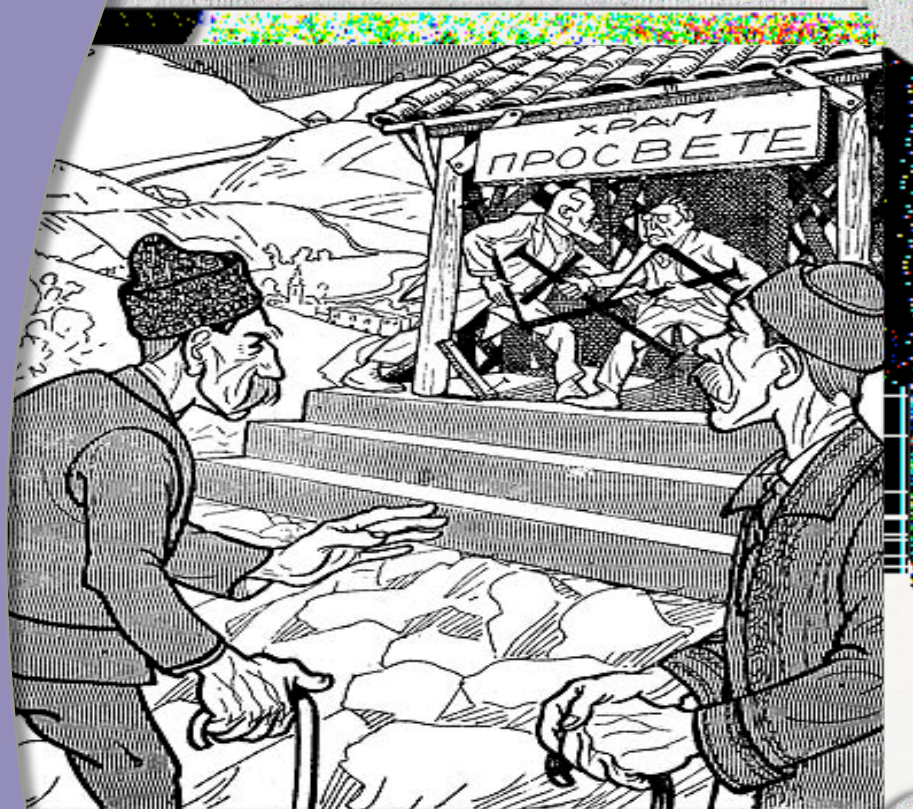


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Literate or obidient

Education in Kingdom of
Yugoslavia





T This module is about education in the Kingdom of Yugoslavia in the period from 1918 to 1941. The topic was selected because through education policies it is easy to see the regime tendencies to shape the citizens through education to be loyal to the dynasty and idea of integral Yugoslavianship.

The topic is controversial since it shows what were the differences between different areas of the country, and how the authorities tried to overcome those differences.

The topic is relevant for the whole region as it shows the ways how the policies were adjusted in the various parts of the country. Although the laws were valid in the whole country, there were deviations in their implementation. Differences were particularly large between north and south, and due to inability to educate the minorities.



L O
Understanding the basics of education system in the Kingdom of Yugoslavia;

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



Activities

G 1:

State policy in the field of education.

The first group task is to analyze sources that speak about activities the state undertook in the field of education (state education policies, or what the state promised to do in education)

Key question:

