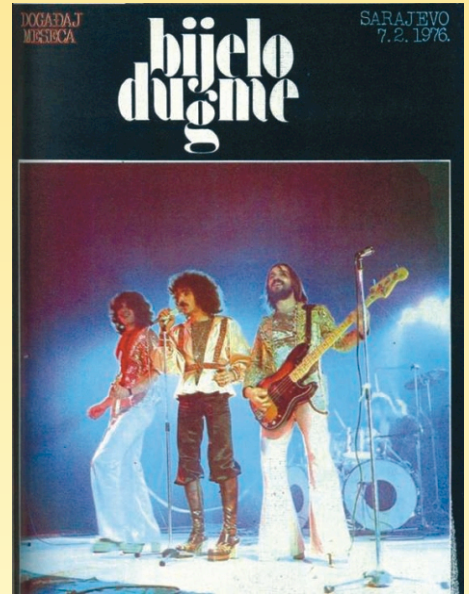
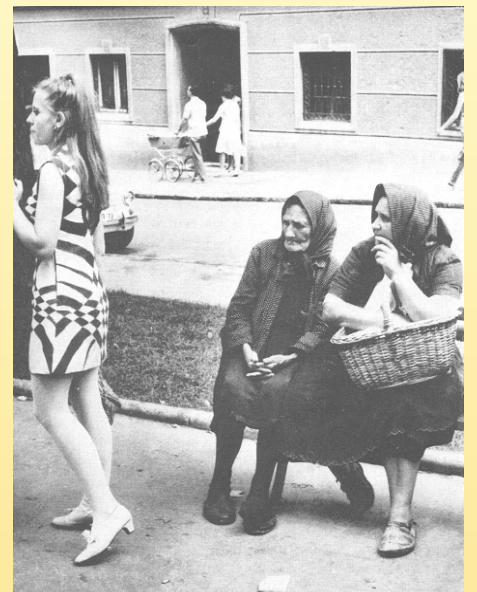
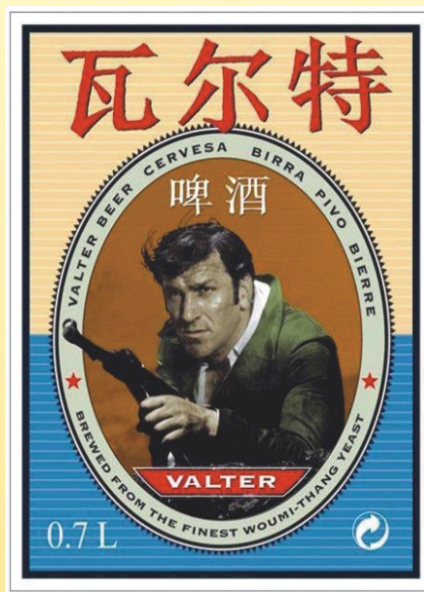


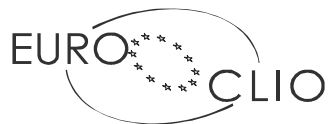
YUGOSLAVIA BETWEEN EAST AND WEST



ORDINARY PEOPLE IN AN EXTRAORDINARY COUNTRY



**EVERYDAY LIFE
IN BOSNIA & HERZEGOVINA, CROATIA AND SERBIA
1945-1990**



European Standing Conference of History Teachers' Associations
Conférence Permanente Européenne des Associations de Professeurs d'Histoire

**YUGOSLAVIA
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1945 - 1990**

History at work - preparation for the future of Bosnia & Herzegovina, Croatia and Serbia

Cooperation between historians from Bosnia and Herzegovina, Croatia and Serbia was established through joint project “Improvement of teaching history and civil society in the region” in 2004 and continued through 2007 in the project “History at work - preparation for the future of BiH, Croatia and Serbia”. The idea for the joint project originated from European Association of History Teachers - EUROCLIO, which initiated establishment of history teachers associations in Croatia and BiH and connected them to the Association in Serbia. The goal of the project is to support the development of teaching history and civil society in the said countries, as well as to promote the cooperation, development of critical thinking and mutual understanding, promotion of peace, stability and democracy in the region.

According to so far activities of the project, a large contribution was made to the quality of history teaching in BiH, Croatia and Serbia, process of reconciliation was improved, development of civil society was supported and professional associations of history teachers were created.

Numerous activities of the project contributed to the reform of teaching system in all the three countries, in line with the modern tendencies in improvement of history teaching in Europe.

In the last decades of the 20th century, history teaching in BiH, Croatia and Serbia, in terms of methods used in education, was undergoing progressive changes compared to socialist period, and the topic was more focused on political history. New methods and contents, activating the pupils, are the final result of this project.

The idea was to come up with the supplemental and innovative material for history teaching, which would represent positive example (through its contents and methods), and which corresponds to the demands of history teaching at the beginning of the 21st century and perspective of strengthening regional cooperation. Exchanging experiences with experts from Denmark, Netherlands, Slovenia, Macedonia, Switzerland, Russia, Great Britain and other European countries, a group of historians and history teachers from BiH, Croatia and Serbia improved own knowledge and skills for implementation of a creative and modern approach in history teaching, in accordance with democratic principles. Participants in the project shared their experiences with the colleagues through workshops and numerous seminars they organized and to which they participated in the region and in Europe.

In the four years of the project, more than 500 participants were active in various activities such as seminars, workshops, study trips, lectures, international conferences and training. Thanks to that, they developed new skills and ideas, at the same time giving big contribution to the quality of the project.

Thanks to the understanding and generous financial support of the governments of Denmark and Netherlands, who recognized the need to strengthen the cooperation in the region, it has been enabled for this part of the world to give their contribution to the processes of improvement of quality of history teaching in Europe.

Although the process of changing the habits and manner of teaching is slow and requires time, we believe every contribution in that sense is very important, as in the end, it supports the intentions of the authors and others in the project: researchers, scientists, history teachers, as members of the associations of history teachers from all the three countries included in the project..

	Introduction	The resource book is a result of a long term project in which history teachers from three neighbouring countries - Croatia, Bosnia and Herzegovina and Serbia – collaborated for the first time. Examples of different workshops connected to three topics – ideology, standards of living and mass culture - could be found in the book. Each workshop begins with a short introduction followed by the aims of the workshop and the organization of the lesson. Different sources are included and several teaching methods and approaches are proposed. At the end of each section of the workshop the reader could find the questions for analyzing the sources and their critical evaluation. Overall questions for repeating, assessment or further discussion could be found at the end of the workshop.
IDEOLOGY	1	THE HOT SPOT IN COLD WAR – YUGOSLAVIA <i>What was the position of Yugoslavia at the beginning of the Cold War?</i> The workshop is dealing with the position of Yugoslavia in international relationships and its changing relations with the USA and the Soviet Union at the beginning of the Cold War. The relatively independent position of Yugoslavia in the later world politics is stressed. Official sources from domestic and foreign diplomatic offices are presented, also several memoirs and a map. The workshop is prepared for a group work.
	Goran Miloradovi}	
IDEOLOGY	2	BEGINNING OR THE END OF DEMOCRACY? <i>What was the meaning of Democracy in Yugoslavia after The WWII?</i> The workshop presents the creation and characteristics of socialist regime in Yugoslavia after The Second World War and explains the meaning of the term "national democracy" in the contest of the regime and other different perspectives. Sources used in the workshop reflect three different perspectives: the opinion of Yugoslav communist leaders, the opinion of Yugoslav opposition leaders (abroad) and the opinion of foreign politicians. The workshop is prepared for group work.
	Goran Miloradovi}	
IDEOLOGY	3	KZ-CAMPS IN YUGOSLAVIA EVEN AFTER THE END OF THE WORLD WAR <i>Are the crimes of the individuals supposed to become the crimes of the whole nation?</i> The issue presented in this workshop is persecution and expulsion of the Volks-Germans in Yugoslavia after the end of The Second World War. The author connects this event to the question of collective guilt. The sources included in this workshop are written, such as several official documents by Yugoslav authorities, pictorial, such as maps and photos, and oral, such as testimonies of the survived. The workshop is prepared for group work.
	Denis Detling	
IDEOLOGY	4	THE (NON)FREEDOM OF RELIGION <i>How was religion a part of everyday life in SFRY?</i> The aim of the workshop is to present the position of religion in everyday life in Yugoslavia. The constitution officially recognized the freedom of religion, but in general, religion and different religion groups were denied by the authorities. The property of the religious groups was mostly confiscated. In everyday life religion played an important role as several sources used in the workshop (written, pictorial and oral) can demonstrate. The workshop is prepared for an individual work but could be also realized through pair or group work.
	Denis Detling	
IDEOLOGY	5	"WE BELONG TO TITO, TITO BELONGS TO US" <i>"Josip Broz Tito was a fair ruler and a people's leader respected in the country and abroad."</i> From this workshop the pupils will learn about Tito, his role during The Second World War and his leadership after the war. Different sources (written and pictorial) will provide pupils with evidence which will enable them to find out how the cult of Tito was built after The Second World War. The workshop is prepared for an individual work but could be also realized through pair or group work.
	Bahrudin Be{irevi}	
IDEOLOGY	6	WE OR ME? <i>Are the general interests and needs opposite to the individual ones?</i> The workshop presents the creation and elements of "brotherhood and unity" in Yugoslavia through three mass organizations: youth working actions, the pioneers' organization and the Yugoslav army. Written sources from official documents, magazines and memoirs are presented, together with several photos. The workshop is prepared for a group work.
	Bahrudin Be{irevi}	
IDEOLOGY	7	SOCIALISM WITHOUT A HUMAN IMAGE <i>How did the State react to critics?</i> The aim of the workshop is to present the reactions of the authorities in the cases of three mass uprisings: students' demonstrations in 1968, the Croats' spring in 1971, and the crisis in Kosovo in 1981. Different written and pictorial sources are included. The workshop is prepared for a group work, each group analysing one case.
	Milija Marjanovi}	

8

Kiti Jurica Korda

"DADDY, BUY ME A CAR ..."***Which are the similarities and differences between life in socialist Yugoslavia and your own life?***

The workshop is dealing with the development of consumer society in socialist Yugoslavia. The pupils will learn about different stages of this development and the elements of earlier consumer society. With the sources presented in the workshop the teacher could also initiate discussion about the similarities and differences between consumer society in early 50s and then in the 80s or today. The workshop is prepared for a group work.

9

Kiti Jurica Korda

THE POSITION OF WOMEN***Was the position of women in SFRY affirmative or discriminative?***

The aim of the workshop is to analyse and discuss the position of women in everyday life situations. Through the written and pictorial sources pupils will discover the changing position of women in socialist Yugoslavia, their emancipation and the improvement of their position. Sources will enable pupils to identify the elements of affirmation and discrimination of women. The workshop is prepared for a group work.

10

Darko Benji

ONCE UPON A TIME IN YUGOSLAVIA***How did technology change everyday life?***

Through a group work the pupils will learn about the technological development in socialist Yugoslavia. Each group will analyse the sources representing one of the elements of this development: the building of houses, development of traffic, problems of the increased traffic, industrial production. Sources will also show the economic crisis in the 80's. The workshop is prepared for a group work.

11

Vesna
Dimitrijevi**WHAT COULD THE APARTMENTS TELL US ABOUT THE PEOPLE LIVING THERE*****How did the living conditions influence everyday life in Yugoslavia?***

In this workshop pupils will learn about the living conditions in the period between 1945 and 1990. They will learn about the hygiene, apartments' improvement and modernisation, and the furniture inside. Pictorial sources will show how many places had changed into a more urban environment. Several sources used in the workshop (written, pictorial and oral) can be used in a group work, but also for individual use.

12

Marija Naletili

FROM CLASSES AGAINST ILLITERACY TO COMPUTERS***What kind of difficulties and changes faced the system of education?***

The workshop is dealing with the development of education in Yugoslavia. Divided into 2 groups pupils will analyse different sources and the characteristics of certain periods of this development. They will discuss what was the attitude of the authorities towards education and what was the position of the citizens in certain educational periods.

13

Elma
Haimbegovi**IN HEALTHY BODY A HEALTHY MIND*****How much the citizens took care about their health, and how much the state took care about the health of its citizens?***

The aim of the workshop is to present the health system in socialist Yugoslavia by analysing different sources. Sources include official documents, articles from newspapers and magazines, as well as propaganda material. Pupils will recognise two different perspectives, the perspective of the authorities and the perspective of the citizens. The workshop is prepared for an individual work but could be also realized through pair or group work.

14

Zvezdana Petrovi

WHO HAS DOLLARS SWIMS IN THE SEA, AND WHO HASN'T –IN THE BATH TUB?***How did standards of life influence tourism in Yugoslavia?***

The workshop is looking for the connection between tourism and improvement of living standards. In one part the pupils will learn how much tourism influenced the improvement of living standards by growing income; in another part they will learn how much the higher living standards enabled citizens to travel around and spend their vacation at the seaside. Pupils will also learn about different forms of tourism and why in certain periods trade union tourism was very popular. The workshop is prepared for a group work.

EXPLANATION OF GRAPHIC DESIGN

Workshop **15** Radina Vučetić

GOODBYE EAST, HELLO WEST!

How was Yugoslavia turning from East to West on example of mass culture?

TEACHER'S PART

After WW2, in its new political system, Yugoslavia was turned towards East. Mass culture was mostly under the Soviet influence. American movies, jazz, and most of western culture were considered unwanted and politically unacceptable. After the conflict with Soviet Union in 1948, there has been a change in political life in Yugoslavia, and more turning towards west, which was reflected to cultural life as well. Western influence was becoming more present in music, fashion, at film, in everyday life, making Yugoslavia a specific country with socialist practice and a pro-western mass culture.

EXPLANATION OF WORKSHOP Workshop idea: To show the pupils the Yugoslavia turn from east to west on example of mass culture; To develop critical thinking among pupils through work on different historical sources.
 Presumed knowledge: political and cultural history of Yugoslavia and history of the Cold War (as covered in the school Curricula and text books)

RESULTS After the workshop, a pupil will:
 · understand how and to what extent changes in political life influenced mass culture;
 · understand the specific position of Yugoslavia between East and West, on example of mass culture;
 · be able to develop critical relation towards different historical sources.

GOAL The goal of the workshop is to show how changes in political life influenced the mass culture and how Yugoslavia, after the conflict with Soviet Union in 1948, had a specific position between East and West.

ORGANIZATION OF A LESSON

1. Preparation for the class (done in advance)
2. Introduction by the teacher about mass culture in Yugoslavia 1945-1990 and a connection with main political events (conflict with USSR) and giving instructions for work - 5 min.
3. Group work (with supplied material) - 15 min
4. Presentation of results of group work and discussion with teacher's mediation - 15 min
5. Integration, joint work of pupils and teacher - 10 min

Instruction: Pupils are divided into three groups. Each group gets its sources. First group of sources **film** shows the changes in relation to american films and how **themes of domestic films changed**. Group of sources **music** shows how music **lifetoo**, after 1948, came more under the western influence. The last group of sources for fashion shows changes in fashion in post war period, and growing western influence. The task of pupils is, based on analysis of sources, to answer on key questions relating to film, music and fashion. Results are presented on a flip chart (bullet points, arguments) In the end each group presents its results, followed by a final discussion and an answer to a key question: How was Yugoslavia turning from East to West on example of mass culture?

45 minutes

PUPILS' PART

CONTEXT:
 After WW2, in its new political system, Yugoslavia was turned towards East. Mass culture was mostly under the Soviet influence. American movies, jazz, and most of western culture were considered unwanted and politically unacceptable. After the conflict with Soviet Union in 1948, there has been a change in political life in Yugoslavia, and more turning towards west, which was reflected to cultural life as well. Western influence was becoming more present in music, fashion, at film, in everyday life, making Yugoslavia a specific country with socialist practice and a pro-western mass culture.

workshop ord. number

author

title

key question

instruction on the use of a workshop

time envisaged for a workshop

EXPLANATION OF APPLICATIONS

Key question	Questions	Task	Analysis	Class time length	Table (Statistics)	Verbal source	Official document	Newspaper clip
Letter	Thematic bibliography	Map	Caricature	Poster	Photograph	Song	Film	Internet

EXPLANATION OF COLOURS

Theme

POLITICAL LIFE

Theme

STANDARD OF LIVING

Theme

MASS CULTURE

EXPLANATION OF GRAPHIC DESIGN

GROUP 1

FASHION 1. (example of mini-skirts)

In 1967, in urban streets of Yugoslavia (and in schools) mini-skirts appeared.
Read about the reactions.

A SURVEY ABOUT MINI SKIRTS

B. •ukina (Zagreb, 19 years) "I think this fashion will not sustain, it is impractical and aggressive."

J. Ševelj (Zagreb, 16 years) "I accepted mini skirts with thrill, they are practical and so youthful. (...) I would wear even if my boyfriend would be against. (...) However, mini is just a 'fashion scream' that will disappear over time."

B. Crnkoviæ (Rijeka, 17 years) "I don't like them and they are very impractical. I wouldn't wear it even if my friend would like it. It will pass as everything else in fashion."

M. Spoja (Petrinja, 17 years) "When I saw on TV, and later on also in town, girls wearing mini skirts, I didn't like. However, I think that fashion will stay for a long time. It would be worse that bicinies that are worn for so long no



Mini skirts in Belgrade, 1967

Plavi vjesnik, no. 634, 17. XI 1966, pg. 16



type of a document

visual document

note about a photo

MINIS IN SCHOOLS

Mini-skirts appeared in the summer of 1967. When girls came to school next fall, wearing minis, they had to go home and change. There was a conflict of opinion: teachers could not agree with it, while the pupils said it was quite normal. Prof. Tomislav Zupic, Director of Zagreb 7th Gymnasium stated: "We believe this as a new wave, that will, as many other, pass. We do not ban mini-skirts to our pupils. (...) We can only hope there will be no super short minies." Prof. Marijan Cukor said: "We decided to speak little of it, as we believe it to be more efficient than banning. (...) Mini will pass as many other fashion waves did. It is important that the pupils sit in their classrooms and meet their commitments." A different tune came from 2nd Gymnasium, where a professor asked a pupil to go home and change the dress. "It was really exaggerated", said the Director, "the skirt was so short she couldn't bend over. Now our girls have to wear uniforms." The girls-pupils of the 7th Gymnasium say: We like minies and we think we should be allowed to wear it. It is not important how long is the skirt, but how much we follow the classes and how much we learn and know."

Plavi vjesnik, no. 679, 28. IX 1967, pg. 11.



title of a document

text of a document

origin of a document



1. Analyse sources.
2. What were the reactions to mini skirts (of young, old, teachers)?
3. Look at the photo.
4. Can you assume how grannies comment the new fashion?
5. Discuss the key question within the group.

questions

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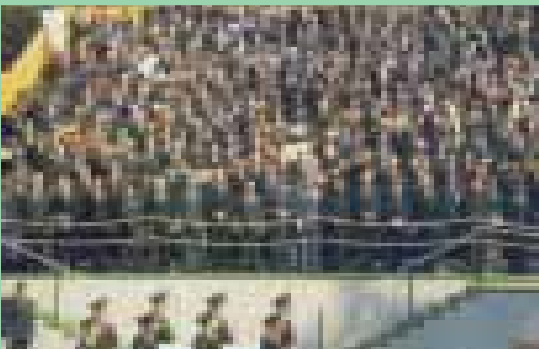
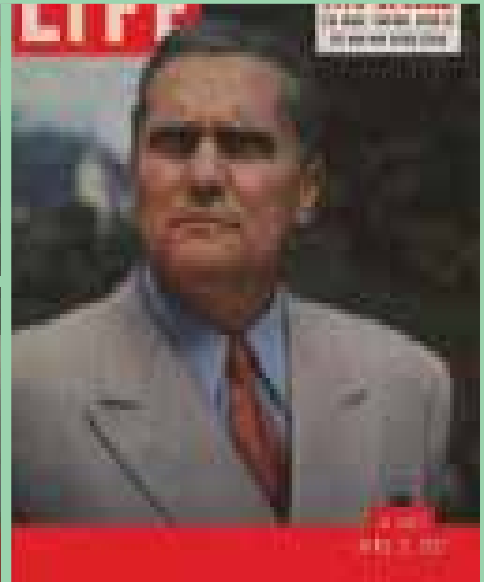
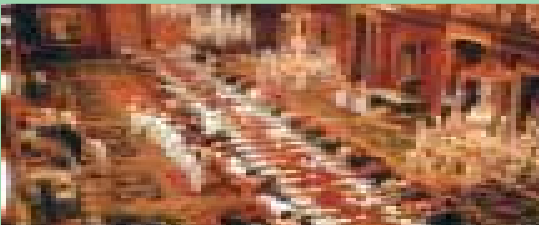
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POLITICAL LIFE



THE HOT SPOT OF THE COLD WAR: YUGOSLAVIA



What was the position of Yugoslavia at the beginning of the Cold War?



TEACHERS' PART

EXPLANATION OF THE WORKSHOP



90 minutes

The theme of the workshop is relation of Yugoslavia and big forces (USA, USSR, GB, FRANCE...), as it depended on their interests and influence, and these countries were determining the framework of Yugoslavia's acting on historical scene. Yugoslav politicians were trying to find a support of powerful states to protect their interests, and in different situations those were different countries. Changes of alliances sometimes happened in a very short time, which should be stressed to the pupils. The workshop contains three groups of documents that show the movements of Yugoslavia in the international scene, through contradictions in their contents. The workshop shows that even mid-size and mid-power European countries, as Yugoslavia was, depended on a ratio of power and situation at the international scene, thus being able to lead only relatively independent politics. Another important fact shown in the workshop is that ideologic similarities and differences are not necessarily followed by political alliances between countries. If it is necessary and possible, the teacher should help pupils to see the interconnections and inter-dependance of workshops 1 (on international position of Yugoslavia) and 2 (on perception of democracy in Yugoslavia).

RELATION WITH THE CURRICULUM

The workshop is intended for refreshing the topics of a post-war period, and it is particularly suitable to connect international context with internal political development of Yugoslavia. Working with sources has a potential to be motivating and inspiring for pupils.

RESULT

At the end of the class, pupils have understood and shown on an example how position of Yugoslavia changed, depending on changes in the international scene.

GOAL

Educational goal of the workshop: To make pupils understand that international position and politics of Yugoslavia were changing, depending on changes on international scene. To raise pupils as active participants in civil society.

ABILITIES AND SKILLS

Analysis of historical sources, selection of relevant information, derivation of conclusions, development of critical thinking and multi-perspective approach.

MANNER OF WORK

The teacher gives instructions on the way of work at the class. He/she divides pupils into three groups. Each group gets two documents and a political map of Europe:

- 1) standpoint of Yugoslavia (documents 1, 2 and 7),
- 2) standpoint of the Western block (documents 3, 4 and 7) and
- 3) standpoint of the Soviet Union (documents 5, 6 and 7).

The pupils should read and analyse textual historical sources and to complete their task with the help of questions given. Their conclusions should be written down as bullet-points that will help the representative of the group to present the views of the group, along with other pupils. Group 1 presents the Yugoslav standpoint on change in relations between Yugoslavia and the USSR. Group 2 then presents the western view of the situation in East Europe, in particular relations between Yugoslavia and USSR. At last, Group 3 presents the Soviet view on relations between Yugoslavia and USSR. In the end, all together analyse the map and discuss the changes of Yugoslavia position in the post-war period.

THE FLOW OF THE CLASS	<p>1st step – giving instructions. The teacher says: Each group should create a certain image of the political position of Yugoslavia after the WW2, based on analysis of supplied documents. A representative of the group will then present that image to the rest of the class in form of several thesis.</p> <p>The teacher then gives the historical context from the pupils’ part –<i>10 minutes</i>.</p> <p>2nd step: Division to three groups (standpoint of Yugoslavia, standpoint of the Western block, standpoint of the Soviet Union)</p> <p>3rd step: Analysis of texts in accordance with accompanying questions –<i>30 minutes</i>. All pupils work individually with their texts for 20 minutes, while the remaining 10 minutes is intended for harmonization of image and formulation of thesis.</p> <p>4th step: Presentation of conclusions by one representative of each group, based on their jointly agreed thesis –<i>25 minutes</i>.</p> <p>5th step: Final discussion for confronting the views, argumentation and integration, which should contain all the three perspectives: Yugoslavian, western and Soviet –<i>20 minutes</i>.</p>
NECESSARY MATERIAL	<ol style="list-style-type: none"> 1. group: Sources for standpoints of Yugoslavia 2. group: Sources for standpoints of the Western block 3. group: Sources for standpoints of the Soviet Union 4. all the groups get a political map of Europe in the Cold War
PRESUMED KNOWLEDGE	<p>Acquittance with history of Yugoslavia and general history of the 20th century (2nd and 4th grade of secondary school)</p>
THESIS FOR FINAL DISCUSSION	<ul style="list-style-type: none"> • What happened with Yugoslavia after the WW2? • What was the influence of external factors to the political position of Yugoslavia? • To what extent Yugoslavia could have influenced the international politics? • Do you know of a similar example in that period in Europe? • What was going on in Europe after the division of the world into the blocks?

PUPILS’ PART

Historical context: After the WW2, two large political groups gradually started to form in Europe, which led to division of the whole world to two large ideological, political, military and economic blocks in the second half of the 20th century. Those were the NATO pact and the Warsaw agreement, while the line of the division used to be called “the iron curtain”. This situation continued to the end of the 80s, when the Warsaw agreement collapsed. Yugoslavia saw the end of the WW2 as an ally of the USSR and the western democracies, but the Yugoslav communists were closer to the Soviets. Then, in 1948, there was a conflict between Yugoslavia and USSR, and Yugoslavia started to turn towards west. Such a position, with constant ballancing between East and West, Yugoslavia kept until its own collapsing.

Group 1



How was the Yugoslav politics changing towards the Soviet Union after the WW2?

1.

TITO'S LETTER TO JOSIF STALIN FROM 1944



“Dear Josif Visarionovich,

[...] I know that you are aware in what difficult situation we are, as there are attempts to mess with our internal issues from various sides, and yet we have to be observant not to sharpen our relations with the Allies, at the same time preserving our political and military independence. In these matters, every, even very small help from the USSR, is very precious to us. And I ask you for this help.

The Allies still did not set before us the issue of lending of their forces on the territory of Yugoslavia. I must say we would not be pleased with that, as I am convinced it would create different problems in the country and might lead to various conflicts. [...]

There are many important issues I would gladly discuss with you personally. If you deem it opportune and necessary, I am ready to come to you beginning of August. I would not like you to consider this as my immodesty, but rather my deep concern to clarify certain issues before peace talks and to take a position on them, as I believe it to be in the interest of the Balkan states and the Soviet Union.

Receive expressions of my deep respect.

5. VII 1944.

Yours, J. B. Tito”

Historical museum of Yugoslavia, *Putovanja i posete J. B. Tita*, I-3-b/566-3,4

2.

THE SPEECH OF EDVARD KARDELJ AT THE UN IN NEW YORK IN 1949



“[...] The concrete actions of the USSR towards Yugoslavia show that the USSR Government is not always an interpreter of contemporary strivings of supporters of peace and democracy. We appreciate positive and advanced positions of the USSR Government to the benefit of peace and peaceful cooperation among nations, which we supported and will continue to support, but we can't help but notice deep deviation between declarations and actions for a number of issues, which particularly became apparent in relations between the USSR and FNRJ. One cannot speak about not interfering in internal matters of others, at the same time taking a position such as the position of the USSR Government towards a government of an independent country like Yugoslavia. One cannot speak about peacefulness and at the same time put such threats on Yugoslavia, as the USSR Government is doing. [...]"

Branko Petranović i Momčilo Zečević, *Jugoslavija 1918-1988*.
Tematska zbirka dokumenata, Beograd 1988, pg. 956.



Based on analysis of sources and a provided map, draw arguments for an answer to a key question.

Group 2



How the big western forces saw the position of Yugoslavia after the WW2?

3.



CHURCHILL'S SPEECH IN FULTON, MISSOURI, USA, 5 MARCH 1946

“[...] From Szczecin on the Baltic to Trieste on Adriatic, an Iron Curtain has fallen over the continent. Capitals of old countries of Central and East Europe lie behind that line. Warsaw, Berlin, Praha, Vienna, Budapest, Belgrade, Bucuresti, Sofija, all those famous cities and population of those territories, I must say, lie in the Soviet sphere, and they are subject, one way or another, not only of Soviet influence, but a very strong control from Moscow, which is growing in many cases [...] Polish Government, controlled by Russians, was encouraged to comit enorous and totally wrong aspirations towards Germany, and now there is a massive persecution of Germans in unthinkable proportions. Communist parties, that used to be very small in all those East European countries, grow to the influence and power far beyond their strength and they attempt to implement total control everywhere. [...]”

The speeches of Winston Churchill, London 1990, p. 303–304.

4.



REPORT OF AMERICAN CHARGE D'AFFAIRES TO THE U.S. STATE SECRETARY

AMERICAN EMBASSY
BELGRADE, YUGOSLAVIA
7 July 1947
CONFIDENTIAL
Respectful Secretary of State
Washington

“[...] If I correctly understand Russian communism, Yugoslav communism already shows deviations from Russian, despite its pet position and basic similarities of race and political tradition. [...] Although the partisans are to a large extent inspired and governed by communists, they still are a very heterogenous group. There are clear differences in opinions among them, though they are vry discrete. It is more probable that opposition to Soviet dominance will come from partisan lines, rather than from opposition. Conflicts of interests with Russia are imminent, and strong nationalism of this country might play a major role if some acute situation arises [...]”

John M. Cabot
Charge d'affaires “

Historical museum of Yugoslavia, *Putovanja i posete J. B. Tita*, I-3-b/759-5



Based on analysis of sources and a provided map, draw arguments for an answer to a key question.

Group 3



How was politics of the USSR towards Yugoslavia changing after the WW2

5.

