

Sanja Pereša Macuka
Igor Jovanović

Yugoslav Falcon

National identity guardian





K

Yugoslav Falcon - youth organization or political party?

T

This module is about Yugoslav Falcon in the period of dictatorship of King Alexander, but can cover timeline from 1918 to 1941.

This topic is selected because the Yugoslav Falcon was unique, and now almost forgotten movement that has greatly affected the daily life of that time. Today, there are no such movements, so students would be interested in evoking the spirit of that time. Also, it is a unique story about a panslavic idea, and connection between nations, social classes, religions, educated and uneducated people.

The topic is controversial because in the Yugoslav Kingdom, Falcon movement was presented as a pacifistic and universally human spiritual organization, however, those aspects were covered up at the time and Falcon became one of the base pillars of dictatorship.

The topic is relevant for the whole region as it refers to all the countries since the movement was developed in all parts of Yugoslavia in which the Yugoslav idea and unitarism were spread.

L

- Work on historical multiperspective sources to understand the role of Falcon movement in Yugoslav Kingdom.
- By using different sources, students will be able to critically evaluate various perspectives of a historical event.
- Students will be able to accept other people's opinions.
- Students will be able to work independently and exercise working with the source.
- Students will develop the ability to study and evaluate the image (photos) and textual sources.

A

- To get to know the Falcon of the Kingdom of Yugoslavia as a youth movement, but also as an instrument of the administration in connecting the youth and creating the Yugoslav national identity.
- To compare this movement with similar movements in other European countries between the two WW.
- To encourage the students to think about organized groups (associations) that are active among the youth of today



45
minutes

T

The teacher will read the introduction to the students and present the theme to the class. Students will be divided into 6 groups. Each group will have a source, table, and questions, and will choose the presenters. Groups will have instructions to work. Each group should base their activity on analysis of the obtained roles given in the sources, and questions to create a particular perception of a Yugoslav Falcon. Presenters will explain the perceptions that others based on their roles.

Groups by role:

- | | |
|-------------|---------------|
| Group 1 - A | from Maribor |
| Group 2 - A | from Varaždin |
| Group 3 - A | from Skopje |
| Group 4 - A | from Budva |
| Group 5 - A | from Sarajevo |
| Group 6 - A | from Belgrade |

STEP 1: Introduction and motivation, teacher will read an introduction about Falcon movement

STEP 2: Group work - students will work in small groups guided by roles: priest, farmer, student, lawyer, teacher, housewife. Each group will get a fragment of text sources and will get 10 minutes to study the sources. After that time, each group, considering their role, (education, worldview, ethnicity) will fill the table. After reading and filling the table students should answer these questions:

1. Falcon of Kingdom of Yugoslavia - what is it?
2. Specify their objective and purpose.
3. How the falconry supported the preservation of Yugoslav national identity?

STEP 3: Group work – rotations of roles (during reading new sources the teacher will give students many different sources): analyzing pictures, filling the table, answering the questions, presentations.

STEP 4: Group work – discussion of roles and different views of the Falcon movement, Filling the table 2. (see attachment)

Answering the key question: F - ?

D

Contextualization

As Slavic cultural and national-liberal movement, the Falcon movement was first established in Czech in 1862. The founder was the Czech doctor, Miroslav Tirsch. Basic goals of the movement were: Spreading the national consciousness, physical and spiritual upbringing through education and exercise. The movement was named after a bird – falcon, a symbol of light, height and courage. The workshop will speak about a movement that evolved from pan-Slavic idea to the promoter of an idea of integral Yugoslavianism and powerful dictatorship regime.

Group work

G I M

Read and analyze the source, fill the table 1 and answer the following questions:

1. The Falcon of the Yugoslav Kingdom – what is it?
2. Determine its goal and purpose.
3. What was the role of the Falconry in preservation of Yugoslav identity?

After filling the table and answering the questions, select the group member who will present your answers from the position / role of a priest.

Source 1

T J L C F K
B 8 J 17 D 1932, 1933.