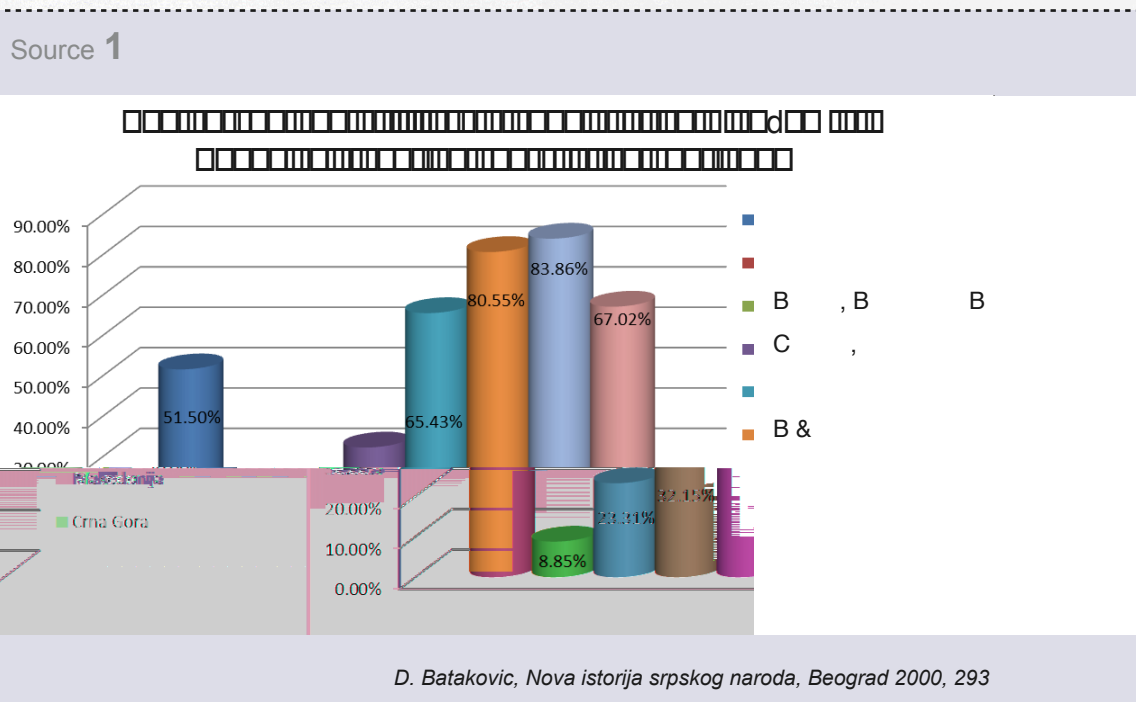
- What measures the state took in education?
- What were the tasks of education system of the Kingdom of Yugoslavia?

Introduction

1918. Countries with very different level of educational development and education traditions got united. Some were very developed with a wide school network, other barely heard of school.

The educational system was based on a unitary ideology about a single, yet 'three-named Serb-Croat-Slovenian' people and language, and an idea of a centralistic monarchy, which was visible in the teaching programs and educational work.

According to the Law on schools, there were 4 year primary schools countrywide, and a higher people's schools (grades V to VIII) that were introduced gradually. Although 8 year education was obligatory by law, the number of enrolled students was significantly smaller than the number of children who have come to the school age. Primary schools were too few, particularly in the undeveloped areas (Macedonia, Kosovo, Sandzak, BiH, Lika), so a great number of population remained illiterate. At the country level, one third of children did not attend school, and in 1939/40, only 50,1% of school age children were enrolled the primary school.



Source 2

T S.V (V) C 1921

Article 16

The teaching process is state governed. It lies on the same principle for the whole country, adjusting to the area (region).

Primary school is state governed, general and mandatory.

Vocational schools are opened according to the needs.

All education institutions are under the state supervision.

The state will give aid to enlightening the people.

Minorities of different race and language will be provided basic education on their mother tongue, under the benefits prescribed by the law.

<http://www.arhivju.gov.rs/active/s>
(Downloaded October 26, 2010)

Source 3

T C 1931

Article 16:

"All schools must provide ethical (morale) upbringing and develop a spiritual consciousness in the spirit of national unity and religious tolerance"

Digitalna narodna biblioteka Srbije
<http://scc.digital.nb.rs/document/RA-ustav-1931> (downloaded October 26, 2012)

Source 4

A K

....God, save, God feed
Our King and our people
King Peter, God feed
The whole nation begs You"

Source 5

N

"Starting in school year 1929/30, a great number of primary schools get new names. Most of the names are related to the dynasty. A dozen of schools were named after "King the Unifier", then "Prince Peter", or later "King Peter" as well as after king's brothers and Prince Pavle (Paul).