STATEMENT OF THE INFORMATION BUREAU OF THE COMMUNIST PARTIES ON SITUATION IN YUGOSLAVIA IN 1949



“[...] If counselling of Informbiro of Communist parties in June 1948 established that Tito-Rankovic clique moved from democracy and socialism to bourgeois nationalism, in the period since the counselling the clique moved from bourgeois nationalism to fascism and open betrayal of national interests of Yugoslavia. Latest events showed that Yugoslav Government is fully dependant of foreign imperialistic circles and it turned into a tool of their aggressive politics, which liquidated the independence of Yugoslav republic. CK Komparty (Central committee of Communist party) and Government of Yugoslavia fully joined imperialistic circles against the socialism and democracy, against Communist parties of the whole world, against countries of peoples' democracies and USSR. [...]”

Branko Petranović i Momčilo Zečević, *Jugoslavija 1918-1988*.
Tematska zbirka dokumenata, Beograd 1988, pg. 963.

6.

ADDRESS OF NIKITA KHRUSHCHEV TO YUGOSLAV LEADERSHIP IN BELGRADE IN 1955



„Dear comrade Tito,
Dear comrades, members of government and leaders of Yugoslav Alliance of Communists, dear comrades and citizens,
[...] Peoples of our countries are tied by old brotherly friendship and joint fight against common enemy [...] However, these good relations have been undermined. We sincerely regret what happened and resolutely refuse all that piled-up in that period [i.e. 1948–1955]. From our side, with no doubt we put here a provoking role in relations with Yugoslavia and USSR, played by now disclosed enemies of the people, Beria, Abakumov and others. We thoroughly scrutinized the materials that were a base for heavy charges and insults targeted against Yugoslav leaders at the time. The facts show that these materials were fabricated by the enemies of the people, despised agents of imperialism, who infiltrated into our Party by fraud. We are deeply convinced that period of worsening in our relations is far behind us. From our side, we are ready to do what is necessary to remove all the obstacles to full normalization of relations between our countries [...]”

Luburić, Radojica, *Pomirenje Jugoslavije i SSSR-a 1953-1955*.
Tematska zbirka dokumenata. Podgorica 1999., str. 388-389



Based on analysis of sources and a provided map, draw arguments for an answer to a key question.

7.



MAP OF EUROPE IN THE COLD WAR

The Penguin Atlas of World History, vol. two, From the French Revolution to the Present, London, first published in 1978, 10th ed., p. 230.



1. Based on this map, what can you conclude about the position of Yugoslavia in relation to the “iron curtain”?
2. How do you interpret different color of a star on the map on Yugoslavia and other socialist countries?

BEGINING OR END OF DEMOCRACY?

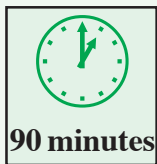


What was the understanding of democracy in Yugoslavia after the WW2?



TEACHER'S PART

EXPLANATION OF WORKSHOP



Topic of the workshop is formation of political order of socialist Yugoslavia, when different views and interpretations of the term 'democracy' appeared. The workshop aims to show that the expression 'democracy' (as well as many other) does not have the same meaning in different circumstances and for different actors. One group of used sources show attitudes of Yugoslav communists, other of Yugoslav civil politicians, while the third gives views of international factor to the situation in the country. **Communists** were using the term "**people's democracy**" and believed that the true democracy represents only the power of their Party as winning in the civil war and the only political representative of all 'workers, peasants and honest intelligence' **Civil politicians** were using the term "**parliamentary democracy**" and believed that only multiparty election system of equal political competitors can give a truly legitimate power that will represent all social layers and eligible citizens **Foreign statesmen**, who supported different political actors in Yugoslavia, were commenting and assessing the situation, and were adjusting their policy to the situation in Yugoslavia, so their views put additional light to the situation in the country. If necessary and possible, teacher should help the pupils to notice mutual connections and interdependence of topics of workshop 1 (on international position of Yugoslavia) and workshop 2 (on perceptions of democracy in Yugoslavia)

REFERENCE TO CURRICULA

The workshop is intended for review of topics about the post-war period, and it is particularly suitable to connect international context with internal political development of Yugoslavia. Work on sources has a potential to be motivating and inspiring for pupils.

RESULT

At the end of the class, pupils can show on an example there were different perceptions of democracy by political actors who lived in Yugoslavia.

GOAL

Learning goal: For pupils to understand there were different perceptions of democracy by political actors who lived in Yugoslavia.
Educational goal: Pupils, through discussion about what democracy should be, are raised as politically interested citizens.

ABILITIES AND SKILLS

Analysis of historical sources, selection of relevant data, derivation of conclusions, development of critical thinking, development of multiperspective approach.

ORGANIZATION OF WORK

Pupils are divided into three groups, each gets two documents and election results:
1) communists' views (documents 1, 2 and 7);
2) civil politicians' views (documents 3, 4 and 7); and
3) foreign politicians' views (documents 5, 6 and 7).
 Pupils should read and analyse textual sources and fulfil their task using the accompanying questions. They write down their conclusions as thesis that will help the group representative to present the group's views to other pupils. Group 1 is the first to give its opinion, then group 2. Their views will be confronted in many aspects, but since they are political opponents, full trust cannot be given to either of them. Presentation of group 3 will give additional information that should help creating a complete picture.

Then everybody analyse the table with election results and discuss political situation in Yugoslavia after the WW2 and historical contents of the term ‘democracy’.

**ORGANISATION
OF A LESSON**

step 1 – giving instructions. Teacher tells each group to create a certain picture of political situation in Yugoslavia after the WW2, based on analysis of supplied documents and accompanying questions. This is then presented in form of bullet points to the rest of the class by a group representative.

The teacher then gives the historical context from the Pupils’ part –**10 minutes**.

step 2: Division to groups: 1) communists, 2) civil politicians, 3) foreign politicians –**5 minutes**.

step 3: Analysis of texts according to questions accompanying them –**30 minutes**.

Pupils work individually for 20 minutes, and the remaining 10 are dedicated to harmonization of picture and formulation of thesis.

step 4: Presentation of a group representative based on joint group bullet points. –**25 minutes**.

step 5: Final discussion intended to confront attitudes, argumentation and integration. –**20 minutes**.

**NECESSARY
MATERIAL**

1. Sources for communist views
2. Sources for civil democrats views
3. Sources for foreign views
4. Results of elections of 1945

**ASSUMED
KNOWLEDGE**

Knowledge of history of Yugoslavia and general history of the 20th century. (II and IV grade of secondary school)

**POINTS FOR
FINAL
DISCUSSION**

- “ What were the similarities and differences in understanding of democracy by communists, civil democrats and western politicians?
- “ Was political system of Yugoslavia connected with international circumstances? In what way?
- “ In your opinion, could Yugoslavia have existed as parliamentary democracy? Clarify.

PUPILS’ PART

Historical context: After the WW2 Yugoslavia was restored as ‘democratic federative republic’. There were two basic political groups that pretended to rule Yugoslavia:

1) **communists**, represented by Marshall Josip Broz Tito, who had at their disposal military, united and mass Communist Party, a reputation of liberating the country and a support of the allies, especially USSR;

2) **civil politicians**, represented by the political emigrant, young King Petar II Karađorđević, who were disunited, had no effective force on disposal and a reputation of mutually conflicted fugitives from occupied country. They were supported by the allies, particularly UK and USA.

The winning forces tried to arrange the world according to their needs, and to keep it sustainable for a longer period. They wanted to restore Yugoslavia and keep it a stable and united country, able to fulfill international obligations, reaching it in the fastest and cheapest way. They were particularly interested to remove any possibility of reoccurrence of conflicts inside the country.

The table was formed on the basis of official results of first post-war elections (Official Gazette 92/1945). During negotiations on a manner of voting, the communists managed to go under a wider list, named “list of National front”, which, besides communists, also had representatives of left civil parties. Their opposition was a “list-less box”, where those who were against the list of “National front” voted, which practically meant emigration political parties and King Petar II Karadjordjevic. The voting was by dropping a rubber ball in one of the boxes. The elections were accompanied by intimidation, harassment and unfair counting performed by new, revolutionary power.

7.

OVERVIEW OF ELECTION RESULTS PER FEDERAL UNITS AND AUTONOMOUS PROVINCES OF YUGOSLAVIA IN 1945



federal unit (autonomous province)	votes for communists	votes for civil politicians
	%	%
SERBIA	88,59	11,41
VOIVODINA	85,90	14,60
KOSOVO AND METOHIJA	96,78	3,22
CROATIA	91,52	8,48
SLOVENIA	83,25	16,75
BOSNIA AND HERCEGOVINA	95,21	4,79
MACEDONIA	95,85	4,15
MONTENEGRO	97,93	2,07

Table made according to election results published in: *Slu`beni list, br. 92/1945.*



Compare results of first elections in 1945 with sources and assessments of communist support among people, given by communists themselves, civil politicians and western observers. Were the forecasts realistic?

Group 1



What was the understanding of democracy by Yugoslav communists?

1.

COMMUNISTS ON THEIR PERCEPTION OF DEMOCRACY IN 1945 AND 1947



“I think we have no right before our peoples, who made such sacrifices and gave so many lives in this war for freedom and equality, that we tell them today: Brothers, you fought, you shed your blood, but now it is not considered anymore, it has no value, now, merely a ball* will decide if you will or will not be equal. The one who puts things in this way, in my opinion, wishes troubles in Yugoslavia, not order or peace. Whether the request of our peoples to enter the Constitution as equal peoples and as equal to decide about everything, does it mean the violation of the sovereignty of constitutive assembly? I think not.“

A speech of Edvard Kardelj in 1945, source: Branko Petranovi} i Mom-ilo Ze~evi}, Jugoslavija 1918-1988. Tematska zbirka dokumenata, Beograd 1988, str. 765.

“The new political organization in our country requires a new form of political life. Numerous, and heterogenous in their views, political parties in our country would present an utmost obstacle to a quick and lasting development of our country. Not only political, but also economic structure of our country, excludes the possibility of existence of many political parties, with old programs and old views. A unified economic program requires political unity. Let’s picture the following: we have ended the war, we should move to reconstruction of the country,... and we have different parties in villages. One says: this bridge should not be built first, but the other one. Another one will say: why do we give more aid to , say, Bosnia, or Lika (area in Croatia), or Montenegro, compared to other republics?... they would say: why do we need industrialization, electrification..., let every peasant do the way knows and can... That would paralyze our forces...”

Tito’s speech at the 2nd Congress of the National Front of Yugoslavia, 27. IX 1947.

*a ball – refers to a voting ball, as ballots were not used in the 1st elections.

2.

COOPERATION OF COMMUNISTS AND SOME CIVIL POLITICIANS ON ESTABLISHMENT OF A NEW POLITICAL STATE IN YUGOSLAVIA IN 1945



“(...) In sense of military and police, we were strong enough and self-confident, but our base among the people, particularly the middle class, was too narrow and unattended. (...) Most of the work in that fell on Kardelj, but I was also tasked to create a joint platform, together with supporters of National front, republicans and agrarians. (...) discussions and formulations, as a whole, were with mutual respect, even friendship. The only “incident” happened with a representative of one-not very significant-group of intellectuals. Provoked by something, he nervously yelled: We are not equal! We demand equality! - That on the other hand provoked me, so I replied: Damn right you are not equal! And you cannot be. Behind us, communists, there are fifty divisions and a horrifying war, and you are just a group. You have a wrong perception of equality. This is not about equality, but mutual agreeing on things. – Everyone remained mute on this, even Uncle Jaa*, only Dragoljub Jovanovic smiled, with a self-aware irony. (...)”

* a civil politician, Jaša Prodanovic

Vilas, Milovan, Vlast, London, 1983, pg. 11-12.



1. Based on analysis of the source and data from the table, draw arguments for answering the key question.

2. Prepare an answer to the question below the table.

Group 2



What was the understanding of democracy of Yugoslav civil politicians?

3.

MEMORANDUM OF CIVIL POLITICIANS OF YUGOSLAVIA IN LONDON ADDRESSED TO FOREIGN MINISTERS OF FIVE GREAT FORCES

(G. Britain, USA, USSR, France and China)



(...) We deeply regret we are forced to say that a Government, brought to power with moral, material and military aid of our Big Allies, established such a regime in the country that has nothing in common with democracy or freedom in its political or state organization. That regime is fully subjected to one party, communist party, that is, an insignificant minority and its armed forces now called "Yugoslav Army". That little party, leaning on its armed political force, now tries to apply its own program, in some aspect immediately, in other aspects in fast stages. Political part of the program, and the most important at the same time, as it makes a precondition to everything else, is fully realized: dictatorship as means of power is fully established (...) All its economic measures, intentionally devastating and ruining the whole economic life of the country, have the same goal, and the first result will be the fall of living standard, making everyone dependable on the Government for the salary, and secret police OZNA for personal freedom. With one Election Law, giving the communists the right not only to select candidates, but also the voters, there can be no doubt in result of elections, if their holding is permitted under these circumstances. The result will be 100% for the ruling party (...)

Dr Vlatko Maček, president of Croatian Peasant Party, now in Paris; **Dr •ivko Topaloviæ**, president of the Socialist Party, now in Roma; **Adam Pribiæeviæ**, Hon. president of Independent Democratic Party, now in Roma; **Dr Miha Krek**, president of Slovenian People's Party, now in Roma; (...) **Slobodan Jovanoviæ**, former Primeminister of the Concentration Government in London; **Jovan Banjanin**, deputy president of the Yugoslav National Party; **Veæeslav Vilder**, president of Executive Board of Independent Democratic Party; **Dr Milan Gavriloviæ**, president of Serb Agricultural Party; **Radoje L. Kne•eviæ**, member of Executive Board of Democratic Party; **K. Lj. Miletia**, member of Executive Board of Radical Party.

The Yugoslavia Archive; Emigrantska Vlada Kraljevine Jugoslavije (1941-1945), F-158, 573.

4.

COOPERATION OF COMMUNISTS AND SOME CIVIL POLITICIANS ON ESTABLISHMENT OF A NEW POLITICAL STATE IN YUGOSLAVIA IN 1945



"(...) In sense of military and police, we were strong enough and self-confident, but our base among the people, particularly the middle class, was too narrow and unattended. (...) Most of the work in that fell on Kardelj, but I was also tasked to create a joint platform, together with supporters of National front, republicans and agrarians. (...) discussions and formulations, as a whole, were with mutual respect, even friendship. The only "incident" happened with a representative of one-not very significant-group of intellectuals. Provoked by something, he nervously yelled: We are not equal! We demand equality! - That on the other hand provoked me, so I replied: Damn right you are not equal! And you cannot be. Behind us, communists, there are fifty divisions and a horrifying war, and you are just a group. You have a wrong perception of equality. This is not about equality, but mutual agreeing on things. - Everyone remained mute on this, even Uncle Jaša*, only Dragoljub Jovanoviæ smiled, with a self-aware irony. (...)"

* a civil politician, *Jaša Prodanoviæ*

Vilas, Milovan, Vlast, London, 1983, pg. 11-12.



1. Based on analysis of the source and data from the table, draw arguments for answering the key question.

2. Prepare an answer to the question below the table.

Group 3



What was the perception of democracy in Yugoslavia among western representatives?

5.

PROTOCOL FROM THE CONFERENCE OF THE WINNING FORCES IN THE WW2, POTSDAM, 1945



“(…) Eden: Next issue - Yugoslavia. (...) We should bear in mind that at Crim conference we agreed about Yugoslavia without their representatives.

Stalin: It is an Allied country now, with legitimate power. Now we should not solve those issues without their representatives. (...)

Truman: Are you serious about calling them here? I think it would be inconvenient.

Churchill: We put our signatures to an agreement at Crim conference, and now we see that declaration is not being fulfilled in Yugoslavia: there is no election law, the Assembly was not expanded, legal procedure was not established, Tito's administration rules with help from its political police, press is also controlled as in some fascist states (...)

Stalin: (...) You see, the data Mr. Churchill now presented, about violations of some provisions of Crim conference, those data, based on our sources, are unknown.

Truman: If we are going to consider political complaints on whoever, we shall just be wasting out time. If we call here Tito, Franco or other statesmen, it will not produce anything good (...)

Stalin: You are right about it. (...)

Teheran, Jalta, Potsdam (Collected documents), Moscow, 1971.

6.

AMERICAN VIEW OF POLITICAL SITUATION IN YUGOSLAVIA IN 1947



AMERICAN EMBASSY BELGRADE, YUGOSLAVIA

7 July 1947, CLASSIFIED

To respectful State Secretary, Washington

“(…) Communism has great weaknesses: basing its doctrine on materialism, holding that the goal justifies the means, no matter how troublesome they may be, kills the spontaneous desire of mankind for freedom (let's add also playing with another great desire - security). (...) It is dangerous to generalize too much, to what extent the current government enjoys the popular support, or not. The calculations in the air, saying that 85-95% of the people is against the government, are obviously just speculations. (...) My personal opinion is that masses, though sceptical and dissatisfied, are not embittered against the government. Why would they be? With exception of things such as state control and buy-off of grains, they are not any worse than in previous regimes. (...) We must not take sarcastic attacks of former political leaders and cosmopolits clique, mostly hurt by the turnover, as Vox Populi. Even if we assume that most Yugoslavs are against communism, that does not mean that there would be a larger number of those who would risk their lives to overthrow it, than those who would defend it. (...)

John M. Cabot, Charge d'affaires

Historical museum of Yugoslavia, Putovanja i posete J. B. Tita, I-3-b/759-2



1. Based on analysis of the source and data from the table, draw arguments for answering the key question.

2. Prepare an answer to the question below the table.

LABOR CAMPS EVEN AFTER THE WAR!



Can a group be guilty for individual crimes?



TEACHER'S PART

EXPLANATION OF WORKSHOP

The basic idea of the workshop is the question of collective guilt, which may be worked on an example of persecution of ethnic Germans (Folksdojcers). The similar fate in Yugoslavia after the war was shared by Italians and Hungarians, but on an example of one national minority we can process the issue of collective guilt and show, thus far, little known beginning of the “second” Yugoslavia. Therefore, this workshop may be a good supplement to the curricula, but more important is the educational function of the workshop itself.



45 minutes

The envisaged time for the workshop is 45 minutes, so it can be held within one class. The workshop is planned for a group of up to 30 participants. Participants should have knowledge about the WW2 in Yugoslavia. All the necessary material is supplied, and the lecturer should only prepare copies. Most of the material is taken from the book “Nestanak Folksdojcera” (The disappearance of ‘Folksdojcers’), Zagreb, 1997, and book “Radni logor Valpovo 1945.-1946.” (Labor camp Valpovo 1945-1946), Osijek, 1999, both prepared by Vladimir Geiger.

RESULT

...of the workshop is: acquiring new knowledge about the first years of new Yugoslavia, adopting new knowledge about the suffering of Germans in Yugoslavia after the war, developing critical thinking, work on sources, adopting new skills of historical research (interview), practicing team work, developing empathy for suffering of people and negative attitude towards “collectivization” of guilt.

GOAL

... of the workshop is to inform the participants with the beginning of new Yugoslavia, when all the nations and national minorities, all the citizens, were promised national and social liberation, and at the same time to inform them about the hardships of Germans in Yugoslavia just after the war. The goal is to initiate the issues of collective guilt.

ORGANIZATION OF A LESSON

- In the introduction, all participants should be informed about the goal of workshop and explain them who Folksdojcers were. (5 min)
- All participants should be divided in three groups and give them materials and tasks (15 to 20 min).

The first group would get the text of ZAVNOH declaration on basic rights of peoples and citizens of democratic Croatia, text with figures of Folksdojcers victims in Yugoslavia, a map of an area in Yugoslavia where they lived and camps where they were kept, official documents of AVNOJ and Ministry of Interior of the Federal State of Croatia on confiscation of property and repatriation of Folksdojcers (Attachments 1, 2, 3, 4 and 6).

- 1.) On the basis of supplied material, try to explain what social and national liberation of peoples in Yugoslavia supposed to mean!
- 2.) Did guaranteed rights apply to all? Explain!
- 3.) Discuss in the group the issue of “collectivization” of guilt!

The second group would get a map of an area in Yugoslavia where they lived and camps where they were kept, text with figures of Folksdojcers victims in Yugoslavia, official documents of AVNOJ and Ministry of Interior of the Federal State of Croatia on confiscation of property and repatriation

of Folksdojcers (Attachments 2, 3, 4, 5 and 6). Task of the group is to prepare for the interview with Folksdojcers, based on the sources, who survived camps and deportation from Yugoslavia. As young researchers, participants of the group should learn in talks with Folksdojcers (role played by Group 3) about their faith in Yugoslavia after the war. Members of group 2 should be suggested what to ask the surviving Folksdojcers and what they could learn about their faith.

The third group would get several written testimonies of surviving Folksdojcers (Attachments 7, 8, 9, 10, 11 and 12). Members of this group should prepare to act Folksdojcers who went through a personal tragedy and to give interviews to young historians.

- After the groups prepare, first group 1 should give their presentation, followed by an interview between groups 2 and 3 (15-20 min).
- In the end there should be a short overview of the workshop, or simply a discussion about individual opinions on the issue with participants in the workshop (5 min).

PUPIL'S PART

Context

Goal of the workshop is to get informed about the persecution and suffering of some 170000 and dying of some 60000 Folksdojcers (representatives of German ethnic minority) in Yugoslavia just after the war. Yugoslavia was no exception. The Germans faced the same fate in the whole East Europe. Similar fate happened to Italians in Yugoslavia.

Vast majority of Folksdojcers were moved through planned colonization in the 18th century, encouraged by the Habsbourg monarchs in accordance with ideas of cameralism and physiocracy. Their moving was supposed to populate uninhabited areas and give incentive to agriculture and craftsmanship. After the crash of Habsbourg monarchy after the WW1, the Germans became ethnic minority in a new state of Yugoslavia. During the WW2, Germans, like others in Yugoslav area, split - some became servants of nacism, other went to partisans, and the third ones simply tried to survive in turbulent times.

Tasks for Group 1

The national liberation fight was led under the slogans of national and social liberation of peoples in Yugoslavia.

1. On the basis of material, try to explain what this social and national liberation was supposed to be!
2. Were guaranteed rights applicable to all? Explain!
3. Discuss within the group the issue of collective guilt!
4. Prepare for a brief presentation of your group results!

Tasks for Group 2

Based on supplied sources, prepare for an interview with group 3, who will impersonate Folksdojcers who survived camps and deportations from Yugoslavia. As young researchers - historians, try to find out as much as possible about their fates in Yugoslavia after the war.

Tasks for Group 3

Everybody read the testimonies of Folksdojcers, who survived deportations, camps, ... in Yugoslavia and try to prepare for the interview. Play the Folksdojcers who will be interviewed by group 2. Young historians - researchers will wish to learn in detail about your suffering.

Bear in mind: you are now 80 years of age, or older!

Suggestion: share all the testimonies within the group and try to collectively prepare for the interview, as a group, rather than as individuals.

ATTACHMENT 1

DECLARATION ON BASIC RIGHTS OF PEOPLE AND CITIZENS OF DEMOCRATIC CROATIA, brought at the third session of ZAVNOH in Topusko on 9 May 1944



1. The Croat and Serb people in Croatia are fully equal. All rights to national life of national minorities in Croatia will be secured.
2. All the citizens of federal state of Croatia are equal before the law, irrespective of their nationality, race or religious affiliation.
3. Women enjoy all the rights same as men.
4. Every citizen is guaranteed security of person and property. Property ownership and private initiative are guaranteed in economic life.
5. Freedom of religion and freedom of conscience are guaranteed to all the citizens.

ATTACHMENT 2

DECISION OF AVNOJ (21 NOV. 1944) ON TRANSFER OF ENEMY PROPERTY AND PROPERTY OF ABSENT PERSONS UNDER THE STATE PROPERTY AND CUSTODY



Article 1.

On the day of effect of this Decision, the following transfers into the state property:

- all property of German Reich and its citizens, which is found on territory of Yugoslavia;
- all property of ethnic Germans, except Germans who fought in Partisan forces, or were servants of neutral countries who did not show an unfriendly attitude during the occupation;
- all property of war criminals and their helpers, regardless their nationality, property of any person sentenced by civil or military court to loss of property to the benefit of the state.

Property of Yugoslav citizens in that case falls under the effect of this Decision, regardless whether it is in the country, or abroad.

Article 5.

The goal of putting this nationalized property under the supervision of State administration is the maximum use of that property for planned production and swift victory in the liberation war and creation of conditions for successful economic reconstruction of Yugoslavia as a whole and all its federal units (...)

(Official Gazette of Democratic Federal Yugoslavia, god. 1, br 2, Beograd, 6. velja~e 1945., str. 13-14.; Source taken from the book: Vladimir Geiger, Folksdoj-eri pod teretom kolektivne krivnje, Osijek, 2002., 56.)

ATTACHMENT 3

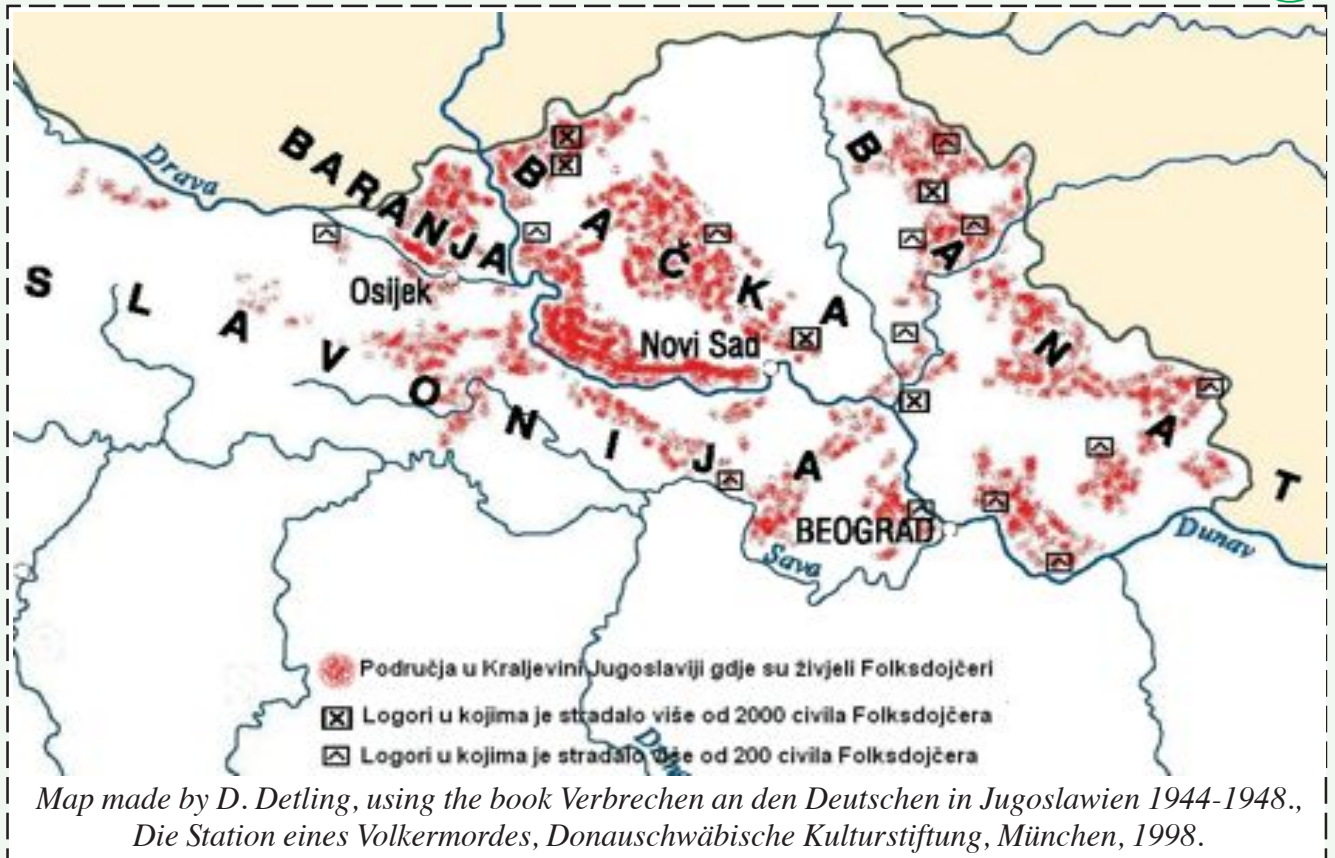
THE SUFFERING OF GERMAN CIVILIANS IN YUGOSLAVIA UNDER TITO REGIME IN THE PERIOD 1941 TO 1948



From about **540.000** Germans who lived in Yugoslavia by 1941, some **95.000** were part of German, Hungarian and Croatian military units, and some **245.000** Germans were evacuated to Germany before Yugoslavia was restored under Tito's regime. In the period October 1944 to April 1945 the remaining **200.000** Germans fell under the control of Tito's regime. Except cca 8000 people, the remaining **170.000** ethnic German civilians (from children to elderly age) in the period 1945 to 1948 were moved to camps. From them, some **51.000** women, children and elderly people suffered death from illness, famine and other troubles. From a total of 64.000 victims in the period 1941 to 1948, some 40.000 are documented by first and last name.

Verbrechen an den Deutschen in Jugoslawien 1944-1948., Die Station eines Volkerermordes, Donaueschwäbische Kulturstiftung, München, 1998.; data translated by Denis Detling

ATTACHMENT 4



ATTACHMENT 5

TRANSPORT OF FOLKSDOJČERS DEPORTED FROM YUGOSLAVIA TO AUSTRIA, SUMMER OF 1945



Photo taken from the book: *Vladimir Geiger, Nestanak Folksdojč-era, Nova stvarnost, Zagreb, 1997.*

ATTACHMENT 6

THE STATE COMMISSION FOR REPATRIATION OF GERMANS WITH THE MINISTRY OF INTERIOR OF THE FEDERAL STATE OF CROATIA IN ZAGREB INFORMS (7 July 1945) Administrations of Regional and Municipal People's Boards on the procedure of repatriation (deportation/expulsion) of Volksdojcers



/.../ "Government of Yugoslavia rests at the standpoint that all Germans within the borders of Yugoslavia are moved and directed to Germany, as soon as technical conditions for this are met.-

We are entitled to this for the following reasons:

- 1) Germans, present today in Yugoslavia, were colonized by German conquerors on the ground that belongs to Yugoslavs.
- 2) German minority from the day of settling in our country, to date, worked against the interests of the people of Yugoslavia, serving the German imperialists. This was particularly manifested in this war, when they engaged actively with all resources in fight against our army and National Liberation movement in general.
- 3) German minority in Yugoslavia committed so much evil to the peoples of Yugoslavia during the war, that their further maintaining in Yugoslavia would stand in a way to settling and building our society.

