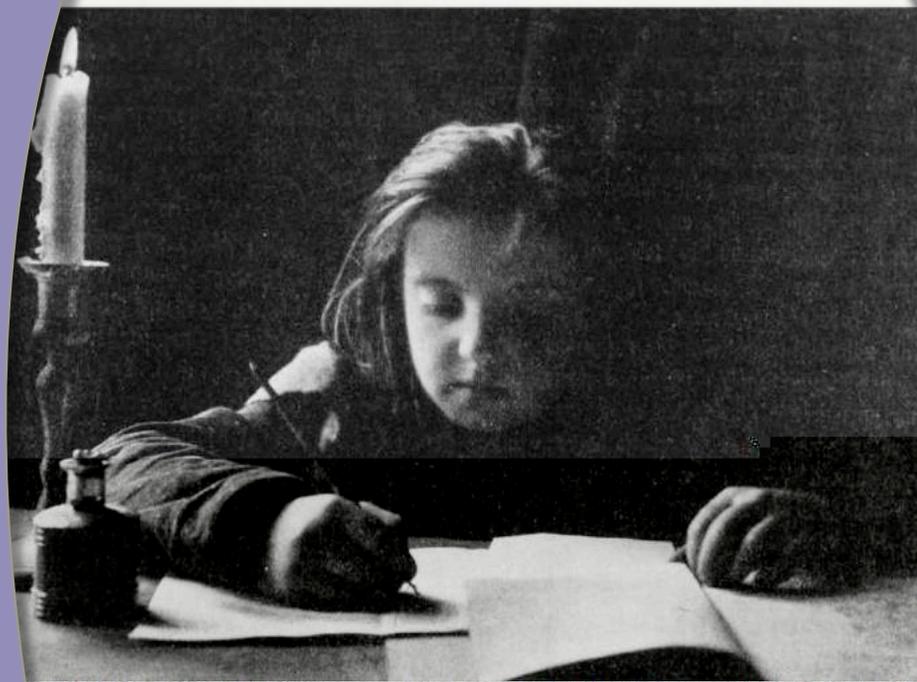


Bojana Dujkovic – Blagojevic

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# School life in the Kingdom of Yugoslavia

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## K

### What were the best and the worst aspects of schooling in Yugoslavia?

#### T

This module is about education in the Kingdom of Yugoslavia, in the period from 1918 to 1941, more specifically about the position of children in the education system.

This topic is selected since, I believe, it is similar to children today and it can be interesting for work. The relation of children towards school and obligations, but also rights the children had, are quite different than today.

The topic is controversial from the aspect of rights of children – now and then. The intention is to show how much the relations changed in the last 80 years.

The topic is relevant for the whole region as it refers to all countries within the Kingdom of Yugoslavia and shows differences among children within the same education system.



#### L

*Understanding the position of young people in the school system of Yugoslavia before WW2.*

1. The students will develop empathy skills.

2. Students will evaluate historical sources in terms of reliability (official documents versus oral history, etc).

3. They will assess the differences and similarities and compare the school system in the past and the nowadays.

4. Students will interpret the source and make an analysis about the gender issues in the school system.



#### A

Getting acquainted with educational and upbringing role of schools in the Kingdom of Yugoslavia, encouraging discussions on the role of education system today to the growing of young population in the changed social circumstances.



#### T

The teacher will read the introduction to the students and present the theme of the class. The workshop has two phases – first phase is individual work and work in pairs, and the second is group work and presentation of the results.

Time orientation:

**STEP 1:** Introduction (contextualization) teacher will read an introduction, then source no. 1, and show the photo to the students (source no. 2). Students will answer to the proposed question.

**STEP 2:** Individual work - Photograph analysis and filling out the table - Sources no. 3,4 and 5 are given in the chart. **S**

**3:** jablanica (B&H), Omer Karic i dr., *Jablanica 100 godina skolstva (1903-2003)*, Jablanica 2003. **S** **4** Prizren (Kosovo), 1945 - 1950, Regional historical archiv Prizren, Fondi Gjmnazii Real Plotestues Shtetoroe, njesia.org. Prizren viti 1949-1950. **S** **5** Karlovac (Croatia) 1930, private photo Veselic family.