Source 6

T

After the introduction of dictatorship in 1929, the education policy changed as well.

The cultural and educational program of the regime, prior endorsed by the King, was presented to the Ministerial council on 12 March 1929. The creator of the program, Minister of Education, Bozidar Maksimovic, stressed that in the whole period from uniting to imposing the personal power, and in period after that, there was "a permanent trend, invisible and somewhat unconscious, to create tribal intellectual centers, which, in the long run, slowly and gradually lead to spiritual and political three-ism, instead of having the education activity doing just the opposite."

In the line of actions and measures that were supposed to express the ideological character, special place was given to the work on creating a uniform education program, orthography and terminology, unification of educational legislation, producing uniform textbooks for uniformed school, national enlightenment... In the education program, the task of primary school was not only to spread the literacy, but "more, to educate in a national manner."

Ljubodrag Dimid, *Integralno jugoslovenstvo i kultura 1929-1931. godine*, str. 334-340
<http://www.cpi.hr/download/links/hr/6978.pd> (downloaded October 26, 2012).

Source 7

P . K P 1 , B ,
 S .



private photo of Lazarevic family

Source 8

F K A K A 1 ,
 K A ., D , B H;



private photo, Dujkovic family

Source 9

O

K

- 1918. Serbian or Croatian language
- 1926. Serbian-Croatian-Slovenian language
- 1934. People's language (SerbianCroatianSlovenian language)

M. Papic, *Skolstvo u BiH 1918 - 1941*, Sarajevo 1984, 23-25

Q

1:

1. What are the main differences between regulations of Constitution of 1921 and 1931?
2. What was the aim of education after the dictatorship of 1929?
3. Who was the central figure in education system of Kingdom of Yugoslavia?
4. What was the main educational goal in the Kingdom of Yugoslavia?
5. In what way the state tried to secure equal rights to education to all its citizens?
6. What was attempted by changing the name of the mother tongue in K. of Yugoslavia?
7. To what extent was that a political issue?

Activities

G 2:

How was the state education policy realized?

The task of group 2 was to analyze sources that speak about the way the state policies were realized in practice.

Key question:

To what extent were the Constitutionally guaranteed rights accessible to citizens in different parts of the country?

Introduction

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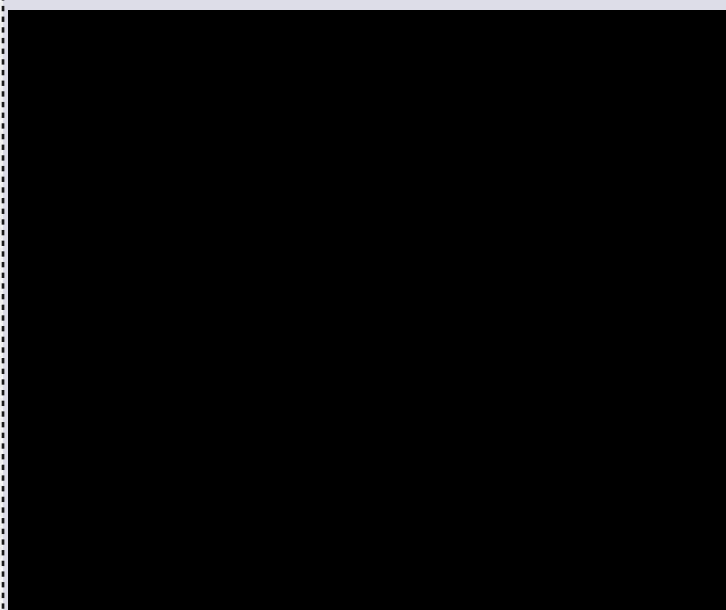
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Source 1

C

1931



Lj. Dimic, *Kulturna politika Kraljevine Jugoslavije 1918 - 1941, II*, 192

Source 3

D

It was estimated that BiH had a population of 2.323.000 in 1937. The data for that year show that the network enclosed only 40% of children of school age. Some 60% of children were not enrolled. At the same time, in Dravska province (today's Slovenia) all the children were enrolled, while in Dunavska province only 15% of children were left out of school system.