Based on the said, all Germans, male and female, are considered for deportation in the following criteria:

- 1) Mother tongue is German (from a marriage of a German father or German mother)
- 2) Coming from a marriage of a German father

Exceptions:

1. Who actively supported the liberation fight (stays with immediate family – children, father and mother)
2. German women married to a Yugoslav, with children
3. Children of up to 16 years of age, from a marriage of a Yugoslav woman with a German, if a woman decide to stay in the country and leave her German husband. A Yugoslav woman married to a German is free to chose whether she will follow her husband or stay in the country with children up to 16 years of age. If a woman married to a German is not of Yugoslav nationality, she is obliged to follow her husband.
4. Persons who beyond any doubt prove they are Austrian citizens or of Austrian nationality, do not have to move. Particular attention should be paid that Germans do not present themselves as Austrians. This also applies to the persons who committed crimes, as well as to Germans, the same repatriation criteria applies. If Austrians were in the Kulturbund, they are also obliged to leave.

For the purpose of repatriation of Germans, the competent ministries formed a National Commission with the Ministry of Interior, that is obliged to organise, guide and supervise activities regarding repatriation of Germans /.../

Immediately upon receipt of these directives, urgently submit (via courier or telegraph) to this commission the total number of persons for deportation and their location in camps. We need it urgently to have an overview and to undertake further measures. Regional commissions are in charge of using their labour force while they are in camps. All these actiities should be swiftly and conscienciously done, as there will follow transporting of deportees from the whole territory of Croatia to Germany. /.../”

(taken from books: Vladimir Geiger, Nestanak Folksdoj-era, Nova stvarnost, Zagreb, 1997. and Vladimir Geiger, Folksdojèeri pod teretom kolektivne krivnje, Osijek 2002.)

ATTACHMENT 7

TESTIMONIES OF SURVIVED INMATES ABOUT ARRESTING AND TAKING TO CONC. CAMP IN JOSIPOVAC, TRANSFER TO LABOUR CAMP VALPOVO ...



/.../ Elizabeta Konig (1921) with her mother, Ana Reitz (1892) and father Andrija Reitz (1885), and daughter Erna Konig (1943): We were taken from our house at 153 Divaltova St. in Osijek, on 10 May 1945, first to city park, where we met a lot of our neighbours and people we knew. In the evening they took us by train to Josipovac, where we spent some three months in the barracks, on bare ground. We were not allowed to take anything with us, except the clothes we had on. /.../

(Elizabeta Konig, nee Reitz, 1921)

/.../ Then, an endless line of innocent people, civilians, started their 'road to Golgota' from Josipovac to Valpovo, to another camp. We were walking the whole day on a dusty village road, no food, water, no rest. It was very hot, the Sun was burning. The line was guided by armed partisans on horses, waiving with their whips. Weaker persons, mainly old, would fall down, exhausted, and no one was allowed to help them. We had to keep on going, and we could hear shots behind us. My mother also fell, and I stopped and kneeled besides her. A partisan on horse, tall, dark, in a well tailored uniform (I don't know the ranks!) harshly commanded me, playing with his gun, to move on. He came so close to us with the horse, we felt we would be run-over! After I told him it was my mother and that he better kills me, too, he went off and hit someone in the line with his whip. /.../

(Paula Kotnik, born 1927)

ATTACHMENT 8

TESTIMONIES OF SURVIVED INMATES ABOUT REPATRIATION ...



/.../ At that time, there were organized transports to Germany, but we did not want to go, as we were born here and we had hoped to come back home as we did nothing wrong. After a few days we were taken to camp Valpovo. After a while, there was again a transport to Germany. This time, we were forced to board a train. They were taking us in cattle cars, packed with people already exhausted and sick, to Austrian border. They would not let us pass through Austria, but they shipped us back via Velika Pisanica, Sipovac camp, to Krndija mountain. Everything was devastated there, so we spent some 3 weeks out in the open. From Krndija we were forced to walk, under guards, to Valpovo camp. /.../

(Elizabeta Konig, nee Reitz, 1921)

**TESTIMONIES OF SURVIVED INMATES ABOUT CAMP VALPOVO
AND CONDITIONS OF LIVING IN THE CAMP...**



/.../ Valpovo camp was bigger and strongly secured with thick barb wire. In the center of the camp there was an observation tower with beam lights. On one side of the camp there was a line of barracks, in several rows, and on the other side there was a building for partisans. The so-called ambulant was also in that building. The barrack we lived in was 20 meters long, with one side completely covered with batten beds, and the same also on the floor above. There was approximately 50 cm space per person. In Valpovo there were more guards than in Josipovac, and they also had dogs. The guards were very coarse and cruel (...) The barracks were full of louses and bedbugs. Hygienic conditions of our lives were horrible. We were all using one tap to wash, and water for drinking was also taken from there. (...) Visits were sometimes allowed, depending on the mood of management and guards. The visitors were not coming inside the camp, talking was through the barb wire, in the presence of a guard. Sometimes a guard would only allow visitors and us to see each other, and sometimes we would be allowed to receive food, hygienic items or clothes. It often happened that visitors had to take back what they brought for us, and when we were very hungry, there were tears on both sides of the fence. (...) Upon arrival to the camp, males and females were immediately separated. There was a prisoner, medical doctor, Dr. Schmidt, in the barracks with my father, who was engaged in the camp ambulant. (...) He told my father he will be looking for a 'nurse' and he advised him to tell me to apply. In that way, he could protect me from rape and other tortures at least during the day. The inmates were taken to cellars and beaten. Public punishment was bonding to the 'pillar of shame'. There were several of those in the camp yard, and 'disobeying prisoners' would be tied and left there all day in the Sun, no food and water. During the day, I stayed all the time with this noble doctor. The night was dangerous as guards would go around barracks, checking the faces with batteries, picking a victim for 'night hearing'. (...) Five to seven people were dying in the camp on daily basis from typhus and dysentery. The dead were taken out by the prisoners, under supervision of guards. In one period my father was one of those carrying dead. He never told me where they were buried, but since they would come back in 1-2 hours, I assume they were buried relatively close to Valpovo. It is, of course, understood, that Red Cross or some other humanitarian organisation never visited the camp..

(Paula Kotnik, born 1927)

/.../ The barracks were so packed with people that there was no space for us. We slept out on the grass. We had pillows and blankets our friends brought us at departure, so we made a good use of it. Besides, due to the bad hygienic conditions, barracks were full of louses, so we were at least saved from that. /.../

(Franciska Bušljeta, nee Poker, from Brèko)

/.../ Life in camp was very hard, we were molested and beaten on daily basis by the guards, who were armed with guns and pistols and also had wooden sticks they used to beat us with. (...) That day they forced us to the fence, and we had to watch poor Zuegler being executed. When they finished their dirty job, Prekodravec told us we will all face the same if we try to escape. At night they would take us to his barrack, where we were interrogated and accused, mainly, for collaboration with fascism, and beaten severely. At several occasions I noticed that in the night, between 2-3 a.m., a car would come to the camp, where they would put the dead, but unfortunately, I do not know where they were taking them for burial. /.../

(Franjo Tein, born 1924 in Sag near Valpovo)

Testimonies taken from the book 'Radni logor Valpovo 1945-1946', Osijek, 1999

ATTACHMENT 10

TESTIMONIES OF SURVIVED INMATES ABOUT THE WORK IN AND OUT OF CAMP...



/.../ We had to go out for labour /.../ That was better than staying in the camp, full of diseases, typhus, dysentery, louses and bedbugs. Local inhabitants would sometimes feed us. /.../

(Elizabeta Konig, nee Reitz, 1921)

/.../ Prekodravac rented us as manual labour to citizens of Valpovo and surroundings, and took money for it. We were treated as slaves, anyone could 'rent' us for whatever purpose, they only had to pay Prekodravac for it. I was lucky several times, so I was rented and paid for it by my late father's friends, families Bracevad and Ugraj. They were very correct to me, so in those couple of days I could rest from everyday camp torture.

(Franjo Tein, born 1924 in Sag near Valpovo)

ATTACHMENT 11

TESTIMONIES OF SURVIVED INMATES ABOUT FOOD IN THE CAMP...



/.../ Food was scarce, two meals a day, totally inappropriate for human diet. We used to stand in line with aluminium portion and a spoon in front of a large pot. We used to eat standing in the rain, or sitting on grass in the camp yard. /.../

(Paula Kotnik, born 1927)

/.../ It was very bad in there, for eating we would get peas, or potato, or beans soup, with very little of it in the soup. We would also get a bit of corn or barley bread. Cooking was without fat and salt. In the morning we were given oak crust tea, because of diurea. Water was very limited per person, we would get some in the morning and in the evening for one hour. /.../ More than 20 small children were dying daily. /.../ After so many dead children, the Commander of Valpovo camp suddenly allowed women to beg milk for their children in the nearby area. /.../

(Stefan Schwob, born 1930 in Mrzovi near Valpovo)

ATTACHMENT 12

TESTIMONIES OF SURVIVED INMATES ABOUT RELEASING THE CAMP...



/.../ On 1 May 1946 we were released from the camp. All the inmates were released out to the mercy of circumstances.

(Rozina Petrovi}, nee Holstein, from Osijek, 1927)

/.../ When we came back to the camp 'Valpovo', we found out that a release order came for us, but not for our father. We left on August 15, 1945, on Holy Mary Day. Dad saw us leave with a very sad look in his eyes, which I will never forget. /.../ Dad was moved with other inmates to 'Krndija' camp, where he died on February 4, 1946. /.../

(Franciska Bu{jeta, nee Poker, from Brèko)

/.../ After a while I started to work in a home for children who lost the parents in the war, which was situated in Valpovo castle. I was released from the camp on 29 April 1946, and I stayed working in that home till 1948. My daughter was with me, food was good, we got some clothes from UNRA. My parents were released on 6 May 1946, they went back to Osijek, and, with help of good people, resocialised again into normal life. /.../

(Elizabeta Konig, nee Reitz, 1921)

RELIGIOUS (NON)FREEDOMS

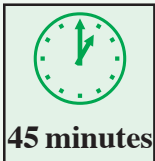


To what extent was religion a part of everyday life in Yugoslavia?



TEACHER'S PART

EXPLANATION OF WORKSHOP



45 minutes

Communist ideology negated existence of God, and looked upon religion as an instrument of ruling class to subdue the citizens. Long term goal of Communists was to suppress religious organisations in Yugoslavia. Property has been confiscated from religious communities, work of institutions supervised by churches was prohibited, many priests were persecuted, imprisoned and liquidated. No matter how much religious communities were declaratively tolerated fact of life in Yugoslavia, they were unwanted in practice by the authorities and their strictly controlled media. On the other hand, regardless how strongly discouraged was expressing religious feelings publicly, many were still satisfying their religious needs. In the end, confirming religion, as well as negating it, was a part of everyday life in Yugoslavia.

RESULT

Acquiring new knowledges about relation of authorities and media in Yugoslavia towards religious communities and religious issues, and freedom of performing religious ceremonies in Yugoslavia 1945 - 1990; developing critical thinking, work on pictorial and written sources, practicing team work, etc.

GOAL

Showing to participants in a workshop that religion was a part of everyday life in Yugoslavia, despite the declarational accepting of religious freedoms and practical suppression of religious communities and feelings from daily life.

ORGANIZATION OF A LESSON

- In the introduction it would be good to inform the participants about the goal and write the key question on the board. It would be good to ask the pupils in advance to answer the question, and in that way to see their prejudices or knowledge they already had.
(5 min)
 - Pupils should be divided into 4 groups.
 - Group 1: attachments 1, 2 and 11
 - Group 2: attachments 4, 9 and 10
 - Group 3: attachments 3, 8 and 5
 - Group 4: attachments 6 and 7
- Each group should get table for filling.
Some attachments contain only one source, some two.
- All groups should study attachments, and with help of additional questions below sources, to fill the table. It should be stressed that many attachments are appropriate for several thesis offered in the table.
(20 min)
- Using the table, groups should present received sources and solution to the questions given.
(15 min)
 - After presentation of all groups, there should be a short discussion initiated about the key question written on the table.
(5 min)

PUPILS' PART

Context

Communist ideology negated existence of God, and looked upon religion as an instrument of ruling class to subdue the citizens. Long term goal of Communists was to suppress religious organisations in Yugoslavia. Property has been confiscated from religious communities, work of institutions supervised by churches was prohibited, many priests were persecuted, imprisoned and liquidated. Depending on political situation, the state tolerated expressing religious feelings permitted the activities of religious institutions.

Pupils' tasks

Study the provided attachments, and, using the questions under each source, try to fill out the table!

Source (short content of source)	Which claims are true? Clarify!			
	Religious communities were desirable factor of daily life in Yugoslavia	Religious communities were not desirable factor of daily life in Yugoslavia	Yugoslav citizens freely satisfied their religious needs	Yugoslav citizens did not freely satisfy their religious needs

ATTACHMENT 1

AUTHORITIES AND REPRESENTATIVES OF RELIGIOUS COMMUNITIES



Reception of representatives of religious communities in the Presidium of Yugoslav parliament, 25 May 1952



1. Representatives of which rel. communities can you notice on the photo?
2. Who and what else do you notice?

Yugoslav History museum, fotozbirka, 1952, K-14/126.

ATTACHMENT 2

CONSTITUTION OF FNRJ



Chapter 5, Rights and obligations of citizens.

Article 25

Citizens are guaranteed freedom of conscience and freedom of confession. Church is separated from the state. Religious communities, whose teaching is not against the Constitution, are free in their religious activities and ceremonies. Religious schools for teaching priests may freely exist under the general supervision of the state. Abuse of church and faith for political causes is forbidden, as well as existence of political organisations on religious principle. The state may financially support religious communities.



1. What was guaranteed by the state to religious communities and believers?
2. What was the inter-relation between church and the state?

ATTACHMENT 3

EXPOSE OF EDVARD KARDELJ AT THE MEETING OF INFORMBIRO IN POLAND, JULY 1947



(...) On the one hand, we have increased pressure against the most reactionary part of church hierarchy, on the other hand, we give concessions, even material help to a part of hierarchy and priests that are inclined to cooperate with the state and are dissatisfied with Vatican policy, which is driving them into stronger conflicts with us. We have achieved rather good results in this direction. (...) This year, we had a number of conflicts during various church festivities, between participants themselves, even mass fights. (...)

Our positions in Orthodox Church are much stronger. The differentiation there is much deeper. We have very strong influence on lower priests which dates back to war time. In some republics, such as Montenegro and Macedonia, clergy is almost compact with Peoples' authorities, and in Serbia, Bosnia and Croatia, to a large extent reactionary top of church hierarchy does not have, actively, most of clergy on their side. (...)

With regard to a Muslim church, whose influence is, naturally, less significant, we have achieved lately very good success with the same tactics of differentiation. At the last convention of that church, a new Head of Muslim church, Reis-Ul-Ulema was elected, who is very close to National Front. Lower clergy, however, is largely antagonistic towards us, but after the change on top, it will be much easier to break their resistance from the base. We have no doubts we will have to sharpen our measures against reactionary hierarchy of all churches, but we are also confident we will achieve new successes with regard to further internal differentiation. (...)

Yugoslav Historical museum, Putovanja i posete J. B. Tita, I-3-b/759-2

A CLIP FROM FOREIGN PRESS

"We are convinced: Zagreb Archbishop, convicted to 16 years of prison, is innocent... It is all clear, if we remind that on 8 September 1946, the Zagreb Archbishop, the first among Croatian Bishops, refused to break the ties with Roma. Monsignor Stepinac suffers for the unity, he is a martyr of unity ..."

Francois Maurice, member of the French Academy, 'Le Figaro', 2 XI 1946



1. What are these sources about?
2. What was the relation of authorities towards church communities?

1000-ANNIVERSARY OF SAINT VLAH IN DUBROVNIK (1972)

The photo shows a formal celebration of St. Vlah in 1972. Saint Vlah is celebrated February 3, but in 1972 (for the 1000 anniversary) the procession was organized the first Sunday after the St. Vlah day, on 5 February, as 3 February could not be a non-working day. The following article from the local press 'Dubrovacki vjesnik', of 11 February 1972 (used to come out on Saturdays), on page 2, is the only one mentioning, in any context, the celebrations of Saint Vlah:

**VATICAN FUNCTIONARIES STAYED IN DUBROVNIK**

On Saturday, 5 February, two high functionaries of Vatican, Cardinal Franjo Seper, Prefect of the Congregation for Religion teaching, and Cardinal John Joseph Right, Prefect of the Congregation for Clergy, arrived to Dubrovnik by plane from Roma. At Cilipi airport Cardinals were greeted by President of the Commission for religious issues of the Croatia Government, Zlatko Frid, Mayor of Dubrovnik, Ante Vetma, and Chairman of the municipal commission for religious issues, Veljko Betica.

Cardinals Seper and Right took part in the religious festivities organized for the 1000 anniversary of St. Vlah on Sunday. The same evening Ante Vetma organized a dinner in the honour of the two Cardinals, in hotel 'Excelsior'. Zlatko Frid and several church dignitaries participated at the dinner.

The Vatican high functionaries, Franjo Seper and John Joseph Right, left Dubrovnik for Roma on Tuesday, 8 February.



1. What do you notice on the photo?
2. What does the newspaper article talk about?
3. In your opinion, did the newspapers adequately follow the event you see in the photo?

ATTACHMENT 5

FRONT PAGES OF DAILY 'GLAS SLAVONIJE' OF 25 DEC 1945 AND 25 DEC 1971



- ?
1. Compare the front pages of 'Glas Slavonije' from 1945 and 1971! What titles can you notice?
 2. Do you think that the titles express what most readers consider the most important event of the day?
 3. If you were newspaper editors in present time, would you mention Bajram of Easter on front page in those dates? Why?

ATTACHMENT 6

CELEBRATIONS OF RELIGIOUS HOLIDAYS



A procession in Peteranec-village in Podravina



private album, photograph taken in the 1960s

Celebration of religious holiday 'Vrbice' in Belgrade, 1945

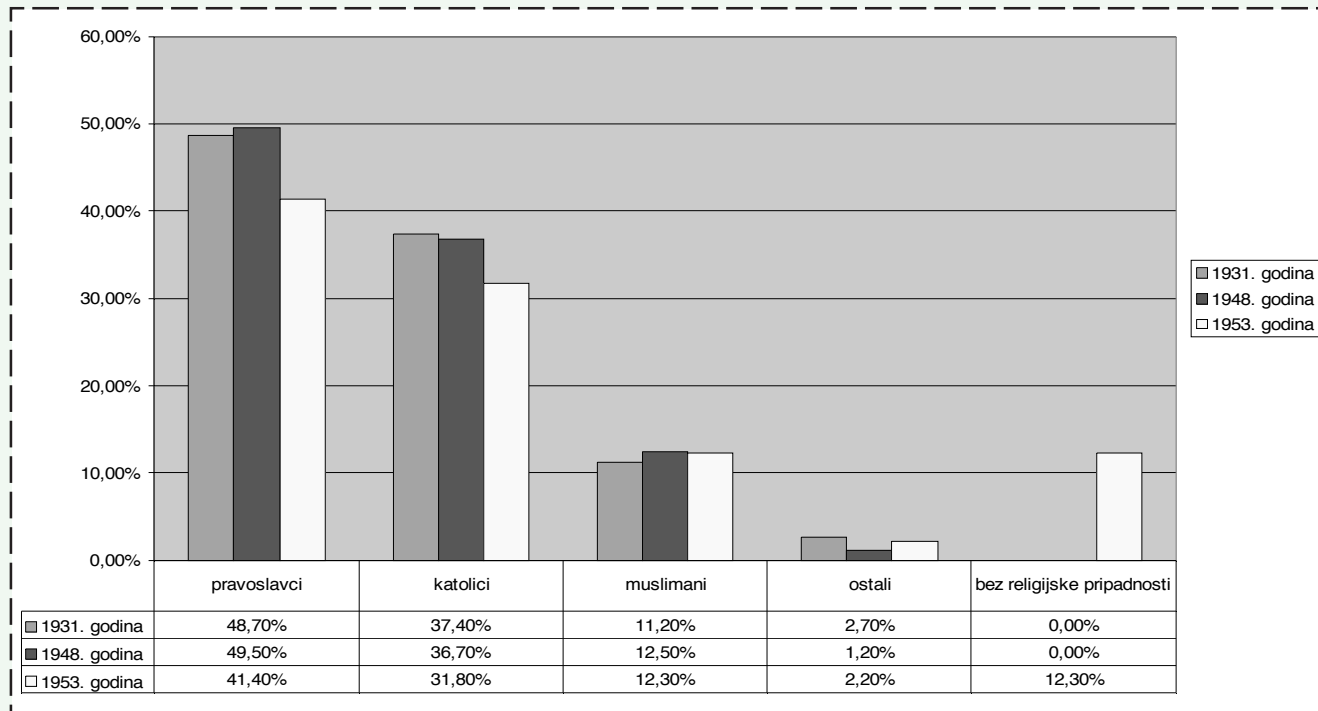


Radmila Radi}, Dr`ava i verske zajednice 1945-1970, Beograd 2002., pg. 433

- ?
- What can you notice on these photos?

ATTACHMENT 7

POPULATION BY RELIGIOUS AFFILIATION



? Pay attention to changes in percentages of orthodox, catholic and muslim population, and population without religious affiliation in Yugoslavia!
 • How do you explain that?
 After 1953, census was not performed according to religious affiliation. How do you explain that? What do you think, was the number of population without religious affiliation increasing or decreasing?

ATTACHMENT 8

A STATEMENT



“I am a teacher in the pre-school. During the study (I studied from 1972 to 1974) we were instructed that, as teachers in the pre-school, we should not go to church, considering that we will be raising children. Teachers were expected not to go to church. During the studies some colleagues even reported us to the director of Centre for pre-school education saying that, as future pre-school teachers, we cannot be allowed to work with children since we went to church. Two of my colleagues had a short ‘talk’ with the director, but I think nothing really happened in that respect later on. After I started to work, Christmas and other religious holidays were not marked with children in the kindergarten. The premises could be decorated with balls and Santa Claus only after 28 December, per strict order from ‘above’, for the occasion of a New Year, and decorations would be removed immediately after the New Year, so that it could not be connected with any religious holiday. Premises were filled with ‘winter motives’. From 1980 to 1985 I lived with my husband and son in a housekeeper’s home within the kindergarten ‘Jaglenac’ in Lower city in Osijek. We also were not observing any religious customs or had any religious items in the flat. We would not dare, since the flat was within the kindergarten, and anyone could enter and see, for example, decorated christmas tree, or perhaps, a crucifixion. I was simply afraid of inconveniences, or perhaps something worse. Even at the batism of my son (1977), I was not present in the church. I was afraid to be seen in the church. Religious customs were observed at my or my husband’s parents.”

Vlasta Detling, teacher in kindergarten ‘Nevicica’ in Osijek, born in 1953

? What was the experience of an ordinary man regarding freedom of religion?

ATTACHMENT 9



A STATEMENT

“I personally believe that it was free to go to church in former Yugoslavia, unless you wanted to advance and get promoted. I freely went to church and sung in the church choir, I never had any problems in that regard in my company. Truth, though, all my bosses were Croats, and nobody controlled me. Where supervisors were Serbs, there were controls if someone was going to church. I worked in a big factory in Osijek (big in Yugoslav proportions), and I was a shift manager. I was a good employee and I could have been promoted. I was supposed to become Head of packing, which would bring along twice the salary I had, but in order for that to happen, I had to become a member of the Communist Party, which I refused. If I had accepted, my going to church would have been controlled. During the baptism of my daughter, the Godmother’s husband, an engineer working in the same company like me, did not dare to be at the mass during the ceremony. The Secretary of the local Communist cell in our company called me for a talk soon after the baptising. He asked me to give him a statement, whether the young engineer was present at the mass. There was a carrier in front of the Godmother, so even if he was present at the mass, I would not have said so. But he wasn’t present. I did not have any other bad experiences about going to church in former Yugoslavia. My son had (born 1975). In primary school in Tenja (suburb of Osijek) the teacher used to call all the children who attended religious classes to stand in front of the class, and punish them. At times, he was running home forgetting the bag and books in school.”

Ru`ica D., a pensioner from Osijek, born on 13 Dec. 1950



What was the ordinary man experience regarding freedom of religion?

ATTACHMENT 10



“While on the one hand Constitution and Law on work of religious communities guarantee the right to freedom of confession, on the other hand some believers, allegedly, feel as second grade citizens. (...) In the practice, dissemination of invitations to inhabitants of some skyscraper to attend a church ceremony or some other religious activity, ends up with ‘confiscation’ of leaflets by the Chairman of the Council of tenants, and a message to (over)active priest that the material can be collected in the premises of Local Community office.”

Polet, no. 141, 12 XI 1980, pg. 5



What were the experiences of some priests?

ATTACHMENT 11

ARRIVAL OF TITO AND HIS PARTY TO MOSTAR, 4 X 1954



*Historical museum of Yugoslavia,
fotobirka, 1954, K-33/151.)*



1. What do you notice on the photo?
2. Pay attention to state symbols, star, flags!
3. Where were the symbols put?
4. What do you think about it?

“WE ARE TITO’S, TITO IS OURS”



Josip Broz Tito was a just ruler and a national leader respected in the country and abroad?!



PART FOR TEACHERS AND ARBITERS

EXPLANATION OF WORKSHOP



90 minutes

The topic of this workshop is a lifetime President of the socialist Yugoslavia, Josip Broz Tito, character of his rule and his reputation in the country and abroad. Since the end of WWII till his death, Tito was at the Head of all important institutions in Yugoslavia. Such unification of functions in hands of one man led to creation of a personality cult and identification of a Yugoslav state with him. Towns, streets, schools, were getting Tito’s name, and his photos were in all public institutions and homes of most common people. Tito left a remarkable trace behind, not only in Yugoslavia, but he enjoyed a reputation of a distinguished statesman in the international arena as well.

Creation of a personality cult among the population of Yugoslavia built an image of Tito as a just leader who takes care of all the citizens. Was it all really like that and did all the people in Yugoslavia enjoy ‘Tito’s justice’? After the collapse of socialist Yugoslavia a number of controversies about Tito appeared. In this workshop-debate, different types of sources are used (archive documents, newspaper articles, photos, map), which address Tito’s rule and his reputation in the country and abroad from different angles. The workshop shows that popular presentation of a time and a person in time is not necessarily true and that there is another side of the coin.

The workshop consists of two parts. In the first part there is an emphasis on analysis of sources related to the topic, while in the second part the focus is on developing the skills of team work, argued presenting, development of democratic principles and respecting the views of others, expressed in the form of a debate.

RESULTS

Pupils are enabled for independent work on sources, valuation of source material and interpretation of sources, argumentation. They also acquired new knowledges about Tito, socialist Yugoslavia and controversies related to them.

GOAL

Developing the skill of analysing the sources, critical approach to sources, to value the source material, to encourage team work, to defend views and respect arguments of others, acquiring new knowledge about the character of Tito rule.

ORGANIZATION OF A LESSON

- Teacher selects three arbiters from among the best pupils and gives them all sources and tables 1, 2 and 3 (*Arbiter’s table, order of presenters* and their duties, order of debaters and their time limits) in order to be well prepared for the decision.

- Remaining pupils are split in two groups (affirmative-angels, and negating-devils), where each group forms a round table for itself. Each group is then split into three sub-groups that receive dedicated sources, which are the same both for ‘angel’ and ‘devils’. Pupils are instructed that sources may circulate within the group, for consultations, harmonising standings and arguments. Pupils do not get the questions with the sources, but the teacher gives a context and a paper with key question / debating thesis and a task to look in the supplied sources for elements affirming or negating the debating thesis.

- The pupils analyse supplied sources.

- After analysis of sources, each subgroup elects its representative that becomes a member of affirmation team (an angel) or negating team (a devil). The teacher then

gives tables 2 and 3 to both groups (*order of presenters* and their duties, order of debaters and their time limits) followed by team preparation for the debate. While the rest of the class analyse the sources and prepares for the debate, arbiters study the supplied material.

- After the preparation, the teacher organise a debate (using tables 2 and 3 as guides) with debaters and arbiters as active participants. Other pupils are audience following the debate. At the end of debate the arbiters proclaim a winning team and the best debator, with a mandatory explanation of their decision.