Students have to fill in the empty places. Teacher will randomly ask the students what they fill in and to explain why they decided so. On the end of this activity teacher give the students information about the sources (where the photos have been taken, in what country and when). Proposed question for discussion:

- Are there differences between the pupils on the photographs?
- How pupils look like?
- What can be the main reasons for the differences between pupils?
- How is it today? Are there any significant differences between students of your age?

**STEP 3:** Work in pairs – source reading and analyses of the school subjects. Students will work in pairs. The task is to analyze the sources no. 6 and 7 and to fill out the chart. Teacher will randomly ask the students to give their answers and explanations.

**STEP 4:** Group work – source reading and analyzing and presenting the results. Students should be divided into 3 groups. Each group has up to 3 sources.

*First group:* analyze the sources about the physical punishment of the children in the school.

*Second group:* analyze the sources about the position of the girls in school.

*Third group:* analyze the sources about the working obligation of the students and their behavior.

Each group has the same task – to fill the given chart and present the results.

Teacher can, while students are working in groups write down the proposed answers on the blackboard and while students are presenting the results of the group work to write down the results. After that students will answer to the key question - What were the best and the worst aspects of schooling in Yugoslavia?



45  
minutes

## Task 1

I

### Introduction

*In the past, just like today, a school was the central point for children education. Although its role remained the same to date, children' obligations, way of work, teaching subjects, but also manners of dress code, all were changing over the time. In this workshop we will show how was it to be a student in the first half of the 20<sup>th</sup> century, in the Balkans. We will try to present in this workshop the children of those times, grandparents of your parents, what they were taught at school and how they had to behave.*

### Source 1

#### SCHOOL A HOUSE ON THE HOUSE

"First I was surprised with the school building; it was a two-floor building.

-Look, grandpa, the school is a house on the house! I thought that a house was put onto another house, for I had never seen a two-floor house before.

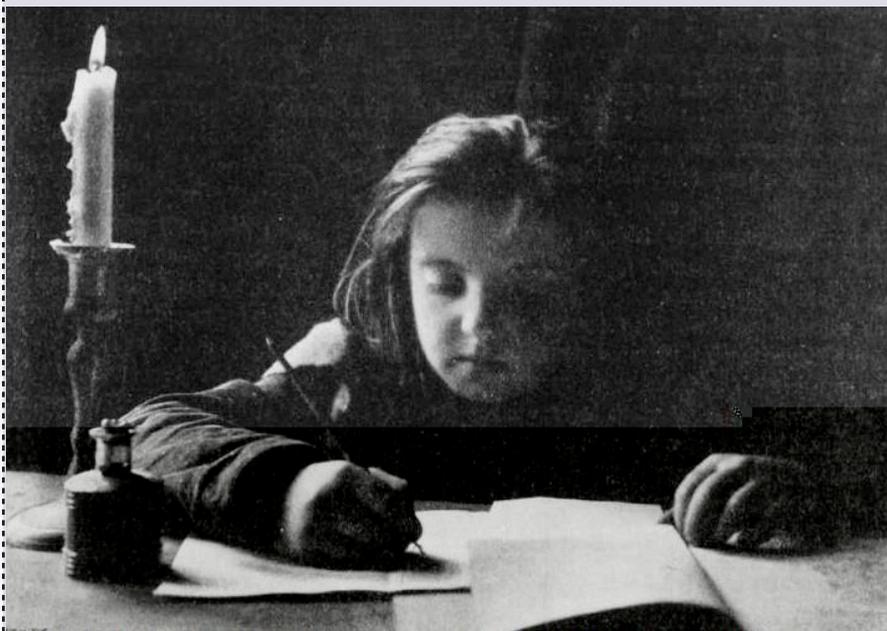
In the classroom I was most surprised with the globe. I asked one child what it was; he replied it was a watermelon. What it was doing on the cabinet, I asked, and he replied it was put away from thieves like me. Well, I asked about three-legged blackboard, for which I was told it was nothing, and for the abacus I was told it was 'something'.