Dear Believers!

„It is much worse that the Falcon of the Kingdom of Yugoslavia, in order to disconnect the people from the church, holds its rallies on Sundays and holidays, in the morning as well as in the afternoon, in a way that does not give the members any time for religious duties.

That is how morale of our young generations is destroyed, this is how faith is undermined and killed. Therefore, our dear believers, it is our duty to warn you of this peril most seriously, as we already did in 1921, to keep your children away from this danger, as the Lord will be strict in terms of how you took care of religious and moral raising of your children. This applies for as long as the Falcon of the Kingdom of Yugoslavia stands on Tirsch's principles, as long as „Roads and Goals“ are rules for the life and work of Yugoslav Falcon, as long as the Falconry is headed by old Yugo-falcons. Let us stay strong in the faith of our fathers and let us not allow Falconry to separate us from that faith, since they do not know our Savior nor our honorable Croat (Slovenian) name.“

Politika, 16 January 1933.

Source 2

E (B)



Ilustrirani Slovenec, 6. jul 1930. štev. 27

1. Describe what you see in the picture.
2. What do these pictures tell you?
3. Is there anything unusual in this picture?
4. What do you want to know more?

G II V

Read and analyze the source, fill the table 1 and answer the following questions:

1. The Falcon of the Yugoslav Kingdom – what is it?
 2. Determine its goal and purpose.
 3. What was the role of the Falconry in preservation of Yugoslav identity?
- After filling the table and answering the questions, select the group member who will present your answers from the position / role of a farmer.

Source 1

T F A -F F K

„His Majesty, Prince Peter, attended a Falcon performance for the first time wearing a Falcon uniform himself. There was a great excitement among the audience, which calmed with the entering of the members-performers into the stadium. The Falcons, some 3000 of them, entered the field from 3 sides, all walking as one. It was a great scene and it left the strongest impression of youth and heroism. At the command of the Federal Head they performed the exercises, and as they were leaving the field accompanied by cheers of the audience, the female members were coming in from the other side. The scene was as nice as the previous one, for it is a rare opportunity to see so many healthy, young, beautiful girls. In other points of the program there were Russian Falcons with spears, Luzicki Serbs Falcons, male and female members exercising on gymnastic apparatus, and Pupils' company from Maribor.“

Varaždinske novosti' , 10 July 1930

Source 2

F K F

„On Tuesday, the 1st of this month, members of the Varazdin Falcon society came back in the afternoon hours from the All-Falcon rally in Belgrade, to where they departed on 25 June this year. The Falcons are extremely happy with the reception and they talk about the rally with enthusiasm. The fanfare was particularly noticed. During the great rally procession, on Sunday 29 June, passing by the Royal seats the fanfare played 'Varazdinac' and was warmly welcome by numerous audience. Our fanfare play during the procession was heard in Varazdin as well for Belgrade radio was transmitting the procession and announced the Varazdin group.

The Falcons came back well, healthy and Sun burned. The weather was nice all the time. Most of the members slept in tents, some older brothers were accommodated in private houses, and the girls were accommodated in schools. In Varazdin, the Falcons were welcomed by many friends and acquaintances, and with military music. The line went from the railway station to the Falcon Gym, where the program ended. There were a total of about 160 persons from Varazdin who went to Belgrade for the main rally.“

'Varaždinske novosti' , 3 July 1930

G III S

Read and analyze the source, fill the table 1 and answer the following questions:

1. The Falcon of the Yugoslav Kingdom – what is it?
2. Determine its goal and purpose.
3. What was the role of the Falconry in preservation of Yugoslav identity?

After filling the table and answering the questions, select the group member who will present your answers from the position / role of a student.

Source 1

“R ” (brought in the form of a resolution at the First General Assembly of the Falcon Society in Belgrade, held on 29 March 1931).

The Falcon nationalism

“In the intention to raise better persons for its people and country, the Falcon wants to include in its lines the whole nation. The Falcon movement serves the nation as a whole and asks every individual to comply its interests with the general interests of the whole nation.