ACTIVITIES

step 1: Teacher’s introduction (explains to the pupils what is a debate and its goal, and how is this workshop designed)(*5 minutes*)

step 2: Teacher selects arbiters and gives them the necessary material (all sources and tables 1, 2 and 3). Other pupils are divided into groups and sub-groups. Each sub-group get its material, context and a key question / debating thesis and a task to look for elements affirming and negating the set debating thesis.(*10 minutes*)

step 3: Pupils analyse sources and look for affirming and negating elements in them. The teacher guides them stressing that analysis focus should be the key question / debating thesis. Arbiters, aided by the teacher, study the material(*20 minutes*)

step 4: Sub-groups elect their representative; affirming and negating teams are formed (angels and devils); Teacher gives tables 2 and 3 to the teams and instructs them to stick to the instructions in the table for preparing the debate. Teams are preparing to debate, arbiters continue to study the material.(*10 minutes*)

step 5: Preparing the space for the debate (debating tables are set so that the teams face each other) (*5 minutes*)

step 6: debate (Teacher guides the debate strictly adhering to the schedule and time limits from table 2; arbiters follow the debate and fill in the table 1). The teacher is not a member of the arbitrating council.(*35 minutes*)

step 7: The arbiters agree about their decision, they proclaim the winning team and the best debator, clarifying their decision.(*5 minutes*)

NECESSARY MATERIAL

- Sources (each source copied in 3 copies)
- Tables 1, 2 and 3 (1. *Arbiter’s table*, three copies; 2. *Schedule and tasks of speakers*, eight copies; 3. *Order of debaters and time limits*, eight copies)
- Notes paper for group work (may be provided by the teacher or pupils themselves)
- Paper with key question and task (eight copies; 6 for sub-groups, 1 for arbiters and 1 for the teacher)
- Watch for measuring time
- Context text (eight copies; 6 for sub-groups, 1 for arbiters and 1 for the teacher)

Table 1: ARBITERS’ TABLE (each individual element is marked from 1 to 5)

DEBATANT	PRESENTATION	ARGUMENTING LINE	DEFENDING THE ARGUMENTS	RHETORICS	TOTAL
A1					
A2					
A3					
N1/D1					
N2/D2					
N3/D3					
Team of Angels					
Team of Devils					

Table 2: ORDER OF DEBATANTS AND TIME LIMITS

A1 (presentation)	5 min	A2 (presentation)	4 min
N1/D1 (presentation)	5 min	N2/D2 (presentation)	4 min
Debate between the teams			7 min
A3 (final presentation)	5 min	N3/D3 (final presentation)	5 min
Total			35 min

Table 3: ORDER OF SPEAKERS AND THEIR TASKS

A1	<ul style="list-style-type: none"> - Agreeing with the thesis - establishing argumenting line - listing arguments - concludes with a clear vision of argumentation of A position
N1	<ul style="list-style-type: none"> - Disagreeing with the thesis and offering the alternative thesis - introduces negating argumenting line - listing arguments - concludes with a clear negating argumentation line
A2	<ul style="list-style-type: none"> - again established the position, detailing arguments of his/her group - negating the 'negating' alternative - gives new evidence and examples, expands the most interesting arguments
N2	<ul style="list-style-type: none"> - clears main differences - expands original negating elements - gives new negating evidence - uses examples
A3	<ul style="list-style-type: none"> - focuses the debate to the most interesting issues for the arbiters - explains once more why the thesis is sustainable - stresses the most essential arguments for arbiters and underlines their strength - final conclusion
N3	<ul style="list-style-type: none"> - focuses the debate to the most interesting issues for the arbiters - explains once more why the thesis is sustainable - stresses the most essential arguments of the negating team and underlines their strength - final conclusion

Debatants have a task to negate the arguments of the opening team during the debate.

PUPILS' PART

Since the end of the WWII until he died, Tito was President of Yugoslavia, supreme commander of Armed Forces, President for the Communist Party... Such unification of functions in hands of one person led to creation of personality cult and identifying the Yugoslav state with him. Towns, streets, schools, were getting Tito's name, and his photos were in all public institutions and homes of most common people. Political stability and economic prosperity were established during his rule. Various successes in the country and abroad were attached to his name. There was a coin that Tito is "the greatest son of all our nations". Tito left his mark not only in Yugoslavia, but also he enjoyed a reputation of a distinguished statesman in international arena. There were stories circulating among citizens of Yugoslavia that there is no person in the world who has not heard of Tito, and image of Tito as a just leader who takes care of all the citizens was being built.

After the collapse of socialist Yugoslavia, a number of controversies about Tito and his rule occurred. There came a question whether Tito was a just ruler and whether all the people in Yugoslavia enjoyed 'Tito's justice'?

SUBGROUP 1 (ANGELS AND DEVILS):

THE 1963 CONSTITUTION ABOUT TITO

Article 220.

President of the Republic is elected to the period of four years, and may be consecutively elected for one more period. There are no limitations for election of Josip Broz Tito to the position of the President of the Republic.

TITO'S CITIES



Telegram of the basketball team to Tito

“GRENOBLE - After winning the European title, basketball team of ‘Bosna’ from Sarajevo, sent a telegram to President Tito, which reads: Dear comrade Tito! We send you the warmest wishes for good health and long life from Grenoble, where Yugoslav sports won another great recognition and contributed to the raise of reputation of our country in the world. It was not only the holiday in Sarajevo, but in the whole country, and another victory of everything promised by our self-management system. Long after the game in Grenoble, it echoed - We are Tito’s, Tito is ours... Bravo, boys, you defended the country’s reputation, and for that everyone say: Thank you very much.”

Sport, XXXIV, 8188, Beograd, 7 April 1979

GOLDEN ‘COAT OF ARMS’ OF ZENICA AWARDED TO TITO IN 1979

The highest decoration of Zenica - ‘The Golden Coat of Arms’, introduced this year, will be awarded to the President of the Republic, Josip Broz Tito, who is also the honorary citizen of Zenica. This is a uniform wish of all the working men and citizens of Zenica, while the formal decision about this will be brought by the delegates in all councils of the Municipal Assembly at the formal session on 12 April, on the occasion of anniversary of liberation of the city - the Municipal Day.

Oslobojenje, 7 April 1979, pg.16

SUB-GROUP 2 (ANGELS AND DEVILS):

TITO ANSWERS TO THE PASTORAL LETTER OF CATHOLIC BISHOPS, 20 Sep. 1945



There are two things the Bishops call upon most in their letter: Persecution of priests and agrar reform, though they do not refer to it as the agrar reform but taking away the church property. In their letter the Bishops go so far that punishing the bloody Ustasha butchers, who were priests, is identified with persecution of church. The Bishops say they are ready to fight, even if they pay it with their lives. Fight against who? Clearly, against people's rule, against national-liberation, against new, democratic Yugoslavia - in other words against vast majority of people of Yugoslavia. How come the Bishops did not issue such a letter that would be read in all the churches during the time of Pavelic and Germans, against horrifying slaughter of Serbs in Croatia, killing hundreds of thousands of men, women and children? Why didn't they complain then against terrible Ustasha crimes that entered as the biggest stain in history of Croat people to be remembered forever? Why the Bishops did not issue such a letter and sent it to be read in all the churches against killing of dozens of thousands of Croats - best sons of Croat people, by Ustashes and Germans? Why did not they complain against the most horrifying human slaughterhouse - the Jasenovac camp, where Ustashes equally killed Serbs and Croats, tens and hundreds of thousands? Why they were not ready then to give their lives as spiritual pastors for thousands of Christians - and now they say they are ready for every sacrifice for agrar reform and personal interests. Isn't it a bit too odd and too transparent? Do they know who were the priests they vouch for now? Those were engrained Ustashes - butchers and spiritual inspirers of slaughtering. Have they ever condemned one such criminal, or excommunicated him from church? No, on the contrary, they want to make them martyrs.

Branko Petranovi} i Mom-ilo Ze-evi}, Jugoslavija 1918-1988. Tematska zbirka dokumenata, Beograd, 1988., pg. 777

THE CAZIN UPRISING



There was an open peasants uprising in Cazin area, at the same time enclosing the neighboring Slunj region of Kordun, Croatia. It was a joint Serb-Bosniak uprising against, as participants later said in the investigation, re-purchase, confiscation, forced labour, brutal behaviour of particular representatives of authorities and 'other injustice we used to fight against during the war'. People leading the uprising known each other well from the war time. They were all participants in the war, and some of them were even bearers of 'Partizanska spomenica 1941'. The idea of uprising was probably born in 1949. The situation was terrible, unbearable, as remembered by one participant of the uprising. 'Re-purchase and behavior of authorities were more than humiliating'. The uprising started on St. George Day, 6 May 1950, and it was mercilessly ended in blood by intervention of JNA troops in the period 19 May - 4 June 1950. News about the uprising soon reached the West through diplomatic and spy network. The authorities did not allow any information about the uprising to 'leak' to domestic or foreign public. Areas of Cazin and Slunj region were hermetically sealed-off from the rest of the world by cordons of army and police. The authorities brutally dealt with rebels. In eight processes in Cazin and one in Slunj, a total of 291 persons were sentenced for attempted coup d'etat. The three main organisers of uprising: Milan Bo{ia, Ale{iovi{ and Mile Devrnja were sentenced to death and shot in September and November 1950.

The Cazin uprising was a signal to the top of the state that policy towards village and peasants must change.

Mustafa Imamovi}, Historija Bo{njaka (History of Bosniaks), Sarajevo, 1998, pgs. 560-561.

DEAR COMRADE STARI (another nickname of Tito),



From the pre-election rally of the people of Cazin region, we send you sincere greetings and promises we will in future invest all our forces in executing all tasks put before us by the community, our needs and our social development. (...) Successes and results achieved to date, development of new communal system and its experiences, development and work of people's boards along with tasks still before us, imperatively impose that we select the best people to people's boards at the upcoming elections, which we will do, comrade Stari.

With clear perspective of our further development, clear future tasks, we go for elections of councillors to people's boards.

Long live CK SK BiH headed by you, comrade Stari! (CK SK BiH-Central Committee of the Communist Party)

Cazin, 13 October 1957

KRAJINA, 16 October 1957

SUB-GROUP 3 (ANGELS AND DEVILS):

THE GREAT CONFERENCE OF PEACE SUPPORTERS COMMENCED



Belgrade, 1 September

At 10:00 hrs today, in the large hall of the Federal Parliament, the President of Federative People's Republic of Yugoslavia (FNRJ), Josip Broz Tito, opened a conference of heads of states or governments of non-allied countries. Delegations of 24 countries participate in the work of the conference.

...surroundings of parliament building, in particular the streets of Milos Veliki, Bulevar Revolucije and Pionirski Park were crowded by thousands of citizens of Belgrade, who were awaiting the arrival of delegations.

At 08:50 hrs the big moment came and the President's car was coming from Milos Veliki st. accompanied by an escort of motorcycles, bringing the host of the conference, President Tito and his wife, Jovanka Broz. Cheerful people of Belgrade along the road, and especially in front of the parliament, happily saluted Tito and he saluted them back all the way to the entrance to parliament building.

OSLOBO\ENJE, 2 September 1961

A BANQUET IN INDIA



A magnificent banquet in India, prepared in Tito's honour, during one of his travels in South Asia in late 1950s.

Group of authors, Tito, jucer, danas, sutra..., Zagreb, 1977



MAGNIFICENT WELCOME TO PRESIDENT TITO IN THE CAPITAL OF MEXICO



Mexico, 4 October

The President of SFRJ, Josip Broz Tito, with his wife and the rest of the company, arrived today to decorated city of Mexico, whose citizens prepared a magnificent welcome. Almost all the city was on its feet. Several hundreds of thousands of people were lined along large avenues. The beginning of a 12-day official visit of Tito to this Latin-American country is marked by a great manifestation of Yugoslav - Mexican friendship...

At the airport President Tito was welcomed by the highest Mexican officials, members of the Supreme Court, Government, National Congress, representatives of political, cultural and public life of this country. In good mood and smiling, Tito and Jovanka came out of the plane at exactly 13:00 hrs. He was wearing a dark suit, while Jovanka Broz had a light coat and a dark hat...

Oslobo lenje, 5 October 1963



Life magazine (front page), 21 April 1952



Tito and the US President, Richard Nixon, 1968, during one of Tito's visits to Washington



Tito and Willy Brand



Tito and President of the USSR, Leonid Breznjev, in Helsinki in 1975



Tito and Fidel Castro

Tito je na{, Zagreb, 1975



THE NEWS ON THE DEATH OF TITO

The news on the death of J.B. Tito arrived during the football match Hajduk - Crvena Zvezda. The match was stopped immediately, disbelief and crying seized the stadium and the audience spontaneously started to sing "Comrade Tito, we swear to you."



THE STAGE ON TITO'S FUNERAL, 8 MAY 1980



A huge number of foreign statesmen was on the stage, including Breznjev, Margaret Tacher, Helmut Schmidt and other. 35 Heads of states, 4 sovereigns, 11 vice-presidents, 24 Prime-Ministers, 72 Ministers, 6 members of Royal families, a number of personal envoys of presidents and other distinguished politicians, as well as a large number of common people.



Ilustrovana politika, no. 1123, 13 May 1980, pg. 14

WE or I?



Were the collective interests and needs confronted to individual ones in mass organizations?



TEACHER'S PART

Pioneer organization, Youth Labour Actions (ORA), Yugoslav National Army (JNA) are examples of collective consciousness and mass organising, where the state took good care in line with official communist ideology. Massiveness, Uniformity, Discipline, glorification of revolution and its legacy, brotherhood and unity - these were the main characteristics of that collectivism.

Today's generations do not know about it and they find it strange.

Mass organizations, (mass) institutions of power, mass gatherings, these were the characteristics of Yugoslavia in the period after the WWII. Rights and position of an individual were subjected to a collective.

In this workshop with independent analysis of different sources, pupils can come up to interesting conclusions. The school Curricula does not enclose sufficiently the issue of collectivization (collective consciousness and collective character of the state), that is, mass organizations, gatherings, mass institutions of the system. Pupils should have basic knowledge about Youth labour Actions, Pioneer organization and the Yugoslav National Army.

EXPLANATION OF WORKSHOP



45 minutes

The envisaged time for the workshop is 45 minutes. Basic idea is that pupils acquire new knowledge through work on sources about the collective consciousness that was prevailing in Yugoslavia in the period after the WWII. The school Curricula does not enclose sufficiently the issue of collectivization (collective consciousness and collective character of the state), that is, mass organizations, gatherings, mass institutions of the system. Pupils should have basic knowledge about ORA, Pioneer organization and the JNA. (presumed knowledge)

RESULTS

Work on sources, analysis and presentation, developing critical thinking, rehearsing team work and respecting different standpoints.

GOALS

Osnovni cilj radionice je da kroz rad na izvorima (pisanim i slikovnim), uèenici steknu nova znanja o kolektivnoj svijesti koja je prevladavala u Jugoslaviji (1945.-1990.), te stjecanje novih znanja vezanih za Omladinske radne akcije, Pionirsku organizaciju i Jugoslovensku narodnu armiju. Potom bi uèenici trebali odgovoriti na ključno pitanje radionice: Da li su kolektivizmom, opæedruštveni interesi i potrebe nasuprot individualnim?

ORGANIZATION OF A LESSON

step 1 - In the introduction teacher explains the organization of a lesson (group work, analysis of sources, answering questions) Pupils are divided in 3 groups (**5 min**)

step 2 - Each group gets its sources and questions for analysis (**15min**)

GROUP A: ORA GROUP B: JNA GROUP C: PIONEERS, MASS RALLIES

step 3 - One representative of each group will present the work of the group, that is, analysis of sources and suggested answers. (**3x 5 min**)

step 4 - In the final part of the workshop, instead of a conclusion, all pupils should follow the discussion questions and through discussion arrive at the answer to the key question: Did collectivism confront general interests to the individual ones? (**10 min**)

Discussion questions:

1. What are the similarities and differences between youth labour actions, pioneer's organization and the Yugoslav national Army?
2. What was the position of an individual in mass organizations?
3. Are there mass organizations today? If yes, list them and state how they operate? What is their function (role)?

GROUP A: ORA

Introduction: Reconstruction of the country was done through youth labour actions, construction of large objects (railroads, bridges, roads, etc). Participation in those actions was mass and voluntary. Participants were not paid for their work. In time, interest of the young for Youth labour actions was decreasing.

ŠAMAC-SARAJEVO (1947-48)



Making the railroad on one of the largest actions ever – Šamac-Sarajevo (1947-48)

Enciklopedija Jugoslavije, SR Bosna i Hercegovina, separat..., str. 127

ORA ŠAMAC-SARAJEVO 1978.



The overall economic results of ORA 'Samac-Sarajevo 1978' speak how unsustainable is the perception about inappropriateness of such methods in construction of large objects, and particularly how unsustainable it is to bring the youth voluntary work down to mere norms, hours and cubic meters. Opponents to youth labour actions try to decrease its full effects, they look at it through the criteria of naked 'lease relation' or criteria of use of additional physical labour, that is, criteria that were overcome long ago in our system of economy and generating relations.

"Oslobođenje", 7.4.1979.

I WAS AT A LABOUR ACTION



10 July

I thought I will manage to adapt soon. I was wrong. It is more difficult than I expected. After these few days I barely dare to look at my palms. Full of blisters. Some ruptured and small wounds appeared. My hands are too sensitive for all that hard work. Every time I raise a shovel I see the stars, though it is daytime. But I did not complain to anyone yet, not even to Milica, my closest friend here. I will rather suffer than complain. I will hold on, no matter what. In these few days I became the real 'action' girl, it is quite natural to me now to sleep in a tent, I learned to do all the jobs in the camp. I keep watch when necessary. I go along nicely with others. Some girls I could not stand at school I began to like here, they seem to be quite different than in Belgrade. Boys are not so full of themselves like the first day, and they do not show off so much. They work well, I must admit, but no more manic running, after which they just fall, exhausted. (...)

From a diary of a labour action girl - magazine 'Practical woman', 22 November 1963

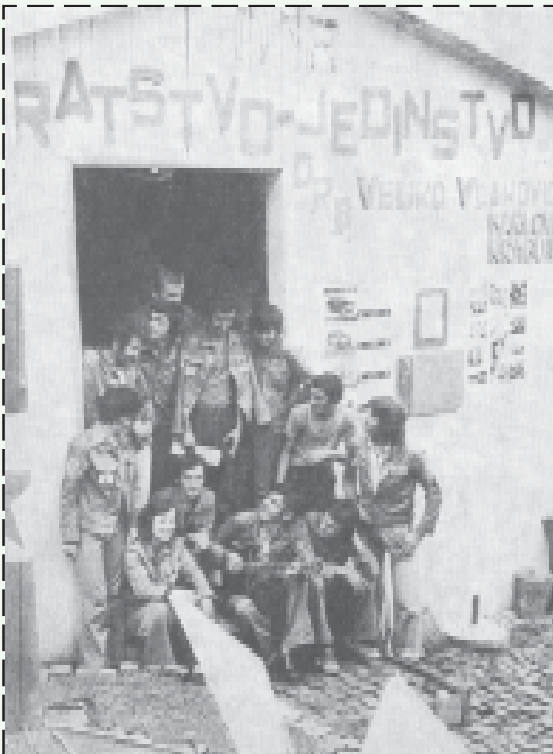
LABOUR ACTIONS - CLASS ENEMIES



"The highway Belgrade - Zagreb is one of proud achievements from that period. But it was not built only by the youth labour brigades, as was advertised all over, but they were helped by forced labour, the 'class enemy' from the lines of bourgeoisie, which is, perhaps, one of the reasons why it was made so badly."

Denis Rusinov, Yugoslav Experiment, pg. 38

LABOUR ACTIONS



30 years of youth actions,
Beograd 1976, pg. 106

„COMRADE TITO, YOU JUST WRITE....”



When I first time went to a labour action I was 16, just finished 2nd grade of Gymnasium. I very much wanted to go and join the brigades. My parents were not at all happy about it and they hardly let me go. They believed I will not bear the hard labour there. It was 1962, and a highway Belgrade-Zagreb was under construction, at that time it was called ‘brotherhood and unity road’. I admit, it was very demanding, but also nice. We were sleeping in barracks with over 50 beds. Showers were outside, and we all took showers together. My brigade was close to Belgrade. Almost every weekend we were visited by writers, actors, singers... I enjoyed it, as I had no chance to see them in a place I was coming from.

There were hundred of us in the brigade, but only 10 from the cities, the rest were from villages. Parents were concerned if we will get along with them. There were no problems. We used to compete with other brigades in exceeding the norm. The slogan most often heard in that 1962, was: “*Comrade Tito, you just write to us, we will work in the rain, and if Jovanka writes too, we will work non-stop.*”

Jasenska Jovanović, born 1946

TWO JOBS AND NOT A SINGLE SALARY



Just after the liberation of the country, in April 1946, to the epidemic hospital I worked in, in Belgrade, came a directive, seeking medical workers at a labour action of railroad construction Brcko - Banovici. Although I was only 18 and never separated from home and parents, I asked the hospital manager to send me to help the action workers. Since I was sent there as a nurse, I was receiving a salary, which was not at all so small at the time.

First I was sent to Brcko. My job was to examine all that were going to the action, and put the ill ones to the stationary. When I finished with that, I went into the field, with a task to man the ambulant. Every morning getting up was at 5. We were sleeping on straw-stuffing, we were eating beans and cans, cooking was outside in large pots. The work was 8 hours a day, in two shifts. Daily norm was to dig out 250 wheelbarrows of ground. There was no mechanization. The only tools we had were peeps, shovels and wheelbarrows. After work, political commissaries were holding lectures on political situation, how to recognize the ‘suspicious’ ones and how to report them. I was holding lectures about recognizing disease symptoms and hygiene.

Since I was receiving salary, others in the camp were avoiding me and took me for some kind of a ‘misfit’. Because of that, I renounced my salary and for two months I worked first shift in the ambulant and second shift on the construction of the rail road. I remember that period as a difficult one in my life.

Roksanda Blagojević, born 1928



1. What motivated young people to participate in labour actions?
2. Was it voluntary work and work without compensation?
3. How much ORAs contributed to reconstruction of the country, and when the interest for them stopped?
4. In what way the state could spread its ideology in those actions?



Pupils should interview someone who took part in youth labour action.

GROUP B: JNA

The Yugoslav National Army (JNA) was a key institution of the Yugoslav state. All capable men over 18 had to serve the military service, which lasted, depending on the period and the designated branch of military, at least one year.



TITO ABOUT JNA

Tito's expose on the occasion of a 10 year anniversary of JNA, 21 Dec. 1951

“Our National Army (...) is not only a revolutionary armed force of our socialist country, but is a builder of socialism itself (...) It is truly a National Army, it is a monolithic organism and a bearer of unity and brotherhood of our peoples - and that is the legacy of the great liberating and revolutionary fight that their soldiers were dying for during the war (...)!”

Stanojevi} Tihomir, Tito - re- i delo, Beograd 1971, pg. 81

MILITARY PARADE, 1975



Military parade in Belgrade in 1975 - 30 years since the defeat of fascism



Drug Tito, Ljubljana, 1981, pgs. 28-29

THE ROLE OF JNA



“The state authorities, army, state security service and police, were completely in the hands of the Communist Party. Practically in all managing positions, in all institutions of the system, there were members of the party. Over 94% of the commanding cadre in the Army are communists... 85000 communists are today working in the Army.”

Du{an Bilan li}, 101., dio preuzet iz Josip Broz Tito, Politi-ki izvje{taj, V kongres KPJ, “Kultura”, Beograd, 1948, 140.



ALLOCATION OF BARRACKS IN OSIJEK



AN INTERVIEW WITH EDINOM R.

When I got a call for military service in 1989, I felt I was going to do something important, to be a part of something big, something common. My parents were happy and sad. Happy that their boy has grown to be fit for the army, sad that they will be separated from him the whole year. There was a saying in the people that who is no good for the army, is no good for anything. A decade before that time, a boy who did not serve the military term would hardly find a bride, he would have been considered incapable. At the end of '80s, the situation somewhat changed, there were boys who simulated to be ill, and there were rumors that the army is not ours (common, Yugoslav), but Serb only. I, as most of my friends, did not want to believe that the JNA is not Yugoslav, not national army.

After a farewell party organized by my parents, to which all my friends and cousins came, I went to serve my term in Batajnica, a small place near Belgrade. Although the barracks housed a small number of soldiers (just over a hundred), they were from all republics of Yugoslavia and representatives of all nations and nationalities. There were no Albanians there, however, the word was they are not reliable to serve in this important place (there was a central point of JNA communications). The Army policy was to send soldiers out of their region, so that representatives of different nations in Yugoslavia get together and get to know each other, make friends and realize the propagated spreading of brotherhood and unity. I have a feeling the army attempted to subdue the individual interests to the collective one, from the smallest - military unit, to the largest - state of Yugoslavia. One should sacrifice for the group. In army, punishments were mainly collective, as well as prizes. If someone would do something wrong, the whole group would suffer, sometimes the group would 'take care' of the disobeying individual. The one would get a portion of 'blanketing' (the group puts a blanket over the 'victim' and kick him well, but he does not see a single doer - the usual thing in military).

When I think about that time now, this deleting your own identity bothers me, but, I have to admit, it did not bother me then.

(An interview with Edin R. from Sarajevo)



1. What was the role of Yugoslav National Army in the country?
2. What the slogan «brotherhood and unity» meant for the JNA?
3. Think why the barracks were in the town centre, what was the purpose of it?
4. How could an individual feel, while in the Army?



Pupils should interview someone who served in the Yugoslav National Army.

GROUP C

All pupils in lower grades of primary school were enrolled into a pioneer's organization. It was a very formal act for the pupils, teachers and parents. Presence of politicians in such ceremonies was mandatory. In that way all the pupils entered pioneer's organization and were becoming pioneers. A hat and a scarf were characteristic symbols of pioneers.

PARADE OF PIONEERS



PIONEERS' ORGANIZATION



Each pioneers unit has: name of unit, usually name of a national hero from WW2, or some other deserving person; a unit flag, displaying the name of the unit, the unit song, a drum and a trumpet.

Pioneers' uniform consists of: pioneers' blue hat with a star, red pioneer scarf, white blouse and blue skirt or trousers.

Pioneers' salute is: right hand fist, raised to the forehead, and words:

For homeland with Tito – Forward.

Pioneers' booklet

LITTLE PIONEERS



Little pioneers, we are a real army,
every day we grow like green grass,
death to fascism, freedom to my people,
my mom will call me a pioneer.

Mommy, give me a needle and red fibre
to sew a hat to a wounded soldier,
death to fascism, freedom to my people,
my mom will call me a pioneer.

a popular children song

TITO AND PIONEERS



Mi smo Titovi, Tito je nas, Zagreb 1975. b.p.

PIONEERS' BOOKLET (FRONT)



PIONEERS' OATH



Today, as I become a pioneer
I give pioneer word of honour:

I will work and study hard,
respect parents and teachers,
be a fateful and honest friend,
who keeps the promise:

To follow the steps of the best pioneers
cherish the glorious deed of partisans
and advanced people of the world
whi wish good and peace:

To love my homeland
self-managing Socialist Yugoslavia
her brotherly nations and nationalities
and build new life full of happyness and joy.

Pioneers' booklet

GREET MY DADDY (popular song)



Our step is not so firm,
as we are not the real soldiers,
though the same hat and star,
we carry on our heads.

But, it must be said,
we sent our dads to the army,
to stay there for a while,
and then to come back to us.

Greet my daddy,
there, behind seven hills,
greet my daddy,
on waves of the blue sea.



1. How were pioneers orgnized and what was their 'trade mark'?
2. Carefully look at symbols of pioneer organization and answer what do they remind you of, analyse pioneers uniforms, flags and salute.
3. Explain why there are no pioneers organizations today?



Pupils should make an interview with someone who was a pioneer!

SOCIALISM WITHOUT HUMAN IMAGE



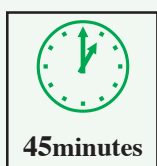
What was the reaction of the state to critics and expressions of dissatisfaction?



TEACHER'S PART

EXPLANATION OF WORKSHOP

Despite the image the official state propaganda created, presenting Yugoslavia as an ideal example of unity of nations and party (state) leadership, which was in the West often labelled as 'Socialism with human image', this state, during the whole socialist period, had significant, stronger or weaker dissatisfaction of certain social and national groups. These dissatisfactions clearly reflected in occasional bursts of crisis, expressed through critics and demands for changes of the existing state, in political, social and national sphere.



The topic of this workshop are some of serious crisis that 'shaked' the Yugoslav state and society. They were selected in a way to chronologically encompass different decades in development of the country as well as to point to diversity of dissatisfaction motives, political, social-economic, and national. Teacher should use this workshop to present the 'other side' of the Yugoslav political reality, thus opening the space for discussions about its fate as a state.

RESULTS

Pupils will be enabled to understand the circumstances in SFRJ and assess interests of different social groups and peoples in it. They will recognize the methods the state used in solving the problems. Using the historical sources pupils will independently draw conclusions and form their views, that they will be able to defend with arguments. Through the work they will have to confront their views, but also to correct them and formulate some common findings as a group.

GOAL

To present the pupils historical sources from which they can understand political changes in SFRJ, and based on that, to see what was the state's relation towards those events.

ORGANIZATION OF A LESSON

The teacher will point out the subject of the workshop in the introductory. After that he divides the pupils in groups and gives them sources for work and tasks formulated in questions. Group work follows, and it is important that the teacher is there to give additional clarifications to groups that need it. After the pupils finish with the analysis and answer the questions, follows the group presentation. In the final part, representatives of the group (and other) will jointly fill out the table and answer the key question.

	1968.	1971.	1981.
demands of social nature			
demands of political nature			
reaction of the state apparatus			

GROUP 1

STUDENTS' DEMONSTRATIONS OF 1968

Students' demonstrations in Yugoslavia in 1968 were preceded by students' riots worldwide in the spring of 1968, especially in France and Germany. They bursted as an expression of dissatisfaction with social situation in Yugoslavia. The critics hit on privileges, personal enrichment of some, unemployment, and the most radical slogan was: 'Down red bourgeoisie'. It is important to stress that protests were not targeted against the state order, but against compromising the basic ideas of socialism.



RESOLUTION OF THE BELGRADE UNIVERSITY STUDENTS (3 June 1968)

We, students of Belgrade University, DEMAND

1. Realizing the constitutionally guaranteed right to equal conditions of education.
2. Creating conditions in which a University would REALLY BE A FREE, CRITIC, AND TRULY SELF-MANAGED institution.
3. Improvement of material position of students and workers.
4. Improvement of material position of University and creation of conditions for free and critic scientific work
5. Strengthening the influence of science and University on social developments.

WE FURTHER DEMAND

6. Realization of Constitutionally guaranteed right to work and freedom of work.
7. Increase of minimum wages.
8. Abolition of all social PRIVILEGES AND disabling INDIVIDUALS GETTING RICH AT THE EXPENSE OF THE WORKING CLASS.
9. Thorough reform of cadre policy in all spheres of social life.
10. Free and non-biased media.
11. Freedom of strike and demonstrations.

STUDENTS OF BELGRADE UNIVERSITY

@ivojin Pavlovi}, *Ispljuvak pun krvi (A spit full of blood)*, Beograd, 1990, pg. 48



1. Try to determine to which social groups demands of students related to.
2. Extract the demands of political character.
3. Notice which negative things in the state and society the students recognized.