So, my first day at school I found out what is watermelon, what is nothing, and what is something."

*Branko Ćopić 1915 – 1984. Šta ga je začudilo u školi ; Preuzeto iz Ježeva kućica, Kreativni centar 2007, 31.*

### Source 2

#### A GIRL DOING HOMEWORK



MilankaTodić, *Istorija srpske fotografije 1839-1940, Prosveta, Beograd, 1993.*  
[http://www.udi.rs/articles/Milanka%20Todic\\_Istorija%20srpske%20fotografije%201839-1940.pdf](http://www.udi.rs/articles/Milanka%20Todic_Istorija%20srpske%20fotografije%201839-1940.pdf)

Downloaded November 1st, 2012.

Q  
W

:

?

# Task 2

I

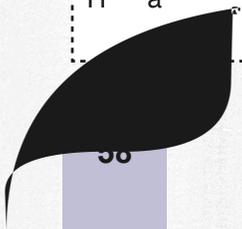
L  
W

?

Source 1

JABLANICA (Bosnia and Herzegovina)

F a ?	W a a ? 
 	
H a ?	W a ?



# Task 2

L  
W

?

Source 2  
PRI REN (Kosovo)

F a ?

W a a ?



H a ?

W a ?

# Task 2

L  
W

?

Source 3  
KARLOVAC (Croatia)

F a ?

W a a ?



H a ?

W a ?

### Task 3

- 1. F
- 2. H
- 3. F

?

1926

1939.

#### Source 1

S

1926.

1. Religious and morale classes
2. Serb-Croat-Slovenian language
3. Initial real classes
4. Geography
5. History of Serbs, Croats and Slovenians
6. Algebra with geometry
7. Knowing the nature
8. Drawing (Art)
9. Calligraphy
10. Handicraft, for males and females
11. Singing
12. Gymnastics and games for children

*M. Papić, Školstvo u BiH1918 - 1941, Sarajevo 1984.*

#### Source 2

S

1939.

1. Bonton
2. Religious and morale classes
3. Serbo-croat language
4. Initial real classes
5. Geography
6. National history
7. Algebra with geometry
8. Knowing the nature
9. Practical and economical knowledge and skills
10. Drawing (Art)
11. Calligraphy
12. Handicraft
13. Singing
14. Gymnastics and games for children

*Preuzeto iz svjedočanstva Jurica Marinko, 1. 9. 1939, Banovina Hrvatska, Srez Dubrovnik. Privatna arhiva.*

	MAIN SUBJECTS	SKILLS
Kingdom of Yugoslavia		
My country 2013+		
Future		

Source 1

F

Type of punishment was up to the teacher. Teachers performed physical punishing, usually with a stick. For whipping the palms and the 'bottom' a teacher would select a stick which bends, but does not break easily. A student would get whipped on the palms, or would be bended over a chair; a teacher would hold him by the pants with the left hand, and whip with the right. Beating the tip of finger nails with hard wood was also practiced. Kneeling, standing beside your desk or in the corner of the room was customary... Parents scarcely complained against such punishments."

*Svjedočanstvo ing. Omanovića, koji je išao u narodnu osnovnu školu u Cazinu devedesetih godina XIX vjeka.*  
 M. Papić, *Školstvo u BiH za vrijeme Austro-Ugarske 1878-1918*, Sarajevo 1972, str. 178.

Source 2

T

Teachers in the school maintained discipline through their personal action and example, and if it did not work in all the cases, then they used to sanction negligence in studying, untidiness and bad manners with physical punishing and in other ways... Usually physical punishment was done with a stick (whipping), and there was also detention, kneeling, standing, etc... Parents did not oppose physical punishing of their children."