The Falcon upbringing is the national upbringing. In the nationalism the Falconry sees continuous and persistent work for the people. Our nationalism we understand as unselfish, real and lasting work for the people as a whole.

The Falcon considers Yugoslav national awareness as an important precondition for diverse and healthy life of our people. The Yugoslav Falcon is, and wishes to remain, the property of the whole Yugoslav nation in a single and free state. One nation, one country, one Falconry”.

‘Politika’, 19 January 1933.

Source 2

T T

Magnificent Winged Lions of Trogir* devastated by hammering and dynamite

(*The Winged Lions of San Marco – a symbol of The Venice Republic)

In the aim of artificial raising of Yugoslav patriotism in Dalmatia, which is not in the spirit of the population living there, thus creating the raising dislike and resistance, the Split authorities started devastation of Italian heritage in the area, using a group of paid villains. There were processions with yelling and insulting Italians, who were called ‘Mussolini mercenaries’.

... They used the Falcon events for their purposes and there was a horrible devastation of Venice historical monuments that are such a natural decoration of all the cities in Dalmatia.

... Most of the local population were abstaining and embittered of this mob in the service of the Serb authorities. After an attempt in Split, following the program of the Split captain, they targeted Trogir next.

After the night fall, they went on to barbaric behavior and vandalism that were difficult to comprehend. Wild anger, endorsed by passive attitude of local authorities and Police, turned against the wonderful Venice monuments... In the dark of a December night, the San Marco Lions that were respected for centuries, fell under the hammering of the mob paid from Belgrade. That is how the Lions of the Sea Gates, Land Gates, ... and the Great Lion inside the city hall were destroyed, as ordered, by the hands of vandals.

... They came back with torches the next night and continued with devastation even more vigorously. Underneath the Venice Seat, they used dynamite to destroy the Great Lion of San Marco. Thus, in a few hours, all that Trogir was offering to the whole world – glory and art of Italian culture – was hurt, damaged and in a great deal destroyed...



Wild anti-Italian hatred by Serbs, Corriere Istriano, 6 Dec. 1932 – year XI

Group work

G IV

B

Read and analyze the source, fill the table 1 and answer the following questions:

- 1. The Falcon of the Yugoslav Kingdom – what is it?
- 2. Determine its goal and purpose.
- 3. What was the role of the Falconry in preservation of Yugoslav identity?

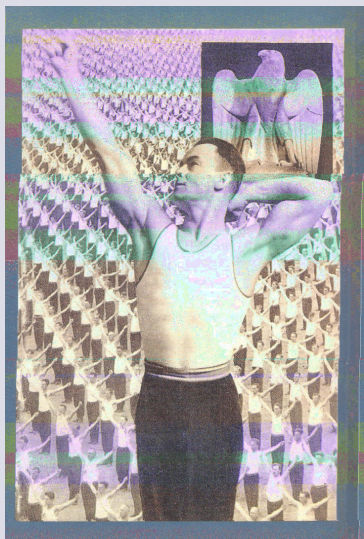
After filling the table and answering the questions, select the group member who will present your answers from the position / role of a lawyer.

Source 1

T T

Magnificent Winged Lions of Trogir* devastated by hammering and dynamite
(The Winged Lion of San Marco – a symbol of The Venice Republic)

In the aim of artificial raising of Yugoslav patriotism in Dalmatia, which is not in the spirit of the population living there, thus creating the raising dislike and resistance, the Split authorities started devastation of Italian heritage in the area, using a



G V S

Read and analyze the source, fill the table 1 and answer the following questions:

1. The Falcon of the Yugoslav Kingdom – what is it?

2. Determine its goal and purpose.

3. What was the role of the Falconry in preservation of Yugoslav identity?

After filling the table and answering the questions, select the group member who will present your answers from the position / role of a teacher.

Source 1

R

A Resolution of the Falcon Society brought on the Assembly of Falcon Association in Belgrade on 29 March 1931.