COMMUNIQUE OF THE FEDERAL GOVERNMENT



(4 June, 1968)

"Tonight the Government under chairing of Djurica Jojkic talked with representatives of the Action committee of students' demonstrations and discussed their demands... Expressing regret for conflicts of students with the Police ('people's militia'), the Govt. and the Action committee formed a joint commission to investigate the circumstances of conflict and determine the responsibilities for possible use of excessive force."

B. Petranovi} - M. Ze~evi}, Jugoslavija 1918-1984, Beograd, pg. 959

STUDENTS' DEMONSTRATIONS OF 1968



@ivojin Pavlovi}, *Ispljuvak pun krvi, Beograd 1990.*



1. Describe the reaction of the representative of 'people's militia' towards a demonstrant.
2. When and in what circumstances the use of force is justified?

GROUP 2

THE CROAT SPRING OF 1971

The term 'Croat Spring' relates to the political, national and economic movement that enclosed Croatia in late 1960s and early 1970s. The aim of the movement was greater political and economic stability of Croatia within Yugoslavia, especially in the field of tourism and foreign currency regime. Croatian students gave their support to Croat Spring by organising a general strike. That very strike was the cause for Tito and Yugoslav political leadership to stop the movement and remove Croatian leadership. There followed a number of removals, firings and imprisoning of members of Croat Spring. Due to the massive support of citizens of Croatia, the movement was often referred to as the Massive movement, or "Maspok".

AN INTRODUCTORY OF J. BROZ TITO AT THE SKJ (Party) PRESIDENCY SESSION

(1 December 1971, Karađorđevo)

"... in press, particularly Matica hrvatska, but also in Vjesnik and other papers - some more, some less - those various anti-socialistic anti-self-management elements give such statements that are absolutely anti-constitutional, punishable and they require persecution. They speak freely, and there is no reaction. I had to tell the comrades that it is unbearable.

— We know there is this, so called, revolutionary committee of 50 - and I call it counter-revolutionary that runs all the actions. There 4, 5 of them who are 'in charge', but we know there are many more. It is an organization that works both legally and illegally, and the core of everything is Matica hrvatska. The things have gone so far that it cannot be expected and allowed, not only individuals but counter-revolutionary groups, to act in our socialist country."

B. Petranovi} - M. Ze-evi}, Jugoslavija 1918-1984, Beograd, pg. 986



1. Who is, according to Tito, to be blamed most for the situation in Croatia?
2. How do you understand the term 'counter-revolution'?

KEEPING FOREIGN CURRENCY UNTIL NEW SOLUTION IS FOUND

Rijeka, 22 November - we demand, in the interest of a working class, that foreign currency, foreign trade, banking and customs system issues are resolved by 1 January 1972. Otherwise, we propose to our city leadership to keep the foreign currency in town, in our republic, and that we manage them.

This demand was presented at the rally of Rijeka university students, as a result of several hours discussion on constitutional amendments. Rijeka students propose other municipalities in Croatia to do the same. About 5000 students demand adoption of such systemic solutions that will enable normal functioning of ship building and tourism. Since the national sovereignty is inseparable, as concluded on discussions of proposed amendments on Croatian Constitution, Rijeka students believe that Croatia is a sovereign state of Croat people. Croatia is a state of Croats, Serbs, Czechs, Italians, Hungarians, Slovaks - that is, a state of all its citizens. It is established on the rule and self-management of the working class. The official language is Croatian, official alphabet is Latin. The national hymn is 'Lijepa naša domovino' (Our beautiful homeland) in its original form, Zagreb is the capital city..."

Vjesnik, Zagreb, 23 November 1971, pg. 5



1. Try to identify which demands are economic, and which are political.
2. Do you think some of the demands were justified, and why?

GROUP 3

THE KOSOVO CRISIS OF 1981

The SFRJ Constitution of 1974 gave a very wide autonomy within Serbia to the Socialist autonomous province of Kosovo. Demanding higher degree of independence by creation of own republic, Kosovo Albanians organized mass demonstrations in 1981. The main slogan was "Kosovo - Republic".

Retaliation of authorities against the demonstrators and their leaders was strong, they ended up in jail. After Tito's death the Serbs in Kosovo started to support a request for amendments to the Constitution in order to return the autonomy to the state prior to 1974. This worsened the relations between the Serbs and the Albanians. New wave of demonstrations started in 1989, when the Serbian Assembly changed the Constitution of Serbia and reduced the Kosovo autonomy. Most attention was paid to the strike of Trepcan miners, who stayed in the mine as a symbol of protest. The authorities proclaimed the extraordinary state.

OFFICIAL REPORTS ABOUT DEMONSTRATIONS



"On Wednesday evening in student centre in Pristina there was a violation of public peace and order by a group of students. It happened when certain enemy elements tried to use the dissatisfaction of a certain number of students with the quality of food in the student's canteen. After the intervention of university staff, students and other activists, the said group disbanded and went to their homes. The work and teaching process at the University in Pristina are regular."

Vijesnik, 14 March 1981, pg. 4



1. What were the reasons of dissatisfaction of students in Pristina in this report?
2. What effect was supposed to be achieved with such a report?

PRESIDENT OF YUGOSLAV PRESIDENCY, LAZAR MOJSOV, ON THE 20TH SESSION OF THE CENTRAL COMMITTEE OF THE COMMUNIST PARTY ON ACTIVITIES OF COUNTER-REVOLUTIONARY FORCES IN KOSOVO (7 May 1981)



"... The enemy action had from the beginning counter-revolutionary character, it is envisaged to slowly spread and endanger the foundations of our brotherly community - brotherhood and unity, equality, constitutional order and self-management, with an attempt to, using weapons and violence, take over some vital institutions. These actions were led by the nationalistic and counter-revolutionary elements from the positions of Albanian nationalism and irredentism. The goal was to destroy the constitutional order and to proclaim some 'Albanian republic', thus creating a crisis not only in Yugoslavia, but also in this whole sensitive region for international relations, jeopardising the territorial integrity of Yugoslavia. This action of enemy elements and those who stand behind it, aimed to hit severely our socialist self-managing community, disrupt its internal structure and weaken the international position and reputation of Yugoslavia in the world."

B. Petranovi} - M. Ze-evi}, Jugoslavija 1918-1988, Beograd, pg. 1250



1. Which values are in danger according L.Mojsov?
2. Compare situation in Kosovo 1981 with today.

AZEM VLASI ON EVENTS IN KOSOVO IN 1981, IN WHICH HE PARTICIPATED AS A FUNCTIONARY OF COMMUNIST PARTY (given in 1995)



(...) In 1981 in Kosovo, a number of negative circumstances occurred simultaneously, which preceded demonstrations and those events. No matter how fast we went to economic and cultural development, national emancipation, Kosovo, as the most underdeveloped area of Yugoslavia, was burdened with numerous social problems. (...) Then there were foreign factors, propaganda from Albania, other intelligent services (...) It was a common fact that on East they were looking suspiciously on the practice of Yugoslav socialism. East Europe countries, primarily Russia, were interested to neutralize the objective influence of our Yugoslav example (...) Beware, the federal top got scared, and reacted panically, as something like this was happening first time after Tito died. When troops of federal police arrived, nobody in Kosovo was authorised to command it, but federal top exclusively. They simply concluded that demonstrations had to be stopped at any cost. The use of force, excessive to that extent, was a tragic mistake. Spirits got disturbed in Kosovo, which is understandable, there was hardly a family that had no student in Pristina. As soon as they heard what was going on, parents joined the protests (...) So, we had panicing leadership in Belgrade, Province leadership that lost control, hence, the use of force followed, and it culminated on 31 March, 1 and 2 April. (...)

Petrović, Momčilo, *Pitao sam Albance {ta `ele, a oni su rekli: republiku, ako mo`e... (I asked Albanians what they wanted, and they said: a republic, if you please)...* Beograd 1996, pgs. 41, 44



1. What were the causes of crisis according to Azem Vlasi?
2. Compare the perception of the same events in three sources. In what and why they differ?



STANDARD OF LIVING



„DADDY, BUY ME A CAR...”

(Occurrence of consumer society)

What are the similarities and differences between consumer society in socialist Yugoslavia and consumer society in your country today?

EXPLANATION OF WORKSHOP



45/90
minutes

TEACHER'S PART

Today's generations of children and young people grow and mature in consumer society, which is more or less part of their daily life. "I have, therefore, I am" seemingly has become the motto of the modern world, and the young accept it without reservations.

Disclosing to the pupils when and in what way consumer society appeared in their countries, what were the characteristics of that early stage of consumer society, may be intriguing and interesting, especially with the method of independent analysis of different sources. Through analysis of key issues characterising the consumer society in the topical period and a contemporary consumer society, pupils might come to interesting and amazing conclusions about similarities and differences now and then.

This workshop may be held within a topic 'World after the WWII', that is, after learning about socialist Yugoslavia, so that pupils, with acquired knowledge about political and economic system, could understand the specifics of occurrence and development of consumer society in Yugoslavia.

The workshop may be used in several ways, during one lesson, block (double) lesson, or two separated lessons. The teacher may select only some sources he/she finds interesting and process them in one lesson, or may go through all 10 sub-topics in form of a block lesson.

TASKS Pupils should learn about the occurrence of consumer society in three republics of socialist Yugoslavia, main indicators of development of consumer society, symbols of that society in the period from 1950s to 1980s, ratio of spending compared to some European countries, specifics of consumer society in Yugoslavia, expectations on the one hand and difficulties and disappointments on the other, breakthrough of consumer society to villages and neglecting the villages, influence of consumer mentality to attitudes about women.

Developing pupils' ability of critical approach and valuation of source material (text, photo, caricature, tables, charts), enabling pupils to see 'hidden' messages and information, analyse statistical data, compare sources, putting problems and events of the past into a modern context, creation of own charts and tables.

Developing an interest for multiperspectivity, ability of empathy, ability to set own goals and opinions, develop interest for and ability of team work.

GOAL Getting to know the occurrence, development and specifics of consumer society in socialist Yugoslavia; encouraging discussion on indicators of consumer mentality in the period 1950s to 1980s, and comparing those indicators with present characteristics of consumer society.

ORGANIZATION OF A LESSON

step 1: Introducing the pupils with the question: *What do you understand under consumer society, what associations come to your mind?* Pupils' answers (their *brain storm*) teacher writes down in a column on the blackboard. These will be needed at the end of a lesson, in order to answer the key question. (2-3 min)

step 2: Form 10 groups of 2-3 pupils. They are given sources for their group and instructions for work. During 15 minutes, pupils work on sources and answer questions that lead them to the answer to the main question of their source - sub-topic.

step 3: Each group presents conclusions on their source(s), following the given questions, then answers their main question (up to 60 min). Answers to group main question teacher writes on the board.

step 4: We compare the words, that is, pupils' associations from the beginning and those most often mentioned during the workshop that symbolize consumer society of the selected period (5 min). The pupils notice differences between consumer society in socialist Yugoslavia and contemporary consumer society they live in, and answer to the key question of the whole theme (5min).

PUPILS' PART

Context

Consumer society on Bosnia & Herzegovina, Croatia and Serbia appeared and developed in specific circumstances of socialist Yugoslavia and its 'economic miracle', but also in the circumstances of European post-war 'golden age' in social and economic sense.

Yugoslavia, with its specific system of self-managing socialism, was somewhat more liberal of other socialist countries of the East Europe, so it was righteously called the western oasis in socialist world. Her borders were open, so it was exposed to West Europe consumer influences, which became the motor of development of consumer society in it. Although national, ideological and other issues remained unresolved, democratic principles not respected, the needs of population grew from decade to decade, standard was increasing. Although consumer society did not reach its peak during the existence of Yugoslavia due to the general social and economic crisis of the 1970s, spending went higher and higher, even over abilities of the society. Since the socialist society, after all, could not be a society of equal, the fact is that in the certain well-being, consumption and raise of standard, some enjoyed less, some more than other.

Group 1

PROBLEMS AFTER THE WORLD WAR 2



What problems were faced by the population and by the authorities in post-war Yugoslavia?



1 TESTIMONY ABOUT HUMANITARIAN AID AFTER THE WORLD WAR 2

It was very difficult after the war. Famine and poverty. There was some organization UNRA - never knew what it really meant. Something about United Nations. We were getting some humanitarian aid through it. Their symbol was two shaken hands and it was everywhere on the sacs of food we were getting. They sent wheat mostly, and it would then be distributed to people in bags, and people would then trade it in stores for ready bread. There was also a lot of canned food. For sportsmen there would sometimes come packages with chocolate, honey, cookies... Later on we started to receive shipments from our relatives from America. They were sending us clothes and shoes. So, from some relative in America, which I did not know at all, I got a beautiful 'hawaiian' shirt with palm trees... I wore it throughout the secondary school. I really liked it. ...we, the children, would be the happiest when a package from uncle Ivo would arrive. There were nice goods inside, shoes... Bad luck is if nothing is your size. And we were seven children, and uncle Ivo did not know our size exactly.

Marinko Jurica, retired teacher, Dubrovnik



2 SMUGGLING THE "MODERN ITEMS"

In the 1950s, while there was rationed supply of certain goods, there was such a consumer psychosis that everything that was rationed people would buy regardless to the real needs. An old trader, Pavo, a long time widower, had for some time a stock of a few hundred boxes of tooth paste. One day he 'released' a word that each person is entitled to one pack, so he soon sold out the whole stock. His regular customer, Ms Ane, who used to sell a few modern items herself from American packages she received, asked for her tooth paste. 'What do you need it for, you have no teeth' asked Pavo, and she replied - 'When you were coming to buy female socks and panties, I did not ask you what do you need it for for you have no wife!'

A. Koba{i}: Prilozi za kroniku razvoja poslijeratnog Dubrovnika, magazine 'Dubrovnik', 5-6/1984

3 PROPAGANDA POSTER



Text on poster:
"Let's fight the speculations and black market"

A poster from early 1950s



1. Why was there humanitarian aid after the WW2?
 2. What were the most frequent goods?
 3. Which items were called 'modern' in the text?
 4. Search the text for a part that shows how it was possible to notice a consumer mentality even in the circumstances of low standard!
 5. Which possibilities were offered by 'American packages'?
 6. Discuss the symbolics of colours on the poster!
- Following these questions make an overview of supplied sources and answer the key question.



Group 2

INDICATORS OF DEVELOPING CONSUMER SOCIETY



In which period consumer society appeared in socialist Yugoslavia, and how is it visible from the supplied sources?

1

SHARE OF CERTAIN SEGMENTS IN TOTAL PERSONAL EXPENSES (IN %)



	1952	1965	1972
Food	53,9	43,2	39,5
Alcohol and tobacco	13,6	9,4	11,3
Clothes and footwear	18,8	15,4	13,7
Furniture and home appliances	4,8	8,1	10,2
Traffic and communications	1,8	6,4	9,4
Hygiene and health	2,6	3,5	4,1
Culture and leisure	0,7	3,3	3,8

Group of authors: *Trideset godina socijalisticke Jugoslavije, Monos, Beograd, 1975*

2

CONSUMPTION INCREASE



Electricity per capita:

1952 17,3 kWh

1972 369,4 kWh

Number of electric stoves per 1000 citizens:

1952 1,0

1972 194,6

Number of cars per 1000 citizens:

1950 0,4

1973. 54,4

Group of authors: *Trideset godina socijalisticke Jugoslavije, Monos, Beograd, 1975.*

3

A POPULAR SONG



One of the most popular songs in 1960s was «My little girl», which won the first Opatija festival in 1958.

Here is the refrain:

«... *Daddy, buy me a car, a bicycle and a scooter, buy me a rabbit and a bear, trolle 'Jugovinil'. Daddy buy me cakes, bombones and two oranges, one little baby, and that's all...*»

The song ends with the line:

«*Daddy, buy me everything...!*»



1. In which segment of personal consumption we see an increase and in which a decrease in the period 1952 - 1972? Why exactly those data point to the development of consumer society?

• 2. What could indicate the decrease for food, clothes and shoes from 1962 to 1972, and an increase for all other segments?

3. What conclusion is suggested by the text of a song from source 3?

Group 3

SELF-SERVICE AND DEPARTMENT STORES



Was the appearance of department stores and self-service stores a cause or a consequence of the development of consumer society?

1 “TRADERS ANNOUNCE: CUSTOMERS’ WISHES WILL COME TRUE”



It is almost a regular thing that in Osijek stores a customer loses a lot of time in shopping, waiting in line. And therefore leaves the store dissatisfied. The fact that most stores work in a little, crowded space, contribute to it. Also the fact that the most important stores, those selling food and daily consummables that are most visited by the citizens, do not offer all the articles in one place. Such a way of business, which is not good for customers but also for traders, seeks changes, that will enable the trade to go on faster, virtually with no waiting time. Osijek retail sale network is concentrated in city centre... From a total of 54 stores with daily consummables, 38 are situated in Upper and Lower city, while only 16 are in other city blocks. In order to bring the goods closer to the consumer, large shopping moles will be opened in the next 5 years. Each such mole will provide the full assortment of goods and other house necessities... The faster tempo of living demands quick service. Today, a man has no time nor patience to wait to be served. That is why a modern store enables him to get the goods himself. It is planned to open 9 stores in the next few years in Osijek, which will function on the principle of self-service. Today's only department store in Osijek, Robni Magazin, will also expand. It is demanded by its turnover, that doubled in the past few years...

Glas Slavonije, 29 November 1960

2 INCREASE IN NUMBER OF SELF-SERVICE AND DEPARTMENT STORES



The first Croatian and Yugoslav self-service store, opened in 1954 in Ivanec, six years after the first British self-service store. In 1950 in Croatia there were 7030 stores including 4 department stores (per 3,9 million citizens), and in 1970 there were already 15771 stores, 607 of them self-service and 13 department stores (per cca 4,4 million citizens).

Igor Duda: *U potrazi za blagostanjem*, Zagreb, 2004

3 INCREASE IN NUMBER OF SELF-SERVICE AND DEPARTMENT STORES



“ordinary” store



Self-service store



Department store, Mostar



Department store, Zagreb



1. Identify sentences that speak about changes in the way of living in 1960s!
2. What the appearance of dep. stores and supermarkets meant for daily life of people?
3. Department stores on photos above, as well as other in that time, were in city centres. What does it tell you about the consumer society?

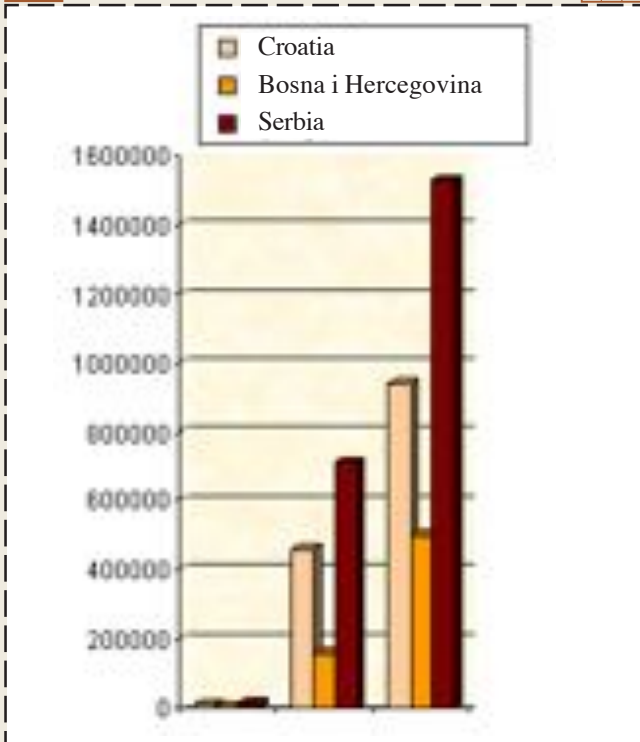
Group 4

COMPARISON WITH SOME EUROPEAN COUNTRIES



Yugoslavia had a consumer 'boom' in the 1960s, often measured through purchase of technical goods and cars. What can you conclude from the supplied sources about the development of consumer society in relation to other European countries?

1 TOTAL NUMBER OF TVs PER REPUBLICS



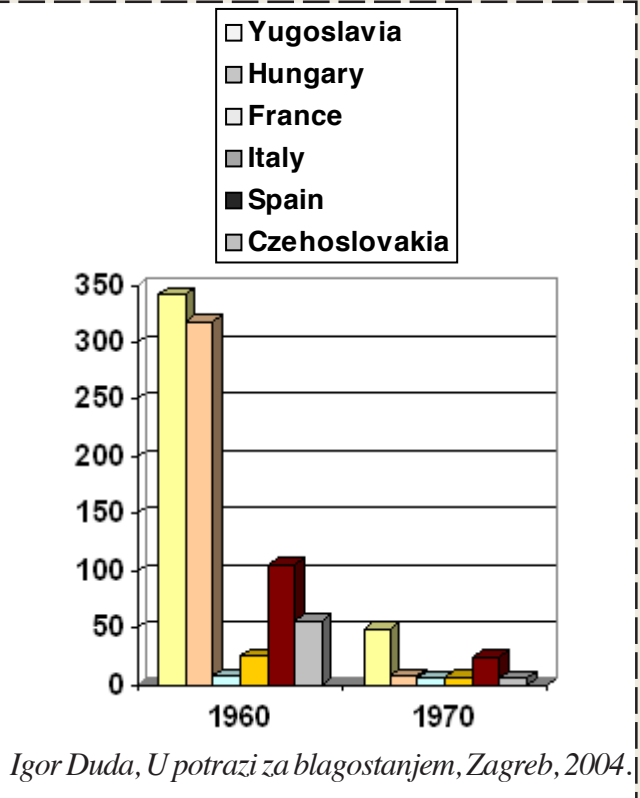
2 NO. OF CITIZENS PER TV IN EUROPEAN COUNTRIES IN 1967.



Yugoslavia	20
Italy	7
Hungary	9
Spain	12
France	6
Czechoslovakia	6

U potrazi za blagostanjem, Zagreb, 2004.

3 NO. OF CITIZENS PER CAR IN EUROPE COUNTRIES 1960 - 1970



Igor Duda, U potrazi za blagostanjem, Zagreb, 2004.

Supplement

Statistics about the number of citizens



Enciklopedija leksikografskog zavoda 1967. sv. 1., 3.4., 6. Veliki atlas svijeta 1972.

No. of citizens in the year	Croatia	Bosna & Hercegovina	Serbia	Yugoslavia
1945.				15841566
1953.	3936022	2847459	6979154	16999617
1961.	4159696	3277948	7642227	18549291
1971.	4426221	3746111	8446591	22354000
1981.	4601469	4124256	9313676	22424711



1. With the data on number of citizens in certain countries, try to conclude in which of the three republics there were more TVs (or TV tax payers)!
2. Make a graphic-chart of the data from source 2 and order the states by the values of the resulting data! What can you conclude in relation to a stereotype about 'developed capitalist West and underdeveloped socialist East'?



In what ways the commercials influenced the development of consumer society in socialist Yugoslavia?

1 COMMERCIAL FOR MALE COSMETICS



2 COMMERCIAL FOR CANDY „505 SA CRTOM” 1960s



3 COMMERCIAL FOR ALCOHOL DRINK



4 COMMERCIAL FOR PHOTO-FILM, 1960s



- ?**
1. What are the ways of advertising the products and propagating the consumption?
 2. Explain the relation: advertising - consumer society!
 3. What do you think about advertising alcohol beverages?
 4. In your opinion, what is more important for sale - what is advertised in a commercial, or who does the advertising?



Explain whether shopping in neighbouring countries is a sign of open, consumer society?

1 WHAT PEOPLE USED TO BUY IN AUSTRIA



(...)” Most mature men and women come here for medicaments (considering ebb and tide in local pharmacies, this story is founded) (...) What can I do, said Ratko, whose car condition forced him to travel by bus, for a month I cannot pass the technical exam of the car since my headlights are not good, and here you just can’t find them. (...) But, what about a woman who took a 180 km trip to buy a tap sealing rubber!?’ ‘In whole Zagreb there are no rubbers for that type of tap’ and she spent the whole shilling on it. (...) once a month in average I come here to buy a can of paint and a dilluter, in Zagreb you can’t find it no matter what. (...) for my son I buy canned jounces, just for that pfff sound (...) shopping baskets are full in self-service stores, tea, candies, margarine, shampoo, body and face cremes, soaps, tooth paste, cheeses, salamies, but above all detergents, coffee and rice. (...) a few only ‘surrender’ in nicely arranged shops with clothing, with servile traders and high prices. Just occassional blause, shirt or a pullover ‘lose Austrian citizenship’ (...) But who can resist disco-rollers, photo equipment with lenses, equipment for sports and recreation, as in our shops, as claimed by those who buy such products, there are none or cost much more (...) an information that in Liebnic (a village with 6500 inhabitants, with two streets up and two streets down) the annual change of Dinars is in the value of 400 million ATS (Shillings).”

Svijet, no. 7, pgs. 29-39

2 ITALIANS ADVERTISE SHOPPING



POSJETITE
najteftiniju robnu kuću

GIOVANNI

TRST — VIA GHEGA 6 — TEL. 31863

BLIZU ZELJEZNICKE I AUTOBUSNE STANICE
GDJE IMATE NAJVECI IZBOR KOMPLET-SETOVA,
HLACA, SUPER RIFFLE, MANTILA KAO
I OSTALIH MODERNIH ARTIKALA U VELIKOM
IZBORU

Weekly VUS,
1970s

3 ITALIAN SHOES



The oficial information is that last year we imported 4.500.000 pairs of shoes from Italy! Pardon! The citizens imported, therefore it is a private import, and the registered one... And what about our shoe industry? Perhaps they will think whether the quality of their products corespond to basic criteria and demands of consumers, if the ladder is moist, full of salt, not well processed, not of good quality, badly assembled, that bottoms peel-off, that shoes are incomfortable, ugly and expensive, simply, that what they produce today is not needed by anyone. Perhaps they will think about the fact that we have so many young and talented designers and modellers, but for them to go through a shoe factory gate is like taking a camel through an eye of a needle.

Duga, new series, no. 95, 15 Oct. 1977, pg. 13



1. Identify what people used to go for and buy in Austria, and why?
2. Divide consummables from, what was then considered a luxury stuff!
3. What is the authors' attitude about the offer and demand in the supplied articles?
4. What conclusion comes to your mind from source number 2?
5. What is the problem that author of the article in source 3 really talked about?

Group 7

TRAVELS AS EXPRESSION OF CONSUMER SOCIETY



In what way development of consumer society influence the need for travels, and vice versa?

1 THE STORY OF A VILLAGE GIRL ABOUT SUMMER HOLIDAY



“As a small girl I did not have a chance to go to the sea with my parents very often. We went for several years, but only because my sister got a bronchitis, so parents did everything to go to the sea. As far as I know, none of my friends from Slobodnica used to go with their parents to a hotel, camp, or anywhere where you had to pay. If they did go, it was to someone’s house there. My parents did not feel the need to travel - they even considered it undesirable. Besides, it was very difficult for them to leave the village in the summer, due to increased amount of work there. They were tied to farming, breeding pigs and chickens... so travels and summer vacations were out of question - who would take care of the whole household in that case?”

Gabrijela Bekavac, Slobodnica village near Slavonski Brod

2 FANTASY TRAVELS



“The nicest vacation for me are travels. I saw the most beautiful places, lakes and our wonderful coast. I visited Italy and Switzerland. Those will be nice memories some day.“

Ruza Helbert, Zagreb

“I collected all touristic leaflets from my cousins, and in my free time I ‘travel’ all around Europe and our country. I hope that some day I will also go for real travels.”

Mea Pajc, Vukovar

*From the poll on spending the free time, magazine ‘Vikend’, 1969
(taken from: I. Duda, U potrazi za blagostanjem, Zagreb, 2004.)*

3 ADVERTISING TRAVELS



HIDROGLISERI NA JADRANU

SPLIT-GIULIANOVA-SAN BENEDETTO DEL TRONTO

DUTY FREE SHOP:
cigarettes-tobacco-
whisky-gin-cognac-
perfumes
prodaja bez carine

3,30 sati – povratna karta samo: 210 d
Koper – Portorož – Poreč – Venezia
Izleti iz Opatije – Rijeka – Pula

super brzina – komfor –
atraktivnost – tri salona – buffet
– duty free shop!
svaki izlet je novi doživljaj

every excursion is a new experience
jeder ausflug ist ein neues Erlebnis



ATLAS

JUGOSLAVENSKA
PUTNIČKA AGENCIJA

priređuje redovne izlete modernim mlaznim avionom u

LONDON



5.-dnevni aranžman.
Polazak svakog
četvrtka i petka.

Cijena kompletnog aranžmana sa polaskom iz Dubrovnika
Din 1360.-

Travel advertisements, 1970, Slobodna Dalmacija and 1971, Dubrovački vjesnik

Additional info: Average monthly salary in Dinars, in 1971 was:

Bosna i Hercegovina - 1368, Croatia - 1563, Serbia - 1347



1. What do these sources tell us about social circumstances of that time?
2. Why people from village cannot travel and often have no interest to?
3. What the interest in tourist travels depend on?
4. What do you think about prices of arrangements on posters in relation to average salaries?



Define «expectations» and «disappointments» in the consumer society of the socialist Yugoslavia

1 HOW TO 'SURVIVE' NEW YEAR CELEBRATION?



...it's all New Year, Suit, shoes, artificial eye-lashes, artificial smile... all in all 800 - 1000 Dinars.

Everyone will be able to celebrate this night that catering workers prepare for their colleagues from other industries.