V. Bogičević, *Istorija osnovnih škola u BiH (1878 – 1918)*, str. 213

Source 3

T



*Milanka Todić, Istorije srpske fotografije 1839-1940*, Prosveta, Beograd, 1993.  
[http://www.udi.rs/articles/Milanka%20Todic\\_Istorija%20srpske%20fotografije%201839-1940.pdf](http://www.udi.rs/articles/Milanka%20Todic_Istorija%20srpske%20fotografije%201839-1940.pdf)  
 Downloaded November 1st 2012.

KINGDOM OF UGOSLAVIA	M COUNTR
SIMILARITIES	DIFFERENCIES
Source 1	
Source 2	
Source 3	

Source 1

I

“Back in the A-H times in BiH, among cultural public, there were a lot of discussions on education in general, and education of female children. However, it seemed from what remained recorded in writing, that a woman was predetermined for household and only some selected vocations related to child care. It happened so that for 40 years of the work of a gymnasium there was not a single female student. ....Females joined regular education in gymnasiums very slowly and in a very shy – low profile manner. By passing private exams, and only in the last few years of occupation, first females in BiH began to acquire knowledge in gymnasiums. It was only in August 1918 that the national government allowed for female students who privately passed the first and the second grade to enroll regularly the third grade. Only after WW1 this limitation was finally lifted, and female students started to enroll gymnasiums, but in separate female-only classes.”

M. Papić, Školstvo u BiH1918 - 1941, Sarajevo 1984, str. 114

Source 2

F

S

:

1. Topical practical work
2. Tailoring
3. SerboCroat – Slovenian language
4. Algebra, accounting and calculating
5. Knowing the goods and household
6. History and Geography
7. Decorational drawing
8. Religious classes
9. Hygiene
10. Gymnastics
11. Singing

Zoran Ivanović, Zvornički spomenar, Prometej, Novi Sad, 2002.

Source 3

S



KINGDOM OF UGOSLAVIA	M COUNTR
SIMILARITIES	DIFFERENCIES
Source 1	
Source 2	
Source 3	

Source 1  
W

Teachers Mirjana and Spasan Todic worked in the school, and the Head Master was Ivo Kraljevic. The teacher's pair Todic and the director Kraljevic lived in the flats situated in the school building. The students were divided per classes into two classrooms (I and III; II and IV together). Besides studying, the students worked in the school property so the yard, the garden and the fruit plant were very neat. Teachers used to hold cattle, particularly pigs and sheep. Work in the school property was not hard, but for students it was mandatory and accountable liability... The parents were obliged to provide the heating wood for the school. Families who did not have carriages would chop the woods, and the students would pile-up them... Hours in school were long, so every student had something to eat in the bag. Religious classes were held on Thursdays, school was closed on Fridays as the teachers used to go to the municipality or provincial centre. Saturday was a working day in school."

Sjećanja Mišić (Đorđa) Nedeljko – 100 godina osnovne škole u Boljaniću, Doboj 1996, str. 78

Source 2

T , B L , O  
1930/31.

"... Poor students with (at least) 'very good' average mark and behavior will be admitted to dormitories for board and lodging if there is space available, and certain number of students will be admitted only to have meals there... During the school breaks behave decently, spread the literacy, and fight against alcoholism and atheism."

Vrbaske novine, br 35, od 24. jula 1930, str 10.

Source 3

B

At the end of third decade of the 20<sup>th</sup> century, students of the Civil school in Banja Luka had to wear hats and school uniforms. Students' movement on the streets was allowed unto 20:00 hrs. If a teacher would find a student out on the street after that time, the student would get a Teachers' Council Warning, or some other punishment."

Olga Kunaica, 1928 – 2013. Interwieved in October 2011.

Source 4

U

"Besides education, gymnasiums played another important role in youth development – proper rising. The discipline was very strict. School uniforms were worn outside schools, and students who would be spotted outside their homes in the late hours by their teachers were punished by a Warning."

Ж C 1918-1941; П c A K , C  
X c , T Г c ; M C

KINGDOM OF UGOSLAVIA	M COUNTR
SIMILARITIES	DIFFERENCIES
Source 1	
Source 2	
Source 3	