“All members of the Falcons are equal. The Falcons faithfully assesses people by democratic principles of freedom, equality and brotherhood according to their personal value and does not divide people according to their class, religious or tribal differences, or their vocation, social status or economic status.”

“The Falcons deem women as equally valuable member of a human society as men. Male and female members of Falcons are fully equal.”

“As main and direct means of upbringing, the Falcons consider body exercising according to Tirsch system and his method. To the purpose of improving body and spiritual capabilities of its members and the entire nation, the Falcons also use other means that are in compliance with general Falcon principles.”

“The Falcon philosophy is advanced.

As an advanced institution, the Falconry believes in the development and improvement of particular human institutions. The Falcon movement, as a modern movement, should satisfy the needs and demands of a modern century and human society, and improve its survival.”

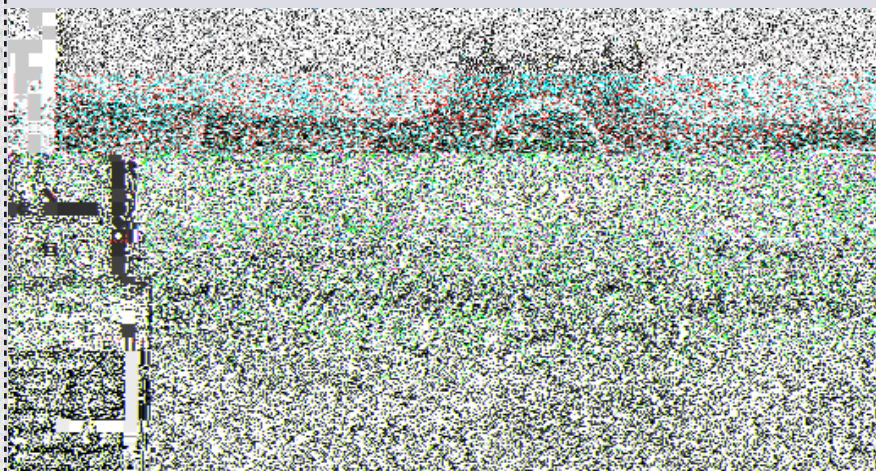
Politika, 19 January 1933

(*Politika* (Belgrade daily) published on 19 January 1933 the Resolution of the Falcon Society that was adopted at the assembly of the society held in Belgrade on 29 March 1931).

Source 2

F

B



Politika, 30.6.1930

1. Describe what you see in the picture.

2. What do these pictures tell you?

3. Is there anything unusual in this picture?

4. What do you want to know more?

G VI

B

Read and analyze the source, fill the table 1 and answer the following questions:

1. The Falcon of the Yugoslav Kingdom – what is it?
2. Determine its goal and purpose.
3. What was the role of the Falconry in preservation of Yugoslav identity?

After filling the table and answering the questions, select the group member who will present your answers from the position / role of a housewife.

Source 1

“And then my parents enrolled me to Falcons: It will do me good for my body development. There were a few of us from the class, and pupils from other schools. We had a very dear leader, we were supposed to call him brother. His name was Vlado Lesjak, blonde, blue eyes, always treated us nicely and I think we all liked him. Yes, he demanded discipline, but he was never bad tempered or harsh with us. I think he liked his job, we felt he was a man with a certain manners and culture in communication. He cherished friendship relation, and that is the foundation of all true Falcons.”

Branko Polić, *Vjetrenjasta klepsidra*, Durieux, Zagreb, 2007. Str. 57.

Source 2

T B



Politika, 29.6.1930

Source 3

E (B)



Ilustrirani Slovenec, 6. jul 1930. štev. 27

1. Describe what you see in the picture.
2. What do these pictures tell you?
3. Is there anything unusual in this picture?
4. What do you want to know more?

F - 4

Discussion of roles and different views of the Falcon movement,
Filling the table 2. (see attachment)
Answering the key question:

F ?

D

A :

T 1

P (education, sport, travels, connecting people...)	N (indoctrination, nationalism, violence...)

T 2

E , ,	I	N