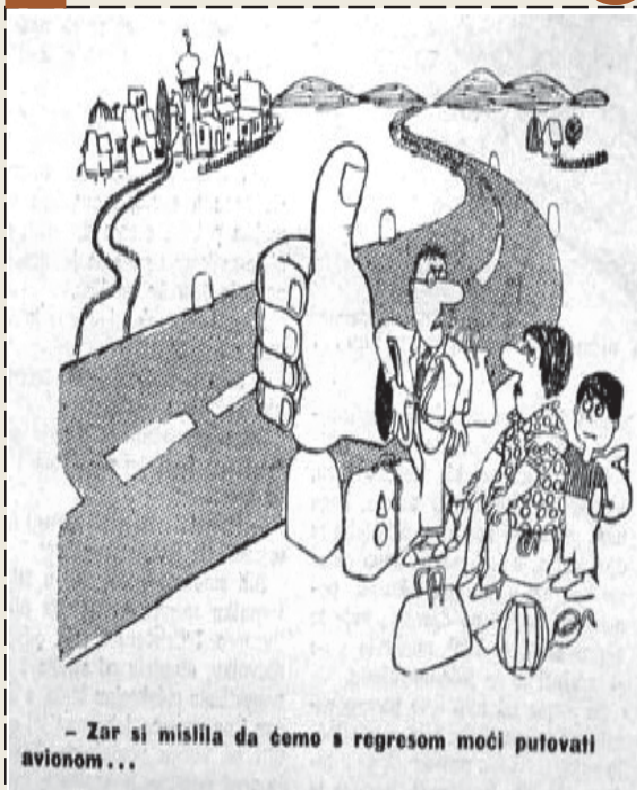
We are certain that (at these prices) Milisav, employee of 'Juhor' with a minimum wage of 1000 new Dinars, and Mileva, employee of Jagodina brewery with salary of 107.000 old, but still valid Dinars, will be able to live through 1 January, but for 1 February we are not so sure.

We fly to London. And you?



Novi put, Svetozarevo, 1 January 1974

2 A JOKE OR SAD REALITY



Svijet, Sarajevo, 1966

You did not really think we were going to fly with my holiday supplement!

3 LOAN FOR FOOD FOR WINTER AND FIRE WOOD



Beginning of fall is a time when fire wood is prepared for winter, and the housewives hurriedly prepare the food for winter. Those with 'deep pockets' buy for cash, while those with smaller salaries take consumer loans for fire wood and food for winter. What are the conditions for getting consumer loans for purchase of fire wood and food for winter? We talked about it with J.Z., Director of Directorate of crediting business of the Komunalna banka, Osijek: "We approve 'food for winter' loan up to 2000 Dinars, with repayment period of 10 months and 12% interest. There are no obstacles for getting this loan, and every citizen with credit worthiness can get it..."

Glas Slavonije, 3 September 1976



1. Why and to whom the characters from source 1 state they fly to London?
2. What is the attitude of the author regarding unaffordable spending for New Year celebrations? What is he, primarily, criticising, in your opinion?
3. What gives the conclusion that a family from source 2 is trying to live above its abilities?
4. Can we talk about development of consumer society if a family needs a loan in order to survive the winter?



What contributes to the development of consumer society in a village?

1 LEAVING THE VILLAGE



Everyone that could have left, left already. A total of 420 persons. Most of them are in their prime years, aged 20 to 40. That means that in the village everything stopped, frozen, production and the social life. Work in the field is done just for the sake of doing something... - told us the school director, Jovan Janosevic. This is, in many accounts, an interesting village. Its life changed when leaving for foreign countries started. For those who stayed the most important thing is-how to leave, as conditions became more strict. However, people manage and keep leaving. Labour is sold for sour money, French, German, Swiss... and they buy bricks, cement, electric devices...

Novi put, Svetozarevo, 22 December 1971

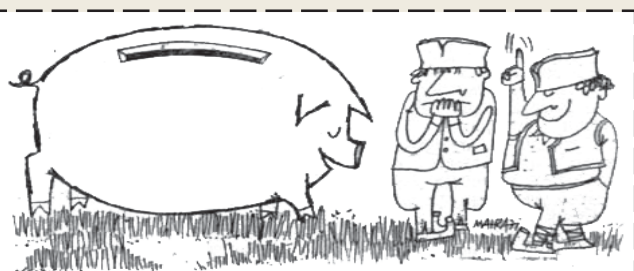
2 SHARE OF FARMERS IN THE TOTAL NUMBER OF POPULATION



	1948.	1953	1961	1971
B and H	73,8	62,2	50,2	40,0
Croatia	63,2	56,4	43,9	32,3
Serbia	71,0	66,7	56,1	44,0

Statistical calendar of Yugoslavia, 1975

3 BANKS IN VILLAGES



- How did you manage?
- I fill, 'Jugobanka' fills...

Novi put, Svetozarevo, 15 December 1971

4 ACHILLES caught-up the TURTLE



Posavina and Turopolje changed their look and way of living in the '80s, thanks to technological development. (...) Merely 10 to 20 years ago they used to go in horse driven cars and eat with wooden spoons from wooden plates. (...) Few years ago, when the first TV set arrived to the village, we would all go to see that 'thing', now, every house has one. (...) People sell horses to buy tractors. Some buy tractors, some buy cars, some buy both, some buy two cars. Pair and odd*. (...) White deep freezer is called 'a chest'. Every house has that white chest. (...) All the villages are full of white houses. Half of them made of bricks, half made of wood, but practically all of them white inside. (...) Only six months ago those villages were hundreds of years behind towns. And so close to Zagreb and Karlovac. Only half a day 'truckin' in horse cars, now half an hour drive to Karlovac, even less to Zagreb. While Yugoslavia was electrifying and asphaltting, they were using gas-lamps and walking in muddy paths. When others were 'televised' they electrified and asphalted, and then became white of home appliances. Now the white world is being computerised, and Pokuplje is not far from that. *Svijet, no. 7, 1980, pg. 32*

4 CENTRE OF A VILLAGE



A store, post office and a social-cultural house in the village of Drnje, Podravina, 1960s

- ?
1. According to sources 1 and 2, what can you conclude about the relation of socialist authorities towards village and villagers?
 2. In what way banks advertise themselves in villages?
 3. What can you conclude about the tempo of development of consumer society in the Village of Pokuplje?



Which attitudes about women were highlighted by consumer society?

1 HOME APPLIANCES



“On 100 households in Croatia in 1968, there were 75 radios, 41 electric or gas stove, 32 TVs, 31 refridgerators, 20 record-players, 18 vaccum-cleaners and 14 laundry machines.“

I. Duda, *U potrazi za blagostanjem*, Zagreb, 2004

3 WOMAN’S ADVISOR



“One should be strong to pass by the window and not enter the store. We admit, temptation is great. Sparkling windows and a loud commercial today present temptation more than ever.”

A quote from a translation of a German woman’s advisor who visited Zagreb in 1966.
I. Duda: “*U potrazi za blagostanjem*”, Zagreb, 2004.

2 COMMERCIALS OF 1960s



1. In what way the use of house appliances changed the life of women in consumer society?
2. Study the source 1 and compare the number of TVs to number of vacuum cleaners and laundry machines! Can you conclude what were the priorities of consumer society in Croatia in 1960s?
3. What do the posters of source 2 and source 3 tell you about women as consumers?



After going through the sources, pupils present main conclusions for each group, following the accompanying questions, and give the answer to the main question teacher writes down on the board.

After group presentations, issues most often mentioned are jointly identified, and they can be said to be the symbols of consumer society of the selected space and time. The teacher writes them down in a column next to the issues pupils identified at the begining as associations to contemporary consumer society.

WE JOINTLY COME TO THE ANSWER TO THE KEY QUESTION:

What are the similarities and differences between consumer society in Croatia, Bosnia & Herzegovina and Serbia, in the period 1950s to 1980s, and consumer society in those countries today?

POSITION OF WOMEN

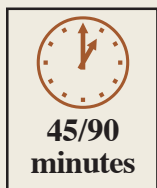


To what extent was a woman in socialist society affirmed or discriminated?



TEACHER'S PART

EXPLANATION OF WORKSHOP



Position of women in socialist Yugoslavia is a very complex and demanding theme. If we would like to work on position and problems of women in all spheres of life, in all the periods and from all the aspects, we would need a whole collection of sources and workshops. In this workshop, through a small number of sources (eight), we should encourage the pupils to think of the specifics of female history (primarily as part of history of everyday life, not history of heroines), changes in life of women in time of socialism, that is, second half of the 20th century, when in most European countries we had certain emancipation and improvement of a position of women, regardless the political system of the country. Due to the fact that these topics are not in school curricula and in textbooks, the teacher should be additionally prepared from extended readings in order not to fall into the trap of own views, experiences and emotions, if actively participated in a part of this period 1945 - 1990. The best way would be to work on this workshop after going through the socialist Yugoslavia as a whole, so pupils, knowing the social-political character, could easily place the position of women in it. The workshop is envisaged for one class (school hour), though I believe that the final discussion of affirmative and negating group could go on for another class, if pupils show an interest for discussion.

RESULTS

- Acquiring knowledge about problems of women in socialist Yugoslavia, with elements of discrimination, but also affirmation and emancipation.
- Developing pupils' abilities to study and appreciate pictorial and textual sources, and to differentiate the author's view from the view of the society at a certain point in time.
- Developing pupils' abilities for argumentative discussion and presentation of own views.
- Raising awareness with pupils about problems of position of women and forming the appropriate attitude towards the issue of emancipation of women and their equalization in all segments of life.

GOAL

Analysing the sources pupils should notice the problems and changes in position of women in socialist Yugoslavia, and identifying the elements of discrimination and affirmation of women, pupils should be encouraged to discuss certain views and values and develop their own sensitiveness for position and problems of women in the society.

ORGANIZATION OF A LESSON

Question to be posed in the introduction: When did the women of Yugoslavia get the right to vote? How important was it for their emancipation? Discuss and pose a key question as an introduction to the topic

step 1: Divide the pupils into 8 groups, and each group is given one copy of the table and one source. Four groups should get only tables where last column is about affirmation of women, and four groups table looking for discriminating factors in the last column. Teacher should warn the pupils of these differences in their tasks and instruct them to prepare for the debate and key question during analysing the source. Each group should study the source and fill out the table, pass the source to another group and so on, until all the groups analyse all the sources and fulfill the table. (20 min)

During that time, the teacher draws a table with two columns: affirmation and discrimination.

step 2 - Organize a debate between affirmation and negation group to the key question. Debate should be organized according to debating rules, where the teacher should pay attention to time limit of individual presentations, correct use of arguments from the sources, and in the end, to estimate which group was successful in arguing its thesis.

PUPILS' PART

CONTEXT

In socialist Yugoslavia, women realized their legal equality, right to education, work, equal salary as men for the same job, and right to participate in political and public life. Women who were in the war realized their legal equality already in 1942 (they could have been elected to partisan boards), while all women realized political equality on the first post-war elections in 1945. The Constitution of 1946 legalized equality of men and women in all segments of state, social, political and economic life.

Right to education will be used by more and more women, so the number of highly educated women (University) kept rising, and particularly increasing was the number of women who graduated from various vocational secondary schools. A female employee in socialism had free health care, paid maternity leave, and a pension.

Nevertheless, the number of employed women throughout the period 1945-1990 never exceeded 50%, and the number of unemployed women is always higher than number of unemployed men.

In political life women participate in relatively small number (mainly 5-15%).

The 8th of March was celebrated as International woman's day, which in the 1960s became also the Mother's Day, as the Christian Mother's Day (2nd Sunday in May) was not celebrated any more. It was marked by formal academies, school shows, receptions (even drinking parties), flowers and presents.

No. of source	Type of source	To what purpose was the source made?	Author of the source presents his view or view of the society?	The source does not tell us... (intentionally or accidentally)	Elements of affirmation / discrimination of women
1.					
2.					
3.					
4.					
5.					
6.					

1 A WOMAN IN COMMERCIAL PURPOSES



Commercial for Podravka instant soups, 1970s

2 'TRACTOR-ESS'



"In the field they are very good - said te manager, comrade Ivo Medaric. I can say we are pretty satisfied with the work of women as tractor drivers. These women were very active in field works. They very conscientiously preserve engins and integral parts, fuel and tyres. If everyone would be like these women, we would easily realize our task.

- We like machines. We never believed that peasant girls drive tractors. Today we are happy this wish came true, and each one of us wants to get to know the functioning of tractor and any other machine. We try to be fully equal to our male comrades, in obligations as well as in realizations.

... All the Slavonia women we met in factories, in agricultural works, primarily women driving tractors and those working in hemp-spining mills, promised at the occasion of the 2nd Congress of AFZ (Anti-fascist Front of Women) they will double the work for the benefit of the country."

Glas Slavonije, 25 January 1948

3 HER FREE TIME



VUS, 1971

4 WOMAN'S AUTO-RALLY



"(...) The 2nd woman's auto rally gathered 70 drivers and just as many crue members. (...) On a road of 200 km, the participants had to respect the traffic regulations, show skills behind the wheel and speed at start and braking. Although the stage was relatively easy, one contester had a severe accident just before Bjelovar. She hit the BUS. (...) Those who know auto sports say women do not fall behind men in courage. They ven claim it is much more interesting to watch female competition, (...) Competitors did not only compete in diving, but also with their hair-styles and mini skirts, equipment..."

VUS, no. 933, 1970, pgs. 48-49



5 PROBLEMS IN EMPLOYING WOMEN



“(…) Chemistry engineer Elizabeta Veceric, went to Canada, after waiting for a job in Zagreb for three years. Her colleague in trade, Marta Fajfer, is still unemployed. Most of the unemployed young girls and women with high qualification are professors and teachers, medical staff, lawyers and economists. If we add the information that in 1971, 6119 women went abroad through Employment Bureau for temporary employment and that 55000 women from Croatia found job outside homeland (...) One Zagreb lady, a long time employee of tram service, wanted to requalify from a conductor to a driver of a tram. She was persistent and she was trying to prove to everyone she will be good at it. She passed all the exams and wanted to ‘take the wheel’, but the people of Zagreb, as it is popularly said ‘still have not seen that day coming’. (...) In the factory ‘Hromos-Katran-Kutrilin’ you can still read an internal vacancy notice, looking for one chemistry engineer, but only men are considered.”

VUS, no. 1028, 1972, pgs. 17-19

6 8TH OF MARCH CELEBRATIONS



All the companies in Jajce, on the occasion of the Woman’s Day, prepared carnations and modest gifts for women, and small banquets were prepared, while 20 women of Jajce celebrated in Vienna, at the expense of their companies.

“Oslobojenje”, 1971

7 GIRLLESS CITY



Dear Editor, I heard that in Bosnia there is a city with more men than women. I am a girl, not so young anymore, and I would like to get married and start my own family. But, in a place I live there are no boys looking for brides. Many left to work and live in the cities. That is why I would like to go to that Bosnian town and get a job. I learned my trade well, I make a decent income, but it is not easy to live alone, and if I stay where I am, I will never get married. Can you help me and tell me which town in Bosnia is it?

The place you heard of is, probably, Banovici, near Tuzla. In this industrial city in Bosnia there are more men than women and they say it is difficult to find a girl to marry there. At many posts in this town it is difficult to keep female labour, as girls soon get married and leave the job.

Ilustrovana Politika, no. 134, 30 May 1961

8 WOMEN IN VILLAGES



“Over 80% of fertile land in our country is private, and there, according to statistics, women are bearers of production just as much as men. This information alone obliges that a farming woman deserves more attention.

-Considering that women make majority producers in a village, various inconsistencies in implementation of set policies hurt them more than other producers - said at the conference Vjera Kovacevic, Chairman of the Conference for all issues of social position of women in Yugoslavia. Speaking of huge advance of the village in the past 35 years, she said that cca 60% of households erected new, healthy and cosy houses, in most cases equipped with house appliances, radio and TV, many households have modern mechanization.

-A woman, as agricultural producer, however, is obstructed in food production by many open issues that affect her productivity, and they take years to solve. The story also repeats for years that a woman has unequal treatment in associations of farmers, as a husband, a father or a cousin, come in front of her, though she is the bearer of production. Along with that, care for a household, children, old, falls on her...”

Nada, no. 126, 19 December 1980

ONCE UPON A TIME IN YUGOSLAVIA**How was technological development changing life?****EXPLANATION
OF WORKSHOP****90 minutes****TEACHER'S PART**

Quite often in teaching, and in talking to colleagues and friends, we touch upon an issue of standard and quality of living in Yugoslavia after the WWII. Pupils come with informations that it used to be better in Croatia, that people were getting flats, that standard was higher, as well as salaries, that a worker was appreciated... Others come with contrary informations; that it was difficult time, permanent crisis, lack of coffee, waiting in cues... In order to support either of the two claims, we have to know well the economic situation of the studied period. Through sources from the area of civil engineering, industry and traffic, pupils should conclude by themselves what was the situation in former Yugoslavia from 1960 to its collapse. Studying the technological development of the country, along with knowledge of political history, will make it easier to conclude how and why Yugoslavia collapsed.

RESULTS

- pupils are informed with economic development and problems that were occurring in Yugoslavia in the area of civil engineering, industry and traffic in the period 1960-1985
- through analysing written and pictorial sources, pupils answer the questions and bring conclusions
- independently determine the degree of technological development in Yugoslavia, and how was it reflecting to the standard and crisis of the 1970s and early 1980s
- appropriate and argued expression of conclusions
- development of interest in history and appreciation of other (different) opinions

GOAL

Analyzing the sources that speak about technological development of Bosnia and Herzegovina, Croatia and Serbia in the period 1960 to 1989 should show how the crisis in '70s and '80s reflected to the society.

**ORGANIZATION
OF A LESSON****Introduction (20 min)**

- Teacher will remind the pupils of the basic division of economic activities on sectors: primary, secondary, tertiary, and quaternary. Teacher will give one photo to each of four groups of pupils with a task to answer the questions in tables. Envisaged time for this is 5 minutes.
- One pupil from each group reads the answers from the table. Envisaged time is 3 minutes for each group, then the teacher disclose that today's topic is technological development of Yugoslavia from 1960 to 1985.
- Pupils will continue work in already formed groups, receiving one thematic set of sources.
 - o each group has 30 minutes to study sources and answer questions accompanying the source, and a key question for the topic.
 - o groups also have the task to mark each source from 1-5. (mark 5 for a particular source means pupils agree the source speaks positively, mark 1 that the source speaks very negatively about the studied theme)
 - o indicate with every source to which economic sector it belongs

QUESTIONS	ANSWERS
What is shown on the photo?	
Which economic sector does it represent?	
Try to 'date' the photo.	
Give a name to a photo.	



Main part of the lesson (55 minutes)

- Distribution of material and work on sources (30 minutes)
- While pupils are studying the sources, the teacher draws a graph on a board. On axis Y teacher will mark numbers 1-5. On axis X the years 1960, 1965, 1970, 1975, 1980, 1985.
- Presentation of group work (25 minutes) As necessary, teacher will expand the knowledge of pupils after presentation of each group.
- After each group study the sources and answer the key question, one of the pupils from the group draws a line on the graph for the group topic. Each group will use different colour, to make the graph more clear.
- Mutually answer the key question and comment the title of the workshop.

Closing part of a lesson: (15 minutes)

- Teacher, together with pupils, comments the graph that stresses the elements of the crisis in the 1970s and 1980s.
- Discuss the topics pupils were working on.

PUPILS' PART

Context

After the WWII, Yugoslavia started a vigorous industrial development. Positive consequences of industrialization were: increase of living standard, development of cities, traffic, ship building, coal production, steel production, machines and oil refinery. Along with positive effects mostly felt in the '60s, there were also some negative effects: in the '50s, there were large migrations of rural population towards towns and abandoning the farming, while in the late '70s, despite all the efforts, imports exceeded exports, which caused massive indebtedness of Yugoslavia with foreign countries of over 11 billion US\$. Economic crisis was accompanied by a political crisis of the '80s, although the two were not directly inter-connected. In the end, there was an industrial stagnation and collapse of Yugoslavia.



How much construction took place, and how was it made?

SOME PROBLEMS OF APPARTMENT BUILDING



"Apartment building in Koprivnica region was really intensive lately, but despite that, there are still many objections. Building is still slow, while the quality does not satisfy. Almost none of the buildings is ready by envisaged time. Construction companies work without necessary mechanisation. In the period 1955 to 1960, in the area of Koprivnica municipality, 139 state apartments were built. In the same period private persons built 574."

Ve-ernji list, 1 December 1960



1. What were the problems about civil engineering?
2. This source is positive or negative about construction of flats?

BUILDING FLATS AND HOUSES



New flats

In the communal administration they say there are all conditions for construction workers to bravely go further this year. According to the plan, 6400 new flats will be finished and populated in Zagreb during the year.

Ve-ernji list, 18 March 1970

Novi Beograd (New Belgrade), 1967



A village in Kosovo, '60s



1. What the photos show?
2. Think what caused construction of sky-scrapers, and what of village houses?
3. What is the incentive for construction?

A HOTEL FOR EVERYONE'S PRIDE



Dubrovnik (...) Mika Špiljak congratulated everyone who contributed to the construction of 'Belvedere', stressing he is particularly happy that this beautiful building is a product of domestic brains and that the hotel is equipped by domestic products. (...) At the press conference the representatives of investors said, among other, that a double room / bed only, will be charged 90 \$ to foreigners, and 9600 Dinars to domestic guests. (...)

Ve-ernji list, 27 May 1985

IS THE OIL PIPELINE BEING BUILT?



"The greatest investment endeavour in Yugoslavia (...) after Djerdap. The financial construction is in its final stage. Founders of 'Yugoslav oil pipeline' INA Zagreb, Energoinvest Sarajevo and Naftagas Novi Sad, with their refineries in Sisak, Lendava, Bosanski Brod, Novi Sad, Pancevo, that will be supplied from this pipeline, have secured the necessary share for initial works. (...) It will have 735 km. (...) it is more important, said the Director, that after many previous ideas with partial pipelines, now a joint Yugoslav pipeline is being built (...) as a successful example of joining interests and assets from several republics."

VUS weekly, 4 April 1975, pg. 3



1. Why is there a need to construct the pipeline?
2. What does it tell you that prior to 1975 there was no oil pipeline?
3. What are the expected benefits from building of the hotel, and what from pipeline?

NEW FLATS, OLD PROBLEMS



"The burning problem of everyone today is how to get your own home. (...) It takes a long time to build an apartment and they cost a lot, so years may pass before a wish for own apartment come true. (...) A tenant gets a Decision about the particular flat in a particular block, and of course, the key. We say get, but in fact it means purchase, for a lot of money collected God knows how, and paid a year or two, or more, in advance, before getting the key. Often flats are paid 'on blind', meaning before the blue prints were over. (...) Let's go back a typical family and their double room apartment. At first, that flat seems to be satisfying the measured needs. Children get one room, parents get the living room, kitchen/dining room remain untouched. Just as planned by the architect. But, what if it is not a typical family? What if parents need a study room, or if children are of different gender and in those years when they cannot be in the same room? Then our tenant takes another loan, breaks down the walls, puts new ones, redecorates... One would jump to the ceiling (of joy) when moves into the new flat, but the ceiling is low. The building received a use permit, but radiators do not function, water leaks from the sink; beautiful new tapison is put 'wall to wall', but our tenant knows from the experience of his friends who got a similar flat a while ago, that the tapison is on bare concrete, that it will 'sweat' and rotten. What else, but to throw it away and put the parquete (...)"

Svijet, no. 1, 1981, pgs. 24 and 25

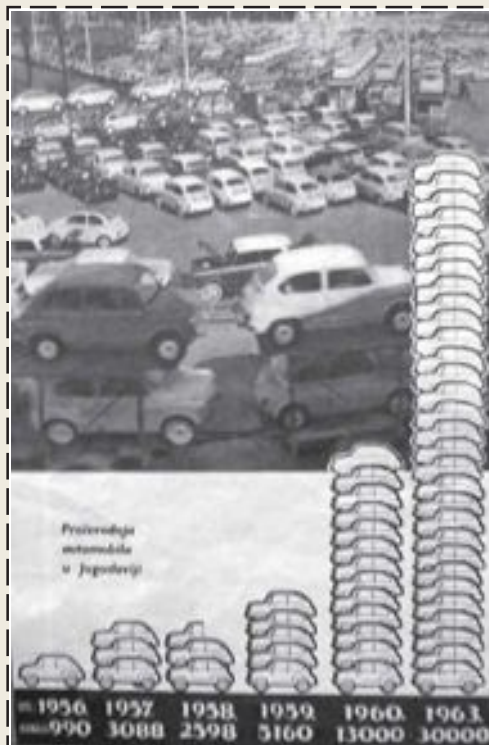


1. What problems are discussed in the text?
2. What is a 'typical family' according to the author of the article?
3. Is there a similar situation in your town today?



What changes can you notice in the period 1960s - 1980s?

PRODUCTION OF AUTOMOBILES



VUS, 1971.



1. What is shown on the chart?
2. What are the reasons for production of such a high number of cars?

REGULATIONS - LAWS



"(...) The internal affairs council, in cooperation with Council for civil engineering and communal affairs of the city of Zagreb, on its session of 29 Oct. 1960 brought an Order, which reads: Velocity of motor vehicles on certain roads in Zagreb is now limited: to 40 km/h on Maksimirska st., ... to 30 km/h on Illica st. in a part from Republika square (present square of ban Josip Jelacic) to Kaciceva st. (...) Traffic of horse driven cars on public roads, where they are allowed, must not be done in gallop..."

Ve-ernji list, 31 October 1960



1. Why limiting the speed in the city?
2. What is odd in the source, and why?

DEVELOPMENT OF AIR TRAFFIC



"The first regular international air line with Dubrovnik was opened on 8 June. A two-engine 'Conveyer' of the Holland KLM landed on the new airport of Cilipi. New direct international line connects Amsterdam and Dubrovnik via Dusseldorf... The first flight was used by representatives of the KLM and tourist agencies from England, Holland and W. Germany, who were interested in this line, as it provides a quick transport of their tourists to Dubrovnik."

Dubrova}ki vjesnik, 19 June 1962

"The Dubrovnik airport in Cilipi achieves better results each following year in transport of travellers and it reflected in the amount of total income for 1970 of 3 billion and 300 million Dinars. It is interesting to mention that during the full season the airport employed 301 core and seasonal staff, and now in the winter there are 185 employees. (...) a turnover of 584007 passengers, which is 28 percent more than in 1969. (...) Dubrovnik airport was receiving aircrafts from cca 30 foreign companies, whereas most landings were of 'Concorde' from Frankfurt, 'Seterling' and 'Scaner' from Kobenhavn, 'Interflug' from East Berlin, BEA from London, and others..."

Dubrova}ki vjesnik, 27 January 1971



1. With which countries and cities Dubrovnik connected with new, air traffic?
2. What trend can you notice in Cilipi airport traffic in the period 1962 to 1971?
3. Think about consequences of construction of airport for population of Konavli and rural surroundings of Dubrovnik!



DEVELOPMENT OF TRAFFIC (WELCOME BY FIRST ELECTRIC TRAIN)



1. Try to order the photos chronologically.
2. Determine which photos belong to rural and urban area.
3. Which photo was taken spontaneously.

ROAD CONSTRUCTION



“At the end of 1960s, first decisions were made about construction of highways in our country. In December 1972 first stages were opened: motorway Zagreb-Karlovac (38,4 km) and Vrhnika-Postojna (32 km). Fee is collected on both these roads. Meanwhile, a plan for road construction for the period 1975-1980 was made. It is intensively working on turning the road ‘Brotherhood and Unity’ (Belgrade-Zagreb) into a motorway! (...) For a driver who is not interested in wider social and economic effects of motorways, the most important advantages of motorways are safety and consumption of fuel. Traffic innovations are not only solving traffic problems but also an increase of general standard. A way to motorways is at the same time one of the biggest economic endeavours requiring huge investments. However, those investments return multiplied, and are one of pillars of general progress of the country.”

Start, no. 301, 1980, year 1



1. What are the advantages of building motorways?
2. What was the influence of traffic to the development of towns?
3. Why are investments to road construction one of pillars of general progress?



What problems you notice in the period from 1960s to 1980s?

FUEL CONSUMPTION AND CROWDS DECREASED



Jugoslavija i svet, 1971



1. What is the season on the photo?
2. Try to guess what the people in cue are waiting for.

FUEL CONSUMPTION AND CROWDS DECREASED



On 3 May, as we all know, the Law on limitation of use and movement of personal and other motor vehicles, came into force. In the aim of saving the fuel in road transport, this law temporarily bans the use of personal cars and motorcycles in certain days, opening of new BUS lines on long distances and limits the distances for certain cargo motor vehicles and BUSes.

Dubrova}ki vjesnik, 11 May 1979



1. What do you think about traffic limitations and what could justify it nowadays?
2. Imagine what kind of troubles such limiting might have caused!
3. Why were the 'fuel coupons' printed?

CHARGE OF THE IRON CALVARY



We don't know what is a bigger mystery, the fact that one village in Backa has 200 tractors and 100 cars, or the fact there is no gas station nor a mechanic's shop. Now, 200 tractors-10 models and even more types-are manned by two blacksmiths, and the owners, according to their abilities... To make things worse, almost half of present owners has not passed the driving exam. Some are getting prepared to face the strict commission in Odzaci, other, who were there without success, look for a way out with commissions far as Negotinska krajina. The story is, they find it... Progress, and this is it beyond any doubt, cannot be stopped, even if someone would like to do it.

Ilustrovana politika, no. 962, 12 Apr. 1977, pg 18



1. Which problem is stressed in the text?
2. Clarify the meaning of the word 'progress'.

READER'S LETTERS



"I live in Vlaska st. (Zagreb). Several tenants own cars in that building. However, cars are not of much use to us, when it comes to quick need - parking is forbidden in front of the building, then in Draskoviceva all the way to Jurisiceva st., and in Vlaska st. on both sides, including Sostariceva st. up to the corner with Ribnjak. Is there a hope that some solution about parking near our flat will be found?"