Mitar Papić, *Školstvo u BiH 1918 – 1941*, Sarajevo 1984, str. 23-25

Source 4

In 1938/39, at the level of the whole Kingdom, 9% of population had completed primary school and only 1,6% secondary school.

Source 2

C

"Schools for teachers in BiH after the war functioned according to the valid laws and regulations from Austro-Hungarian period. From teaching plans and programs, and other forms of work, only those elements that directly reflected educational intentions and other goals of previous occupation regimes, were removed. Teaching plans and programs suffered immediate changes in the group of national subjects (history, geography and peoples' language). In schools for teachers, as well as in programs of other schools, the focus of teaching was on history of Serbs, Croats and Slovenians. Well known pieces of Serbian, Croatian and Slovenian literature were prescribed as school mandatory readings. Everything that was a part of apotheosis of Hapsburg dynasty was replaced by glorifying the Karadjordjevic dynasty.

Mitar Papić, *Školstvo u BiH 1918 – 1941*, Sarajevo 1984, str. 82.

Source 5

E

The schools which were opened for the Muslim children had Serbian teachers, teachers for religion lessons were Albanians or Turks. These, so called, Muslim classes, were attended by the Albanian-Catholic children. Religion lessons for these children were held by priests. In the Kingdom of Yugoslavia the problems with Catholic Croats experienced both, political and national, and also religious character. Thereby, even if those classes were established for the Muslim minority, Catholic - Albanian children had to attend.

(Z.Volkan born in Prizren in 1928, retired teacher. He taught in Muslim-Serb classes in 1935-1936. This interview was made at his home on 30 January 2012.)

Dušan Bataković, *Nova istorija srpskog naroda*, Beograd 2000, str. 293.

Source 6

O

Opinion of the school supervisor for the city of Bitolj, Mr. Tasic, about the statement of teacher, Ms. Markovic, submitted to Education Department in Bitolj, on 30 June 1927

"During this school year, Ms. Jerina Markovic was transferred to Bitola from the northern areas. I entrusted her a third grade and at first glance she seemed to have had a good command of the official language. However, while checking the work in her class I realized something that she admitted in the conversation as well. The children were saying they were Macedon and they spoke Macedonian language. It came as a surprise to me, as I realized that the teacher was unable or unwilling to explain the notion of a Serb name to the children. It is impossible that the children demanded her to speak in the dialect not allowed to realize classes... My principal and humble opinion is that teachers not suitable for these areas should be dealt with once and for all."

Д

БОЈ ЂИРИЛИЦЕ И ЛАТИНИЦЕ.



— ГДЕ ОНИХ БУДАЛА ТАМО, ГДЕ СЕ БИЈУ ЗБОГ ЂИРИЛИЦЕ И ЛАТИНИЦЕ, А МИ НЕ ЗНАМО НИ ЈЕДНУ НИ ДРУГУ.

Activities

G 3:
A I

?! ,

Third group analyzes the sources that speak about position of teachers, i.e. those who were the main implementers of proclaimed education policies.

Key question:

Did the state influence the teachers, and how, to become propagators of state policy?

Teachers were state officials and they were appointed by a Decree of Minister of Education. Since the education of population was proclaimed as one of state policy priorities, great attention was paid to education of future teachers. Since the demand for teachers was high, and they were scarce, teachers were forced to move frequently and change their post.

