and so forth. Accordingly, women's involvement in the Yugoslav People's Army would mean recruit training, military training, etc. For the present, we have neither the need for this nor the financial capability."

"How do you regard women's participation in some armies in the world, comrade general?"

"In armies or in preparations for war? Preparations by women for the defense of the country are one thing, which we also do, but direct participation in the army is another thing."

"Word sometimes reaches us that a woman has become the commander of a ship."

"True, I know. It's spectacular, I admit, but is it on a large scale?"

"There are quite a few women officers in our army."

"Yes, chiefly carried over from wartime, although there are also women who trained after the war for certain duties and services in the Yugoslav People's Army. They are colonels and below, but none are in regular units. Under our laws, a woman may serve in the reserve if she has the training to perform specialized and technical duties."

"Do you suppose that women might in time become involved in combat units?"

"Well, yes, if it were necessary and circumstances permitted. I was just saying that women in that case would have to complete military training, which is an expensive operation that is dependent upon society's capability. In any case, we have enough men to fill our units. The problem of women's involvement in military units is very complicated and would require very exhaustive analysis in advance, which would take at least a year. We would be compelled to review the demographic indicators--numbers, obligations as mothers, age, occupational structure, examination for ability to serve, selection and assignment, duration and problems of military training for women, financial, staff, social, political, and other implications. As you see, the matter is by no means simple."

But in the Armed Forces--Yes

"When you speak of the need to include women in the armed forces, then, you are referring to territorial defense, to its wartime units, to civil defense, and to the other components of nationwide defense."

"Precisely. We think that steps need to be taken to include women in war-time units of the armed forces, especially in areas for which no special military training is necessary, so as to release men for more useful assignments."

"Would that include duty in the Yugoslav People's Army?"

"Yes."

"In civilian preparations for nationwide defense, we note a number of instances in which women have taken up weapons, training in handling them."

"Of course. There are such examples. I think that your paper wrote about a women's unit that was training for combat against tanks. Yes, for the moment, the only opportunity for women to be included in the armed forces is training in territorial defense and gradual assignment to those units."

"You spoke about the need to include women in particular in those parts of the country in which there are few males."

"Yes, those are the regions from which men have gone to work in another part of the country or abroad. In the territorial defense units which are under strength, as we say, more women need to be included. There are many jobs that women can do in the armed forces, and not only the traditional ones, such as civil defense, first aid, medical and health care. Women can become thoroughly involved in social self-protection, from the "ordinary" to the most complicated--combat against hostile elements, hostile propaganda, etc., etc."

"Is there an opportunity for women students to be involved in military training like their male colleagues?"

"Not at present. In time, when financial and other circumstances permit, women students will gradually be brought into military training."

"Have you been saying something about the status of women students at faculties for national defense?"

"Yes. There are quite a few women students at those faculties. Accordingly, we hold that they ought to be treated in the same way as their male colleagues: their time spent in the Yugoslav People's Army recognized as part of a military tour of duty, status as reserve officers, etc."

What Does "Standardization of Conscript Tour" Mean?

"Another question that you have raised, relating to the 'standardization of the duration of the conscript tour of duty,' is interesting. What does that mean, comrade general?"

"As is known, the conscript term varies at present from 12 to 15 months, depending on educational background. We think that that term ought to be standardized so that all would serve a tour of duty of equal duration."

"Twelve or 15 months?"

"Probably the lower figure, although the time for such concerns is not yet close."

"On what is that dependent?"

"In time, as young people acquire military skills before serving. As you know, only first-year students are called up for summer military training at present. Military training will expand along with the financial capabilities of society, enabling young people to acquire military skills on a more massive scale and in a better way. In turn, the standardization of conscript tours will be dependent upon that."

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YUGOSLAVIA

GENERAL ADVOCATES PHYSICAL FITNESS IN MILITARY, CIVIL LIFE

Ljubljana DELO in Slovenian 28 Feb 77 p 9

[Text] "In the Yugoslav Peoples Army, during the last several years, we have been paying more and more attention to sports and physical culture. Sports strengthen courage and decision making. This is why we have decided to renew the skiing championships of the military districts and the YPA." These words were emphasized in a conversation by Lt Col Gen Joze Ozbolt, Chief of Staff of the Ljubljana Military District.

Good physical fitness is of decisive importance also in all-peoples defense. This is why YPA involvement in sports also is of a broader social significance. All young people who serve their military terms must understand that physical culture is a necessary component of our life. Therefore, after they return from military service, they should also carry the practice to their own environments. Thus the YPA would also become a school of sports.

In Slovenia, we are trying to bring physical culture closer and closer to the working people. These efforts are getting support from the YPA. Agreements have been made for closer cooperation with physical culture workers. This will be necessary even more this year because the 30th sports championships of the YPA will begin at the end of June. Thus, trainers and specialists will help train the teams of the Ljubljana Military District for these championship games. They will work together to renew and build sports facilities, which will subsequently be used by both of them.

According to Joze Ozbolt, training for the Maribor championship games started in 1976, since this will be one of the largest sports and socio-political manifestations in Slovenia for 1977. The championship games will take place in the very year that we celebrate the 40th anniversary of Tito's assumption of the leadership of the Communist Party of Yugoslavia, the 40th anniversary of the founding of the Communist Party of Slovenia, and the 85th birthday of President Tito.

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END