Ve]ernji list, 19 December 1960



1. What problems occurred for population of certain cities in 1960, and why?

DETECTORS ON ZAGREB CROSSROADS



"In a few days, if someone take a careful look the traffic on Kvaternik square, he will soon notice that the traffic goes faster, simpler and more secure. Invisible detectors put in the asphalt layer will discover vehicles using electro-magnetic waves. They will then transfer the information to traffic managing devices. This revolution on crossings started 10 years ago in the world. (...) At the crossing of Subiceva and Socijalisticke revolucije, where this ultra-modern device is now, it is noted that between 6 and 7 a.m. 775 vehicles pass that way. Between 12 and 13 the number rises to 941, and then falls to 856. The biggest frequency is between 14 and 15 hrs. In that hour some 1420 vehicles pass (...) Company 'Nikola Tesla' can produce the detectors for any crossroad they are required. And they are being required and our other cities are going to need more and more of them. After Zagreb, Karlovac is the first one."

Globus, no. 196, 31 March 1963, pg. 9



1. What are the detectors for?
2. When is the traffic most frequent and why?

TRAFFIC



Veèernji list, March 1970



1. What does the caricature show?
2. What is stressed by the author?

ELEMENTS OF CRISIS



(...) In Croatia, which was most severely affected by electricity problems last winter, the so-called 'first degree' of savings is implemented from 12 February, limiting public lightning, light commercials, additional heating, and starting on 20 February, all other electricity spending is cut in total by 10%. The situation is far from being pleasant, but these limitations are much safer than those introduced on 4 December 1973. (...)

VUS, 19 Feb. 1975



1. What could be the effect of lack of electricity to production?
2. Did all the regions of Yugoslavia have the same problems? Why?

COMPUTERIZATION



"It seems that 1984 will be written as a year of breakthrough of computer technology into Yugoslavia: many magazines, starting from specialized ones to general review, radio and TVs, dedicate more and more attention to 'intelligent toys for adults', as computers are popularly called. Adresses of those who propagate computers regrettably fail to break through a common prejudice: a compter is a complex and expensive device only highly qualified engineers can operate. (...) Reading these lines, you probably started to think how to persuade the parents to get you a computer for your next birthday. Before you talk to them, let us tell you one good and one bad news. To start with the bad one: import of computers, except in cases of repatriation of people who used to be guest-workers abroad, is not allowed, even if customs is paid. The good news: there is an option to get a domestic computer of acceptable characteristics that will cost you some 16.000 Dinars, provided you get the courage to assemble it yourself..."

Mladi fizi}ar (A young physicist), no. 31-32, Beograd, 1983/84, pg. 52.



1. What are the visible problems at the start of computerization in the 1980s?
2. Are there similar obstacles today?
3. Ask your parents about their first encounter with a computer, and how did it look?



What was the relation of industrial development of Yugoslavia, compared with West?

ELECTRIFICATION



“Beside erecting schools, people of Listica did a lot on electrification of their settlement, and they are probably the leaders in BiH in that. As an example, 11 years ago only Listica had electricity, while today all the villages are electrified. The municipal Assembly and the inhabitants alone collected over a billion old Dinars for electrification. It changed the way of life in a village and there isn't a house that does not have some electric device. Modern furniture, radio and TV have become the usual equipment in most houses.”

BiH iseljeni-ki kalendar, Sarajevo, 1969, pg.319

- ?
1. How fast was the electrification in a village and who took part in it?

AMERICANS WANT YUGO



“You know Yugoslavia from 1984 Olympics in Sarajevo. But you probably don't know that cars are being produced there. You don't believe?! Well, the car is right here... This is how a smiling american rapporteur was addressing from screens put in 'Zastava' part of Belgrade's car saloon. It was the last evidence that Yugo arrived to America. (...) In the first 12 months 20000 Yugos will be exported to American market. (...) For each Yugo exported to USA 'Crvena Zastava' will get about 1800 US\$. The retail price of cheaper of the two models is 3990 \$. More modest version for American market originally is very much like domestic Yugo L, but the interior and equipment is of far better quality and colours are in better harmony. The biggest difference is in catalysator, as Americans like unleaded petrol.”

Ve-ernji list, 5. V 1985., str. 11.

- ?
1. In what way the TV host presented Yugo to the buyers?
 2. Why is there a difference between the US and Yugoslav model of Yugo?

FROM A 5-YEAR PLAN



”In the next 5 years, attention will be paid to equipping the factories with domestic equipment. Especially increased will be production of machines for industry, civil engineering and farming, as well as various electric apparatus. Annual production of tractors, which is now 7500 will reach 20.000 in 1965. Machinery factories will increase production of machines and construction devices from 7000 to 15000 tons a year. At the same time, production of cement and glass will double. Production of machines for mining and industry will increase from 35100 tons to 66500 tons a year.”

Ve-ernji list, 7 Dec. 1960

- ?
1. For which branches the 5-year plan shows most interest?
 2. Where have you heard of 5-year plans and what do you know of its results?

FIRST TIME POSITIVELY:



Our biggest producer of electrical devices, 'Rade Koncar', from Zagreb, will increase their exports this year for 75%, compared to last year, mainly to convertible market. (...) From the serial products, the W European market will get 50000 refrigerators (also as much to E Europe) and certain quantity will reach the Great Britain market for the first time. Some 320000 parts for home and other devices will also be exported to convertible market. (...) Provided there are no major difficulties in procurement of raw material, spare parts and reproduction materials (...), Koncar should, at the end of the year, realize a sufficient of 3 million US\$ from exports to convertible market.

Ve-ernji list, 21 March 1980

- ?
1. What is mentioned as aggravating circumstance for realization of plan?
 2. What is achieved by exports?

'THE THIRD OF MAY'



"Making a summary of the 10 years of work of the company since it is run by its employees, the workers of the shipyard 'Treci maj' from Rijeka published a lot of interesting information. Their company, meanwhile, became one of the biggest exporters in Yugoslavia and the first one to go beyond the state boundaries with its ships. (...) The advance of our ship building and modernisation of our trade navy is mostly connected to 'Treci maj'. 12 years ago construction of first trans-oceanic ships - type 'Zagreb' commenced here. In the last 15 years, when a renaissance of this 54 year old shipyard started, 'Treci maj' made an imposing fleet of nearly 320000 gross-registering tons. Half of it was made for domestic customers, half for foreign ship companies."

Ve-ernji list, 4 October 1965



1. What is the significance of shipyard "3. maj"?
2. Who is the customer of the ship on the photo?
3. What are the political ties of these countries?

Jugoslavija i svet 1969.

STATISTICS



Table of telephones

Town	telephones per 100 inhabitants
Zagreb	2,7
Rijeka	4,2
Belgrade	4,9
Stockholm	59,1
Basel	44
Vienna	18,5
Milano	39,8

Table of home devices

Average per 100 households in 1968	Croatia total	Croatia, non-farming worker's households	England and Wales	United States of America
Refrigerator	30,8	62,2	50,7	99,8
Laundry mach.	14,4	34,3	62,0	90,8
Vaccum clean.	18,4	44,3	83,0	89,1
Radio	74,5	94,0	93,2.	99,7
Televizor black & white	31,5	65,7	92,4	98,5
Colour TV	-	-	0,6	38,2

Table of cars

	No. of cars per 1 km of road, 1970
Great Britain	40
W Germany	32
The Netherlands	32
Belgium	23
Austria	13
France	17
Swiss	22
Yugoslavia	9

Vežernji list, March 1970

Igor Duda: " U potrazi za blagostanjem" Zagreb, 2005.



1. Do the figures in tables indicate standard?
2. Compare the table data and see which products were lacking.
3. Which goods more or less followed the consumer society of the west?
4. In your opinion, why is there a difference between the 1st and 2nd column in Table 2?

A tenant, or what could flats tell about people

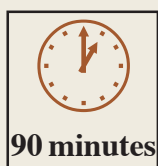


In what way living conditions influenced everyday life in Yugoslavia?



TEACHER'S PART

EXPLANATION OF WORKSHOP



The workshop is designed to present the life of common people in the period 1945-1990 to pupils, in a simple and attractive way. The pupils are offered different sources that speak of different aspects of accommodation. Through these sources pupils can notice what was the living standard of people, hygienic habits, fashion (how were flats equipped, what were noticeable status symbols on photographs, how people were dressed), and compare the offered with their experience from everyday life.

Presumed knowledge - it is assumed that pupils know what were the basic characteristics of Yugoslav society in this period and ideologic frames of described events or supplied photographs.

RESULTS

The workshop should enable pupils to recognize and analyse different historical sources relating to ordinary life. To be able to use and explain terms: urbanisation, standard, sanitary-communal, rural. The workshop should teach the pupils to differentiate and clarify different aspects of a single event, to encourage joint work, develop creativity and sense for understanding different social changes.

GOAL

Pupils should get an insight and understand how and in what conditions people in Yugoslavia lived in the period 1945 - 1990, what was their standard and possibilities, what depended on an individual, what on society and state bodies, notice different phases of development of standard and identify good and bad sides of Yugoslav socialism in this period.

ORGANISATION OF A LESSON

1. *Introduction* - 15 minutes. Intro comment of the teacher on importance of conditions in which a person lives for its everyday life.

Question for pupils:

- What is important to you in everyday life and how is it related to the conditions you live in?
- What are the good and bad sides of urbanisation?
- Explain in what way accommodation conditions and standard of living are connected.
- Give examples when there is no such connection.

2. *Work in groups* - analysis of sources (30 minutes): Instructions for each group. Distribution of sources for each group.

The first group deals with housing conditions, second group with ways of getting appartments, and third group with relations between urban and rural.

3. *Presentation of group representatives and joint discussion* (45 minutes)

PUPILS' PART

We all have some corner that represents home. For some, it is a house, for some it is a room, but sometimes it is a little thing that fits onto a palm. It is our intime, our comfort and security we callupon when we are tired or disturbed. These are stories of people about flats and stories of flats about people. In the sources on the following pages we will try to take you to another time, when people close to you and older than you were still young. Perhaps some detail you will see here is also somewhere in your house, waiting to tell you its story. Through analysis of different historical sources, through discussions with your colleagues and with instructions from your teacher, you will be able to develop certain skills and knowledge that will help you better understand the time you currently study (period after the WWII) and the world in which you live.



What can influence the housing conditions?

REPORT ON WORK OF STATE ACTION ON SYSTEMATIC FIGHTING TYPHUS IN NR BIH IN THE PERIOD 23.9 – 7.12.1946.

“Organisation of work on systematic dusting was made according to instructions of the Committee for health protection of FNRJ... Lice stubbornly maintained (but not massive). It can be explained with the fact that affected people have no other clothes, but the one they have on, and very little or no bed linen, so the planned quantity of DDT could not be used. The clothes themselves are impregnated with sweat and dirt, so DDT cannot stay on it, and even if it stays, soon is shaken off or layered with sweat and dirt, so it becomes ineffective... Therefore, lice infection did not decrease... It is a common fact that in some areas of Bosnia having lice was always considered as completely natural thing and that a man cannot be without lice. People realized for the first time that it is possible to be without lice and that one feels much more comfortable. Many said they slept peacefully 7 to 10 days after dusting. Many still ask for DDT, so DDT could enter the domestic use“.

Arhiv Srbije, fond 31 (Komitet za zastitu narodnog zdravlja FNRJ), fascikla 24, jedinica opisa 43.

REPORT ON WORK OF A HEALTH TEAM IN BRESTOVAC (VOJVODINA) IN THE PERIOD FROM 29/10 TO 10/11/1951

On 30 October 1951 three groups went to the villages, each to a certain part. The task of the team is primarily to enter the houses of those children on which body louse was found during the exam, to see why it was so. Infants and small children were found in the same houses. Those were mainly the houses of colonized people from Vranje area. It was asserted that those houses were despicably dirty, miserable, children dirty and half-naked, bed with no linen, often without the straw-stuffing. A bed consists of a bit of straw covered with a blanket. The houses are not painted, black from smoke, with traces of paints underneath, probably from 10 years ago. The floor, if wooden, is so dirty that one cannot see it is wooden, and if it is of earth, then it is uneven as it is not maintained... Women from around Vranje, Sandzak, Zajecar, as well as Valjevo, give birth in stables or adjacent storage facility, usually without midwife, standing or bend-over, on the ground or straw.

Arhiv Srbije i Crne Gore, fond 141 (Antifašisti-ki front `ena), fascikla 33, jedinica opisa 183.

HOUSEHOLDS THAT HAD ELECTRICITY, WATER INSTALLATIONS AND BATHROOMS (IN PERCENTAGES):

	Electricity	Water supply	Bathroom
1951	86,6	26,4	14,1
1961	93,7	45,0	24,3
1971	98,5	62,8	49,5
1973	98,6	65,2	52,8

Grupa autora, 30 godina socijalisticke Jugoslavije, Monos, Beograd 1975



1. Based on above texts, describe in what conditions people lived in the '40s and '50s in Yugoslavia?
2. What were the reasons for and consequences of such living?
3. Which parts of texts relate to the environment people lived in, and which to conditions in houses and flats?



Which problems related to allocation of apartments occurred in this period?

COMMON FLATS - Example of Bojana Jovanoviæ



"Prior to the WWII, my mother in law, Bojana Jovanovic, lived in an apartment in Pristinska St. with her husband Borivoje and my future husband, Tihomir. After liberation of Belgrade in October 1944, Borivoje was arrested and every trace of him since is lost. There were no charges, conviction or any explanation what happened to him. Bojana and Tihomir then moved to live at 4 Kanticeva St., it was a forced moving from previous flat in Pristinska St. I don't know who was making decisions on allocation of people to certain addresses in Belgrade at that time, I guess those were certain commissions in parts of city (administrative division of Belgrade at that time). I remember they had no choice where to live, so they moved in on the ground floor of a 2 floor house from 1920s. The flat was divided into two housing units by a simple 'walling' of double door that connected two rooms. Bojana and Tihomir got two small rooms, but in that part of the flat there were no kitchen nor bathroom. There was only a toilette in the basement, and they got the right to use it."

Olivera Jovanovi}, retired economist from Belgrade, born in 1935

HOW TO GET THE OWN APARTMENT



"My husband and me, after getting married, lived as lessees for 10 years... There were no chances to get the flat. We were not members of the Party, had no connections, my company was not in position to buy flats, while in my husband's company there was a ranking list based on points (allocated according to years of experience, number of children, membership in the Party...) so we decided to purchase an apartment on loan. The most favourable way to get a loan was to make a deposit in foreign currency, and then you get a loan three times the deposit in value. But that was also difficult, as we did not have such a deposit that would give us a loan sufficient to buy a flat. Besides, it still required 'fat' connections to get such a loan approved. Loans in the '80s were favourable, but difficult to get. During the flat purchase procedure, prices were rising, so we were always running behind. We took one loan after another. Annuities were large, life was hard. In 1981 we started the 'loan hunt' and flat purchase, and in 1984 we finally got the keys of our own apartment. In late '80s, thanks to inflation, we paid-out our apartment with annuity in value of one monthly ticket for public Bus."

Vlasta Detling, preschool teacher in kindergarten "Nevièica" in Osijek, born in 1953

ABOUT GETTING APARTMENTS FROM HOUSING FUND



"We lived as lessees in Belgrade from 1972 to 1979. Flats were allocated through companies. All employed people were paying a certain sum to housing fund (self-contribution) that existed in each municipality. Each company had a Rule-book for ranking the interested workers (experience, number of family members, conditions of living, etc.) Children of fallen soldiers or survived soldiers from WWII received additional points. In 1979, municipality Novi Beograd got some 40 flats for educational workers, and, as we had over 20 years of experience, we got the flat. If a couple worked in the same trade (education), the experience would add-up (meaning we had 40 years experience). Sometimes people would get divorced in order to get two flats, especially if they had several children and little chance to get an apartment of appropriate size (the one on the top of the ranking list usually accepted the first flat allocated to the company, which could be significantly smaller from what they would be entitled to by number of household members). It was unfair and such actions were publicly despised, but nobody could assert who divorced due to marital problems, and who for flats..."

Julijana @ivanov, retired teacher from Belgrade, born in 1937 in Zrenjanin



- 1 What were the mentioned problems in getting apartments?
- 2 How was it possible to get the flat in that period, and how is it today?
- 3 Identify good and bad sides of housing politics in this period.



What are the basic differences in housing conditions between town and village?

MARSHALL TITO STREET, IMMEDIATELY AFTER THE WWII, AND EARLY 1960s



Priština nekad i sad (Pristina now and then), Jugoslavija danas 1941-1961, Beograd b.g., pg. 62

URBAN AGRICULTURE



(Farming the land between urban city blocks was a relaxation for those who came from a village, but also for those who took it as a form of recreation.)

“An urban farmer comes down from 10th or 20th floor, straight into the corn field. (...) at the base of glass and armed concrete buildings of Novi Zagreb, between three settlements, two Sopots and not very green Travno. (...) nothing will be built there for at least five or six more years. A football field is planned, but there is no money. So people agreed to make a temporary agricultural unit, (...) Zvonko Cucek from Travno, textile worker in a textile combinat ‘Zagrebtextil’, goes to evening school and still finds the time for farming. Just to ‘play’ with the ground, in order to lift his mood and find a refreshment. He is originally from ‘zagorje’ (a region in northern Croatia), but his daughter was born in Zagreb (...) Mile Rosanovic, originally from Banija (central-west region of Croatia), who lives in Prvi (first) Sopot, which we rigidly pronounce Sopot One, said he rather farms than reads. (...) They can just go out at any time and talk to people, or stare at blue skies. Like before.”

Svijet, no. 13, 1981, pg. 27

OLD AND NEW, BELGRADE IN '60S



Darko Āiri}, Lidija Petrovi} Āiri}, Beograd 60-tih godina XX veka, Muzej grada Beograda, Beograd 2003 foto Branibor Debeljkovi}

A FAMILY LUNCH



village of Trep-a, 1979, family album

HOW TO GET MARRIED?



In a village, there seem to be new winds blowing, when it comes to parting with traditional strivings, if one gets a better job in stead. And living better does not only mean own more material goods, acquired through work. Farmers also know that free time is an integral part of living standard. The young therefore, vastly opt for living in town, for any job out of agriculture where work has no beginning and no end. parents try to keep a heir to an estate, they buy their sons automobiles, various 'gadgets' and devices for house, in order to keep them at home, but sometimes, nothing helps. Daughters, too, started to look for opportunities to marry in town, rather than to be a daughter in law in the richest family in village. Bachelors in a village say it is getting more and more difficult to find a bride and start a family.

Duga, Nova serija, no. 98, 26 November 1977

EAST SERBIA IN 1970S



A house in a village made for a couple with two children (lower photo);

The look of a house on the same spot in 1950, for a couple with eight children (upper photo), Negotin area

LIVING ROOM IN THE 1970S, BELGRADE, 1971



1. Compare the look of a main street in Pristina in 1945 and 1960.
2. Try to find old photos of your street and compare them with the present.
3. Explain why was the appearance of towns changing.
4. Explain the mutual influence of village and town.
5. What was the biggest difference between towns and villages?

FROM COURSES FOR ILLITERATE TO COMPUTERS



What changes and difficulties were faced by the education system?



TEACHER'S PART

SYSTEM OF EDUCATION

In the post-war Yugoslavia particular attention was paid to eradicating illiteracy and organising a system of education that would raise generations in the spirit of socialist ideology. A lot of primary and secondary schools were opened, and attention was paid to additional education of mature people, particularly for some specific needs, through various courses and evening schools. In 1958, a Federal law was adopted about mandatory primary education (8 years). Up until 1978, a classic form of education system was kept, comprising of mandatory primary school of 8 years and secondary schools of different profiles that mainly lasted 4 years.

Yugoslav school system entered a new phase in 1978, following the reform of Stipe Suvar, who cancelled the classical division of secondary schools. In such a school, called 'Suvarija', the first two years were difficult for less able children due to the huge volume of program, while the second two years, of so-called 'directed education', were full of various 'advanced' subjects to fill out the program. Technical education was mandatory, and a practical work throughout all 4 years. Such system was kept until beginning of the '90s.



RESULTS

Basic idea of the workshop is for pupils to understand how system of education developed in the period 1945-1990, with encouraging the interest for multi-perspectivity and developing abilities for making own views and opinions.

GOAL

Getting new knowledge about fighting illiteracy after the war, Suvar's reform, computerization, and then to answer the key question: what changes and difficulties were faced by the education system?

ORGANISATION OF A LESSON

step 1: Work in groups, pupils to be divided into two groups.
Identifying three key words from each source, and writing them into the table.

Type of source (text, photo, table)	Specify the time the source relates to	Key words (terms)

Work on table: 15 minutes

step 2: Dividing pupils into two groups by ime period of respective sources.

step 3: Taking key words from sources and, within the group, order the following according to the time period:

	What was the state attitude towards education?	Position of pupils in the education system	Mark the advance of education system from 1 to 5 with clarification.
Group 1			

	What was the state attitude towards education?	Position of pupils in the education system	Mark the advance of education system from 1 to 5 with clarification.
Group 2			

Work on table: 15 min.

step 4: For presentation 10 minutes. (Each group has 5 minutes)

5 minutes for conclusion

PUPILS' PART

After the WWII, a lot was invested in areas of Bosnia & Herzegovina, Croatia and Serbia for educating the people. The system of mandatory 8 year education was copied from Russian system. Federal law on mandatory primary education was brought in 1958. Until 1978, a classical form of education system was maintained, comprising of mandatory primary school (8 years) and secondary schools of different profiles (usually 4 years). Yugoslav education entered a new phase in 1978; secondary schools were reformed and named 'Suvarica', after its creator, Stipe Suvar, who cancelled the classical division of secondary schools. The so-called 'profiled schools' were introduced, which had practice mandatory in all 4 years. Social and economic crisis of the '70s influenced the failure of Suvar's reform, due to the lack of financial means. In the socialism, vast majority of population got the primary education. Secondary school diploma enabled employment and decent salary. Appearance of computers in teaching in the '80s was more a miracle than an aid in the teaching process. However, in most schools, computers for needs of teaching were an unrealized dream.

- SOURCES FOR GROUP 1 -

PERIOD AFTER THE WWII



...In the first two post-war years, 769 new schools were constructed, and a number was refurbished and reconstructed (...) Least illiterates after the war (1953) were in Slovenia (2,7%), Croatia (16,3%) and Vojvodina (12,9%), close to the average were central Serbia (29,5%) and Montenegro (30,1%), while the most illiterates were in Macedonia (35,7%), Bosnia & Herzegovina (40,2%) and Kosovo (54,8%). Civil schools were closed immediately after the war. The 1946 Constitution guaranteed all citizens of FNRJ the right to free education and it also separated church from schools.

Enciklopedija Jugoslavije, Tom VI, Jugoslavenski leksikografski zavod -Miroslav Krleža, Zagreb, 1990, pg.497

PERIOD 1949 TO 1958



The second phase of post-war development of school system started with the Resolution of the 3rd Plenary session of the CK KPJ in 1949, representing a significant turn towards more modern education; there was a demand for mandatory 8 year education. Self-management is introduced in schools as well. Based on general instruction on education in general schools, issued by the FNRJ Government in 1952, all children in the age of 7 to 15 are obliged to 8 year education. However, this was not immediately feasible, so besides 8 year schools, this task was implemented junior high schools (and there were still 4 year, 6 year and 7 year primary schools existing). In 1957-58, primary schools already covered 82% of children in the age 7 - 15. After completing Gymnasium, children were able to enroll any higher education (University), while children who graduated from vocational schools could only enroll certain (corresponding) higher schools and faculties.

Enciklopedija Jugoslavije, Tom VI, Jugoslavenski leksikografski zavod -Miroslav Krleža, Zagreb, 1990, pg.497

MEMORIES OF VILLAGE SCHOOL TEACHER



“My first service year was school year 1955-56, and it was the nicest year for me. I was in East Bosnia, Srebrenica municipality, village of Luka. The policy at the time was that Serb teachers go to muslim areas, and teachers Muslims to Serb areas. I learned a lot there, a teacher was respected person then. Primary was the work in school, but a teacher took care of Red Cross, boys and girls, political organisations, communist party, National Front... Few men were educated as teachers were, so a teacher would go in front of a mosque on Fridays, where he would discuss with people about whatever they wanted. The trip from Luka to Srebrenica was eight hours of walking. The village was without electricity, it only had a school and a mosque. That school was also for children from nearby villages, 20 minutes walk to some hamlets. The school was opened only three years before I came and was excellently equipped for that time. That year there were children for second and third grade. There was also a colleague from Majevisa region, from Bijeljina.”

“Children were good, mountain kids are intelligent, their parents eager that their children finish the school. After 4th grade, children were staying at home to farm the land. There were no trades or something else as the closest town was eight hours walk from there. Everything was transported on a horse, so everybody stayed at home without further education, to farm the land. It was my first job, and everything was new, unknown and nice. “Teacher used to have fire wood and accommodation (a bed stuffed with straw, a blanket, a stove and dishes). People were very tidy and unusually religious. In the village itself there was a religious school, a ‘Mestef’ where elderly were teaching the young generations. Teacher’s starting salary in Bosnia was good, as we were entitled to a republic supplement and hard working conditions supplement. In the month we had two days off, to go to Srebrenica for salary. There it would be spent on necessities and a mandatory nylon shirt. There was no time to go to the theatre, but there was an active sports life, such as throwing stones off the shoulder or free jumping.”

Predrag Marković, Gym teacher from Jagodina, interviewed in June 2006

PERIOD FROM 1958 TO 1974



“First large school reform started with enacting of the General Law on Education, on 1 September 1958. For the first time uniform basic ideas and goals are formulated for the whole Yugoslav school system: raising and education should permanently contribute to the development of production forces and secure a scientific view of the world, inform the children about the past of Yugoslav nations and the mankind, create comprehensively developed young personalities, in the spirit of brotherhood and unity and international solidarity (...) Active teaching methods were introduced, relations between pupils and teachers, school and community, changed.”

Enciklopedija Jugoslavije, Tom VI, Jugoslavenski leksikografski zavod -Miroslav Krleža, Zagreb, 1990, pg.498

AN OVERVIEW OF LEVEL OF EDUCATION IN SFRJ IN 1953 AND 1971



Education level	Vocation in %	
	1953.	1971.
No education	42,1	24,2
Incomplete education	46,0	42,3
Primary school	4,1	15,1
Secondary school	6,6	15,2
College and Faculty	0,6	2,8
Unknown	0,6	0,4
Total	100,0	100,0

Group of authors, 30 godina socijalisticke Jugoslavije, Monos, Beograd 1975



Specify which education level was in constant increase and state why, in your opinion?

SCHOOLTIME MEMORIES



Primary school children in the '50s (private archive) – somewhere around Belgrade



Pupils of primary school 'Ivo Lola Ribar' in Lištica (today Široki Brijeg) in the '70s (private archive)



Analyse the photographs and specify what changes happened over the 20 years period?



A PUPIL'S MEMORIES

"I enrolled the 1st grade of primary school 'Ahmet Fetahagiæ' in the fall of 1970. My first teacher was Jelka Zoko. I remember we were all jelaous for she used to charish and keep in her lap Aida Hadzic, while she was ambivalent towards us. During the school boys and girls were wearing dark blue coats that protected our clothes and made us look tidy. Girls used to wear nice wool or knitted collars over the coats. In junior classes we were writing poems to Tito and draw cards for holidays, we liked the 8th of March best, when we would make cards for our mothers. One week we used cyrillic, other week latinic characters. After finishing the primary school in 1978, I enrolled 2nd Gymnasium in Sarajevo, which was then called 'Ognjen Prica'. Besides general subjects, we had to learn Marxism and national defence. On the occasion of marking dates from WWII, we would have a march to partisan graveyard on Vrace, followed by a history class, and we often went to the vell of Bosna river, but also Jajce, Travnik, Mrkonjic Grad, Tjentiste, etc. We celebrated our prom in hotel 'Bristol', but it was a lot more modest compared to how it's done today, I mean the preparations and clothing. After passing the final exam, all secondary school graduants of Sarajevo would gather at the Army Club for the ceremony of diploma distribution. This ceremony was called the Red carnation, as all the graduants would receive a red carnation with their diploma."

An interview with Tamara Sarajli}-Slavni} from Sarajevo, November 2006

PERIOD FROM 1974 TO 1985



The 1974 Constitution that introduced a thorough reorganization of economy and political system demanded corresponding changes in school system. In critic of existing system, the following deficiencies were particularly stressed: education is separated from social life, school curricula is static and closed to living changes, the system is not connected horizontally and vertically and is thus inefficient, system is dualistic, as a remainder of a class relation in education (elite and workers' schools). Focus of the reform was on secondary education, which was titled 'directed education'. Gymnasiums were cancelled as they were not producing a concrete vocation, as well as all other types of secondary schools... In cooperation with experts from economic life, programs were designed for cca 200 vocations of I and II degree, cca 370 vocations of III and IV degree of education and around 2000 different curricula. Such an organisation of secondary education initiated its expansion, so secondary schools were being opened in almost all municipalities (at the end of '80s they existed in 90% of Yugoslav municipalities)(...) The reform first started in Croatia and Vojvodina, and others followed. In that period, the education completely passed to the competence of republics.

Enciklopedija Jugoslavije, Tom VI, Jugoslavenski leksikografski zavod - Miroslav Krle`a, Zagreb, 1990, pgs. 501-503

VARIOUS VOCATIONS AFTER THE SCHOOL REFORM



School year 1979/80		
I and II grade		<i>Common basics</i>
III and IV grade		<i>Vocations / profiles</i>
I		Culture and information
Vocation:		Associate in Public Information Service
	-	Organiser of cultural events
	-	Librarian
II		Language - translation and Museum - Archiving
Vocation:		As.in foreign correspondence
	-	Associate - translator
III		Natural - technical
Vocation:		
	-	Laboratory technician for physics
IV		Catering - touristic
Vocation:	-	Coock
	-	Waiter
V		Food processing
Vocation:	-	Butcher - sausage maker

Almanach of Gymnasium "Svetozar Markovi" in Jagodina 1969 / 1999

COMPUTERS - WATCH, BUT DON'T TOUCH



“In September 1979 I enrolled the first grade of primary school ‘Veselin Becevic’ in capljina. The school was named after a local national hero of the WWII. Already in first grade we were received in Pioneer’s organisation, and we were the first generation to wear blue hats and red scarfs. We all looked the same, small, in dark blue coats, mandatory uniform for school. In the first grade we learned the latin alfabet, and next year the cyrillic. When we learned both alfabets we were using them in turn every second week during the 8 years of primary school. The school was rather big, so it had 8 classes of each generation, while the lessons were organised in two shifts. The school had numeruos sections, and I took part in reciting, rhythmic, athletics, folklore, volleyball and other. Each year the school organised a competition ‘Tito’s paths of revolution’, where we used to compete in knowledge about the WWII, revolution, writers, poets and artists who created in that period and who recorded those events. We often went to excursions to Capljina surrounding, cow farm in Hutovo Blato, but also to Sarajevo, Mostar, Tjentiste etc. In 1987 I enrolled the secondary electrotechnical school in Capljina. Our class mentor, Zdenko Turk - Braco, was teaching mathematics and was very much fighting for us. The school had two computers. They were just an example in teaching, and to us they were a miracle. We were not allowed to use them, they were just for watching. In 1990 we went to the final excursion (prom voyage) to Spain. My generation was the first one to travel outside the country for the occassion. I remember whoever we told we were coming from Yugoslavia, they all looked at us with respect and welcomed us very warmly.”