Source 1
L S

Article 1. Schools for teachers serve for technical education of Teachers in public schools. This purpose is achieved through: Giving the freshmen a comprehensive general and technical (pedagogical) training; Educating them in the spirit of national unity and religious tolerance. Training them and getting them used to national, educational and cultural mission among the people, especially in the rural areas."

Zakon o učiteljskim školama iz septembra 1929. Preuzeto iz: M. Papić, *Školstvo u BiH 1918-1941*, Sarajevo, 1984, str. 177.

Source 3
F

"In 1926 the Ministry of Education brought the decision that female teachers cannot marry without the consent of the Ministry. Minister Dobrivoje Stosovic went a step further bringing a decision that female teachers may marry only teachers, if they wish to stay in service".

M. Papić, *Školstvo u BiH 1918-1941*, Sarajevo, 1984, str. 177

Source 5
F

The case of Ms. Evica Baticic from Vrpolje. She completed School for teachers in Osijek in 1926.

She worked as a teacher for nearly 19 years. During that time, she was forced several times to change the location of her post. She started in 1928 in Hrani (Croatia), in 1934 she moved to Palesnik (Croatia). She was transferred to Blato on Korcula island (Croatia) in 1940, and in 1941 she was moved to Odzaci (Vojvodina). She worked briefly in Macedonia as well. At the break-out of the WW2, she was in Vojvodina.

Datas taken from Museum in Osijek

Source 2
T

In the education program, the task of primary school was not only to spread the literacy, but "more, to educate in a national manner." The school was criticized that, in the first decade of existence of Yugoslavia, it failed to meet this task. The education authorities were accused they had "neither the idea, nor the strength" to force the teachers to be "at the expected level of their role". The teachers were requested to be the "bearers of the state idea". Schools for teachers were obliged to produce teachers who "in performing their activity will not come to collision with important ideas on state organization, form of governing, political organization and state and national unity."

Ljubodrag Dimić, *Integralno jugoslovenstvo i kultura 1929-1931. godine*, str. 334-340
<http://www.cpi.hr/download/links/hr/697> (downloaded October 26, 2012)

Source 4
P

On 28 June 1925, Minister of Education issued the following interesting order:

"The ministry often receives complaints from education inspectors, school supervisors, regional governors and other, bringing to our attention inappropriate dressing of female teachers, claiming that often one can see young girls with skirts to their knees, and arms bare to the shoulders, with a too deep décolleté, which insults the most primitive notions of beauty and decency, considering the area in which they live and work. In order to stop this, I order: As of next school year, female teachers shall wear in the street, and particularly in school, in their official capacity, a decent suit that will correspond to the seriousness of their position and educational influence they are obliged to extend in their respective areas..."

100 godina osnovne škole u Boljaniću, Doboj 1996, str. 101

Source 6
R

"It is not easy to explain the relocations of teachers in the course of a school year, per someone's wish. What authorities take the competence and non-competence for relation towards the wrongdoing teachers, exposed to all political winds... It is being done for someone's political will; a teacher is separated from his family, or, in the middle of winter is left struggling for a new post. However, this is not the only problem. The grim picture is filled with a miserable teacher's wage. School housekeepers do not receive salaries the whole year; children are without textbooks and basic means, etc. Teachers have miserable salaries (freshmen receive 900 dinars), and it is not received regularly..."

П c c c c " . 485, 13.03.1937,

Source 7



Text: Professors and sergeants.

S : We all knew that you, as the best student, will become professor, and I, as a bad student, got expelled from school so I am now just a Sergeant.

P : How I wish I was a bad student too.

<http://www.udi.rs/gallery.asp?gal=2&sl=12>(downloaded October 26, 2012)
Karikatura Profesori I narednici

Q

3:

1. Order the sources per their importance. From the offered sources, find the most important one from the standpoint of personal freedom of a teacher.
2. What were the most important tasks of teachers, besides educating the students?
3. What the state authorities expected from their teachers?
4. What was the relation of society towards the teachers?
5. To what extent the teachers had personal freedoms?
6. Were the teachers exposed to political pressures?