An interview with Lejla Kavara from ^apljina, November 2006

PROBLEMS IN EDUCATION in the ‘80s



Report on work of secondary schools in the area of Osijek region in 1982/83 school year (Osijek, November 1983)

“Material basis of educational work weakens each year (...) endangering the poor material standard of schools and their employees. Such a situation has reflection on realization of contents of educational work, its quality and quantity (...) situation is reflected through disinterest in work, deterioration of personal relations (...) lack of appropriate space for work, lack of appropriate teachers for certain subjects, lack of pedagogues and other staff in pedagogic services - psychologists, defectologists ...”

(HR-DAOS- 1526. 4. 4.)-Hrvatski drzavni arhiv Osijek (Croatian state archive, Osijek)

COMPUTER IN TEACHING



The cabinet of informatics in Dobož Gymnasium was formed for the needs of Mathematics-Physics-Computers profile. Around 30 companies from Dobož financed the equipping of cabinet and purchase of computers ‘Commodore 64’ during 1987.

“60 godina dobojske gimnazije” priredile: Olivera Mitrovi} i Velinka Peri}, Dobož, 2006

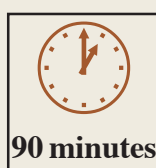
HEALTHY SPIRIT IN A HEALTHY BODY!?



How much did the people care about their health, and how much did the state care about the health of its citizens?



THE GOAL OF THE WORKSHOP AND EXPECTED RESULTS



90 minutes

NECESSARY MATERIAL

REMARK

ACTIVITIES

A PART FOR TEACHERS

The goal of the workshop is to approach, by offering versatile sources, the health issue from several perspectives - a perspective of an individual and a perspective of the state (multiperspectivity). The students are offered nine different sources, official archive documents, newspaper clips, ethnographic notes and propaganda material from the period 1945 - 1990. Written and visual sources are equally represented, as well as their chronological diversity. Along with the sources, students are offered questions, which could be divided to descriptive, comparative and analytical. They relate to sources and besides acquiring knowledge about health issues, they aim at teaching the students to use the sources, to interpret them properly, to analyze them and seek the requested information. Therefore, the students are asked to back their answers by referring to the source. Comparative analysis of two and more sources aim to develop the skills of comparing and to manage the analysis and interpretation of sources (developing the critical analysis of historical sources and seeking the relevant information in them)

- Sources and questions (individual copies)
- Table 1 (5 copies)
- Paper for making notes during the group work (may be supplied by the teacher, or by the students)
- Large format paper for Table 2 (if not, the wall table will do)

With this form of sources and related questions, the topic is suitable for processing in written form, so it may be used for an essay that will be marked. Also, sources and questions in this concept may be processed through a group work, but in writing. Students, organized in groups, work on material, and together within the group write answers. In the end the whole group will be assigned a single mark, assuming that each individual will put effort for own benefit, but also for the group as a whole. Each individual bears the responsibility both for good and bad results. This should motivate the students to actively participate in work.

1. An introduction of the teacher (asking the class for the opinion on the importance of health care, and describing the goal and the tasks of the Workshop) (5 minutes)
2. Dividing students into 5 groups; each group gets 2 sources, a table and a question accompanying a particular source. The exception is only group 1, which gets only source 1 and accompanying question and table (5 minutes)
3. Work with sources; table 1 does not have to be strictly filled, but should guide the students on what is important in analyzing sources. It should be stressed to students to pay attention on questions made for their particular source. (10 minutes)
4. A group representative presents the analyzed sources and fills the table 2, bearing in mind the key question. Particular attention is paid to the answer to a group question. The teacher asks the whole class to participate in discussions seeking answer to this question. (5 x 12 minutes), out of that, 5 mins to group representatives for presenting the sources and filling the table, and 7 mins to include the whole class in discussions on answers to the question(s). The teacher's task is to guide this part of discussion to a desired direction, to get satisfying and full answers to given questions.

15. Discussion and conclusion: the discussion is based on an analysis of results from table 2, that is, answers to key questions. With the satisfactory answer to the key question, the topic is considered concluded and the workshop is considered successful. (10 minutes)

Table 1 (for group work)

Source type	Date	What is the source about	Key words*	Other**
(e.g. newspaper article, official document, etc)		(e.g. education, hygienic habits, etc)		

* it is sufficient to underline them in the source

** other data that may seem interesting or important

Table 2 (for the group representatives, should be on a big enough paper)

Key question	CITIZEN (INDIVIDUAL)	THE STATE
1940.	(lack of education)	(opening of medical schools, propaganda, etc)
1950.	education	
1960.		
1970.		
1980.		

A PART FOR PUPILS

The care about health is a personal matter of each individual and depends on one's habits, economic situation, level of awareness, surroundings and many other factors. On the other hand, health care is a matter of state concern. Citizens of Yugoslavia, in the period 1945 - 1990 enjoyed a free health care, and the state was undertaking many other measures in the aim of improving the health of its population.

REPORT OF THE HYGIENE



1 - HEALTH TEAM FOR BACKO NOVO SELO (VOJVODINA)

The village has over 2580 inhabitants, most of them Muslims. From this number, some 60% of households are clean and tidy, room walls are painted with lime, premises are kept in order. The rest 40% of households live in such a manner that we cannot speak about any hygiene, they do not do even the most necessary things in this regard - they do not wash their face, do not comb their hair, the feet are so dirty it cannot be estimated when they were last washed. The houses are mainly solid, with sufficient number of rooms to house the families that live in them, there is a small number of houses that are inappropriate for living. Almost every house has flooring in all rooms, and if not in all, at least in one. In most households people usually sleep in one room, regardless how many they are. In every house, in living room there is a stove used for heating and cooking, and the fire is so strong the heat makes it virtually impossible to stay in the room, bearing in mind the rooms are never ventilated. Beds usually house two, three, even four children and adults, others sleep on the floor. Every house has one furnished guest room. I will stick a bit to the 40% dirtiest households. In these houses rooms are never ventilated, except so much as opening the door to enter or leave the room. The room walls not only have not been painted in years, but they are not dusted at all, while the windows are never washed. There are only the most necessary dishes, but it is usually all dirty and the housewife washes it only when she has to use it, or cooks in a dirty dish. Bed linen, where exists, is not changed at all. Louses were in people's hair, in the laundry in all these houses, and somewhere there were bedbugs. There are no designated days for laundering; usually the laundry is taken to the draw well, and slightly treated in cold water... Everyone is dirty, women and children even more, they do not wash their face, not to mention bathing. The food is prepared with dirty and unwashed hands, on tables that look as if they were never washed. In every house we found a comb, sometimes two or three, but nobody's hair was combed...

Archive of Serbia and Montenegro, fund 141, file 33, item 183, dated 24 November 1951



1. Analyze source number 1!
2. What were the health and hygienic habits of population from the said source?
3. Try to imagine life in similar conditions, comment!

2 "VUKOJEDINA" (WOLF'S BITE)



Take as example a man who claims to be suffering from "wolf's bite". It is a name used by village old women for any wound that won't heal, or better said, that resist their way of treating them. The name came from the appearance, as usually several small wounds are formed next to each other, so they resemble a wolf's bite. The explanation of the origin of those wounds was usually the following: "Your mom, while carrying you in her womb, must have eaten the meat of some animal bitten or killed by a wolf". However, usually syphilis or skin cancer are hidden under the wolf's bite.

I have seen the following case of wolf's bite. One day a young, strong lad, aged 27, came in, having on his right leg, just below the knee, several small wounds, round or egg-shaped with smooth and straight edges. The wounds were half a centimeter deep at the most, while the bottom was covered with a yellowish-green dung. Appalling odor was spreading from it... Since when have you had it? Well, it has been a year, or so. I find it strange you were not treating it! Of course I did. I have tried everything. They told me it is a wolf's bite and that I should go to Prnjavor to see a woman about it. You know, she has a wolf's jaws, and I should go three times under it, and I will get well...

"THAT IS ALSO A CURE"

An old and worn-out man with a white beard came to our regional hospital. His breathing was shallow and short, his lips and nails blue. His face, stomach and legs were swollen. He was coughing. In a glance I realize he has a chronic heart condition. After the nurse washed him, changed his clothes and put him in bed, I ordered that he is given a glass to give me a urine sample when he can, to check it.

Two hours later, as I finished a work in the ambulant, with bandages, injections and other, I made a tour through the rooms to see the patients and decide on further treatments. In a separate room I found a new patient - the old bearded man. The glass is on a stand next to his bed, empty.

- Have you not yet urinated?

- I have.

- Why didn't you do it in the glass?

- I did.

- I don't see anything in it. I need a full glass. Did you spill it?

- No, it was full.

- So, where is it?

- Well, I drank it.

- What did you drink?

- Urine, sir.

- How could you, poor fellow?

- Why? It is not my first time. I did it before.

- But we did not mean you to drink it, but to give us for checking.

- Oh, well, I so the glass, said the old man laughing, should I dirty it with urine. So, I thought, if I urinate in a glass, I should drink it. Well, it is a cure, doctor. I thought you knew it.

- Urine a cure? We here do not cure anyone with it.

- In our village they say it is good. Particularly good is children's urine, you know, it is not so strong.

And so I learned from an old man that urine is a highly appreciated cure in a village. They use it to treat various rash on the skin. They often wash their eyes with it in case of inflammation of eye-caps. And it is also good for drinking. Later on I heard several times from patients they drank urine from small glasses. Sometimes, people with tuberculosis did it, as they did not know what else to try to get well.

Is urine a cure?

Dr. Teodor Ilic, Neznanje se sveti. Pouke iz nauke o zdravlju, Sarajevo, no publisher and year of publishing



3

Clean laundry - it is an advantage!

The laundry gets dirty quickly. It should be often washed.

The laundry is washed and clean only if boiled in a detergent water after washing.

There is no clean laundry without boiling!

Put the laundry in a cold water and detergent and wash it. Then boil it for a few minutes, starting from the moment of boiling.

Housewives, remember well:

It is not sufficient to pour hot water over the laundry - it should be boiled in a detergent water!

Clean laundry. It is an advantage!

*Taken from the Ministry of public health and social care, Institute of Puericulture, Sarajevo
Archive of the BiH Historical museum, Sarajevo, RP files*

4



Is your child vaccinated against diphtheria?

A child can easily catch diphtheria if in contact with a child affected by it. The ill one is coughing, sneezing and in that way disperse small drops from throat and nose, full of diphtheria bacilli. They come to a healthy child and infect it. Also by touching things: toys, books played and used by a sick person may infect a healthy child. Some children carry diphtheria bacilli for a long time after the sickness in their throat, nose and on their tonsils. Those children mix with other and spread the infection. There are also adults who spread diphtheria bacilli by coughing, sneezing and speaking. Children are exposed to this infection and are very receptive of it.

So, take your child to a doctor and vaccinate it against diphtheria. The vaccination will make your child a lot more resistant to this infection, and even if it get sick, the sickness will be milder and easier to fight.

Remember!

The vaccination will have effects if a child gets two, or better, three injections with a certain time period between them. Vaccination is fully harmless. Feel free to vaccinate healthy children!

Sick and exhausted children should be vaccinated when they get well and recover.

*Taken from the Ministry of public health and social care, Institute of Puericulture, Sarajevo
Archive of the BiH Historical museum,
Sarajevo, RP files*



1. Based on analysis of sources 1, 2 and 3, answer what kind of problems the authorities of Yugoslavia encountered - use the information from the source to back your answer.

5



“...This is a story about nine nurses, nine pioneers in a new job. Creating hygienic conditions of life is more a matter of knowledge and management than financial investing. People should first be helped to learn how to organize their life, how to work, feed, dress. Medical Centre, Municipal authorities and Institute for health education in Belgrade made such a move. They opened nine health stations covering all villages in Levac. Nine standing nurses work there, spending most of their time in paying visits to houses. They were, of course, put there to give medical help to ill ones, but also to help the healthy ones to preserve their health... They are a beginning of health enlightenment in Levac.

Novi put, Svetozarevo, 6. mart 1974.god.

(Title on the photo: A story of nine nurses)



1. Analyze sources 3, 4 and 5 and explain in which ways the authorities tried to solve the problems of health and health system. (Use the information from the source to back your answer.)

6 COMMERCIALS



muškarci su nemogući!

Sto puta ih molis - uzalud!
U blatnjavim cipelama secu
se po sagu, jajca i slaninu
prže u posudi za mlijeko,
dijete hrane bananama
pola sata prije ručka...
Ili jučer! Opet mi je iz
dućana umjesto NILE donio
tko zna kakav deterđent!
Kao da ja svoje fine stvari
perem bilo u čemu!
Ili njegove! (Lijepo bi me
pogledao da mu dam njegov
džemper opran - i za tri
broja manji!)
To bi bila tragedija! Ah
da već jednom zapamti ime
NILA - to nikako!
(Muškarci su nemogući!)

Vuna, nailon, perlon, svila -
Nila
SAPONIA OSIJEK

Svijet, 1966

*Title of the commercial: Men are impossible!
I asked them hundred times - no use. They walk around in muddy shoes, they fry bacon and eggs in a milk-dish, they feed a child with bananas half an hour before lunch. Or yesterday - he again brought God knows what detergent instead NILA. As if I wash my fine things in just any detergent, or his! (He would give me "a look" if I gave him his sweater washed and two sizes srinked). That would be a tragedy. But to remember the name NILA for once - no way. Men are impossible!*

- 1 How do you explain source 6 (a and b) in relation with hygienic habits and living standard of the population?
- 2 Compare it with previous sources and comment it.

7 IN A VILLAGE, ILLNESS IS FAST AND DOCTOR IS SLOW



It is easy to conclude that today, as always, mostly village people get ill, yet at the same time least attention is paid to their protection. Epidemics, of course, as unwritten and common rule, hit those who cannot and know not how to fight them, while the society, for less and less comprehensible reasons does not offer the help it would be obliged to give. Some data are paradoxal and defeating, that show, e.g. that last year some 55 billion Dinars were spent for half a million insured workers, while for health protection of 1,5 million villagers some 5 billion Dinars were spent.

Simply said: for the health of three times more inhabitants of our still underdeveloped village, fifty billion Dinars less were spent. That is why we will easily understand the words of doctor Mustafa Sehovic from Tuzla, who recently said: Agriculture producers are not able to bear the expense of medical treatment themselves, which particularly apply to those suffering of malignant tumor. These days I performed a fluorographic research in Lopare municipality. I established that 1-2 percent of checked people suffer from tuberculosis...

Although a health station there exists for nine years already - said this reknown health worker - it is terrifying what forms of tuberculosis I found. That is why you need to understand, why we, doctors in the field, sometimes resort for what is not allowed: for a severely ill man, who usually is unable to pay for the medicaments, we write a prescription in our name...

Svijet, 11.3.1966., pg.6.

- 1 Find the sources referring to urban and those referring to rural population.
- 2 Compare them and using the information from the source, comment the differences.

8 WHO NEEDS DENTISTS



“The truth is, nobody is looking for dentists, but they are very much needed. In Serbia alone there are 65 settlements with over 3.000 inhabitants without a single dentist. It is true, though, they do not have a dental ambulant. So, on paper it means: we do not need dentists. In Podujevo, one dentist is planned on 40.000 people. The ambulant is arranged in that way. Therefore, Podujevo is also perceived as a place not looking for dentists. Guided by such mathematics, people in Employment bureau Savski Venac told us that there is no vacancy for dentists anywhere in Yugoslavia. There was one in Savnik, but it was recently filled. When you sum up everything: a village with no dentists, a city with several dentists, you get a Yugoslav average: 5.290 people on one dentist. And that, at first sight not so bad average, puts us to the bottom of European scale.”

Ilustrovana politika, no. 622, 6. X 1970., pg. 17.



A children's dentist, Belgrade, 1970.

9 A PROBLEM OF SMOKING



Young disabled persons speak about drug addiction and alcohol in schools

(...)”alcoholism, smoking and drug addiction are considered the most severe diseases of a modern world. (...) As drugs are taking the lives and health of very young people, it is high time to develop the preventive measures already in primary schools. It should be implemented by all teachers. (...) There are appeals towards doctors not to smoke in front of patients, while teachers and workers in public sector are asked not to smoke in front of pupils/students and clients. There should be no smoking in front of TV audience. The 20 December will be a non-smoking day. For the beginning this, later on there will be a non-smoking week. On this day, as it hapened on 20 December 1980, the smokers will be asked not to smoke in closed space, especially if there are non-smokers around. Soon in Zagreb and elsewhere counselling for smokers will be opened, probably in hospitals or (...) In schools and waiting rooms there will be posters against smoking, and there will be a request to respect the Article 45 of the Law on labor protection, forbidding smoking in closed areas (...) The WHO plans to ensure the health protection to every individual on the planet by 2000 and to abolish smoking completely.”

Svijet, no. 2, 1981., pg. 59.



- 1 What are the problems mentioned in source 9? To what extent are they present today?
- 2 If you were talking of present time, what other problems of modern world would you mention?

“WHO HAS DOLLARS SWIMS IN THE SEA, AND WHO HASN’T, HOME IN A BATHTUBE!”



What was the influence of living standard on tourism in Yugoslavia?



TEACHER’S PART

EXPLANATION OF WORKSHOP

Pupils should notice the interconnection between tourism and people’s standard in Yugoslavia 1945 to 1990. What was the influence of standard on tourism and what was the tourism income influence on economic development of the country. By analyzing the supplied sources, pupils can get an insight into touristic habits at the time, what kind of tourism Yugoslav people favoured, what the state did for development of tourism and was tourism presented in the press at that time.

GOAL

The focus of the workshop is realizing the ties between tourism and standard of living. The pupils analyse, discuss, present their arguments, listen to others, and in that way they get an insight to changes in the development of the country and the society.

RESULT

The pupils understand the direct and indirect influence of standard and ideology on tourism. Going through this workshop the pupils learn to cooperate and understand sources and facts that are mutually contradicting. They also master the skill of listening and arguing, and they are ready to view the social events in a wider context.

ORGANISATION OF A LESSON:

1st step (5 min) – introduction: Explaining the pupils that a standard is something that concerns “ordinary people” and tourism is something nice and needed, but it is not mandatory. The one who wants and is able to go, travels.

2nd step (5 min) – dividing the groups and tasks: each group has a “recognition” symbol, gathering pupils around, each group gets its task and printed material for analyses.

3rd step (30 min) – group work

4th step (40 min) – group reports

5th step (10 min) – integration

Discussion-insentive questions

1. What are the memories of people born in the 50s in the past century, who was able to travel, and how much?
2. What was the reason to form tourist agencies and how did they propagate tourism?
3. Whom had priority in the socialist country, domestic or foreign guests?
4. Did tourism reflect the successfulness of creating a wellbeing country, and how?
5. Social tourism - what is it? FOR and AGAINST



PUPIL’S PART

Vacation and travels are useful and nice life experience, many photographs remind us of it. Some people, besides photographs, also keep tourist prospects as well as tickets from different museums and places they visited. This workshop contains many photographs, personal experiences, newspaper clips and other sources that help you understand what exactly meant tourism in the country of your parents and teachers in the period after WW2. By executing concrete tasks in the workshop, you will get knowledge and skills that will help you to connect the past with present and understand it better.

ORAL HISTORY



Imagine you were a journalists, and based on offered material, describe the Yugoslav tourism of that time and relate it with living standard.

WHERE WAS I SPENDING WINTER AND SUMMER HOLIDAYS



“I was born in Valjevo in 1963. My mother was from Zemun, after getting married she worked as a typist in Valjevo municipality, and then in District Attorney Office. My father was from Valjevo, an economist, he was working in the Chamber of commerce in Valjevo, and later on he was a director of a successful company. Winter holidays, in sense of skiing, we did not have, my father did not like that sport. We mainly went to a relative in a village nearby Valjevo, where me and my brother enjoyed in “winter games”. Occasionally we would go to one-day trips to Maljen mountain, or Divcibare resort.

We went to summer vacation every year. Before I started going to school, parents went to a different place at Adriatic every year. One day we went to the city of Hvar. That year, they brought along my mother’s junior sister, who fall in love with a local and later on she married him. From then on, we went to Hvar every year – for vacation and to maintain family ties. The aunt, on the other hand, used to come to Valjevo in winter, with her children, to visit us.

Those were the unforgettable days of my childhood. Hvar was my “window into the world”, as elite destination. It was well visited, by domestic and even more by foreign tourists. I met a lot of young people from Germany, Holland, England, Sweden and Norway, and I remained a pen friend with them for many years. We used to tell each other about the way of life we had: education, free activities, kinds of fun among youth, cuisine, housing, clothing, upbringing, national customs...

Much as I liked being with them, they also liked being with me, in my country where they felt free and protected, walking along the sea to late at night. They could not believe I lived in a socialist country, as on joint dinners, prepared by my aunt, they could not see anything bad and tasteless... On the contrary!

There I had my first big romance with a boy from Holland. I kept a platonic relationship with him for ten years through letters, a romantic love, with occasional meetings on this “fairytale” island in the Adriatic”

Biljana Stojakovi}, Istorijiski arhiv, Valjevo

„SOBE, ZIMMER, ROOMS...”



“I had two big, nice rooms, but only one bathroom, and I rent it to foreigners in the summer. It was not much of an income, but I had only a pension from my late husband, and I had a good use of every dime, especially when my son was still unemployed. But, don’t think I was able to rent the whole summer for money, because relatives used to invade, from my side, husband’s side, some distant relatives from the inlands. Everyone was my relative in the summer, and in winter ... barely anybody would remember me. But in the summer, they were just coming, all for free. I would even have to cook for them, as my cousin would send me her children, then husband’s half-sister her children, then some old cousin of my husband would come. He was coming every year, and I would have to cook for him. But I never gave them the best room. I kept it for my regular guests, most of them were Germans and Austrians. Well, that’s how it was with our “great renting” Today, everything is different.”



Dubrovnik, 1987

M. K., okolica Dubrovnika



THE FIRST TRIP ABROAD - EPIVATE, 1979

“After finishing first grade of secondary school in 1979, I went for the first time to Aegean sea! Together with friends, four families in total, we headed towards Thessaloniki. On coming to Epivate, we rented the whole two-floor villa for two weeks. That was the most beautiful summer holiday of my childhood. There were a total of 15 children in the villa, 9 from that of similar age. I am not sure if it was more fun in the house, on the beach, or out in the evening. Summer vacation in Greece was cheaper for family people than in the Adriatic coast, so we met also a lot of Yugoslavs. We spent most time with Ivan from Maribor, Amra from Sarajevo and Senad from Gora•de. My friend already had her friends in Epivate: Spiro i Aris from Salonika, Michael and Marijal from Epivate and Tanja from Kraljevo, who was coming to Epivate in the summer for the last five years. Besides swimming and sun-bathing, there ws, of course, the unavoidable shopping of curtains and car spare parts in Thessaloniki. We “squeezed out” some money for wardrobe from the parents. So, two weeks later, we returned rested and happy for combining nice and useful, with a dark tan, but also fashionable boots and jackets for school.”



**The first trip abroad
Epivate, 1979**

Olivera Rankovi }, housewife, Jagodina



WHO OF OUR RELATIVES SAW THE SEA?

“I was born in 1947 in a rural family, comprising my parents, senior brother and grandma and grandpa. In the part of a village where we live, there are six houses in a row, and they are all our close relatives. In the nearest cousin’s house there were two children. Sister, who is oldest among us, married in the same village and lives in a family where the summer is time for field works, not for vacation. Her brother, a tailor, went to Paris in the 70’s with wife and only son. After a few years he built a new house, but, as far as I know, he never went to the sea. They came back, but the son stayed in France with his family. Then comes a house with only one child. The famous travelling agent, who visited the whole Adriatic coast with his wife during his vacations, but he was always saying he liked Sarajevo most. His son is a journalist who still travels a lot. The following was the house of our relative we were seldomly seeing, he was retired as YNA Colonel. He is married to a woman from the same village, who worked in a bank in Belgrade. His brother was autoprevoznik in the village, and his wife was a housewife. They built a house in Igalo (Montenegro coast) so they go there with their families in the summer. The last house in a row is a house of two brothers. The older one went to town for job, but he did not get a flat. His wife was a housewife and for years they were saving to buy-off the house in which they resided. They spent summer in the village, and their daughter was sent to the coast, through her school. Junior brother stayed in the family house and worked in a village store. He and his wife never used summer for vacation. They also sent their daughter to the sea, through school organization.”

Dragan Ljubomirovi }, a pensioner, Bunar

NICE CHILDHOOD

“My father was born in 1935 nearby Visoko. He lost his parents as a child, so he lived with his senior brother and sisters. There was no summer vacation, but struggling for survival. I had a very eventful childhood, like my older brother and sister, and we were not lacking anything. I was only 4 when I learned to ski on Jahorina, so every year winter holidays were marked by good time on Jahorina. The same goes for my sister and brother. Summer holidays were more mystic, as every year we used to go to a different location. We have been around the whole Makarska riviera. We went to Greece twice, once to Thessaloniki, and next time to Tassos. When I enrolled gymnasium, summer vacations continued, but with my friends.”

Lamija Husi }, history professor, Sarajevo



AGENCIES



Produce a propaganda material for your agency (booklet-poster-advertisement) and pay attention to have offers for the thickest and the thinnest vallet!

TOURIST AGENCIES



Late after West-European practice, ATLAS will only in 1970 offer packet arrangements intended for mass domestic market. Touristic organization of Croatia was established in February 1953, and of Yugoslavia in April 1953.

PUTNIK was re-established after the war as "operational body of the Federal Government Committee for tourism and catering" and the task was, inter alia, "to develop interest among widest public for getting to know their homeland, to take care for comfortable travels around the country, to organise best conditions for stay in touristic destinations, directly and via similar agencies to improve interest for travels to FNR Yugoslavia from abroad, and to be at hand to domestic and foreign visitors", and along it should take care of "accommodation of workers on annual leave".

Jerko ^uli}, Dalmacija, Pregled turistièkih i kupališnih mesta, Povjereništvo za turizam i ugostiteljstvo Narodnog odbora oblasti Dalmacije, Split, 1950.

Dalmacijaturist
SPLIT
organizira autobusom «Mercedes»
VELIKO PUTOVANJE
ZA SPANIJU I PORTUGAL
od 15. IX do 5. X. Cijena 2.350 n. d.
Rok prijave do 31. VII
Informacije i rezervacije:
Split, Titova obala 5, prizemno
telefon 45-078 i 45-178 i sve
Poslovnice.

I TRAVEL, YOU TRAVEL



"You probably did not know that in Yugoslavia, there was a Society for traffick of foreigners. Somewhere about 1955, along with general opening of Yugoslavia to the world, the Yugoslav people more often decide to travel. Their companion around the world for 15 years now is "Generalturist".

This turistic organization is currently one of the biggest "producers" of tourist travels in our country... The assortment of services of this agency varies: from hotel and catering to packet arrangements and half-board summer and winter vacations and daily trips to resorts. Some 45 offices around our country and 4 abroad, take care of every traveller wishing to travel without worries. "Generalturist" is the biggest organizer of winter holidays in our country, and, in particular, abroad. At the same time, it is a real giant in bringing foreigners to our country. Remember the useful slogan "*Spend the summer in your country - meet the world*"

PRAKTI^NA @ENA, no. 643, 7 February 1981

WHAT TO EXPECT FROM THIS YEAR'S TOURISM



In "PUTNIK" we found out they fulfilled the plan with 70% at the begining of July, which is 4% less than in the same period last year. The reason is an objective fall of living standard. Therefore, like some other agencies, they shortened number of days in their arrangements. Most programs is based on 10 days. The price is less that for 14 days, actually, more or less at the level of 14 days price last summer. In this way "PUTNIK" increased number of shifts, and thus number of those who will go to a vacation, and with increased turnover, also income increased! And while touristic agencies complain to have less guests than expected, both domestic and foreign, in the *Belgrade association for organization of labour class vacations* -gathering 136 companies from around Yugoslavia, on the other hand, do not know what to do, as there is much more demand that offer. No wonder, when their prices are twice, even three times lower, than those offered by touristic agencies.

Nada, no. 167, 16. July 1982

TRIP DISCOUNT



This summer, Belgrade agency "Jugoturs" organizes nice and pleasant trips to Đerdap, by hydrogliser. This fast and comfortable boat departs from Belgrade at 7 am, goes to Gornji Milanovac, where the passengers visit the archaeological site of Lepenski vir. After that, a lunch is organized in hotel "Lepenski vir", followed by rest or walking till 16:00, and then the boat moves on to Đerdap straits, through Veliki and Mali kazan and passing by famous Trajan's table.

Bazar, no. 638, 23 June 1989



A GIFT FOR ATTENDANTS OF A LANGUAGE SCHOOL



Agency "Jugoturs" from Belgrade organise schools of English and French language in the summer, on Kopaonik mountain resort, that attract great interest. The lecturers are from famous English and French language schools, and the prices are significantly lower, compared to if you were attending the same course abroad. After finishing the course, a diploma is obtained.

Bazar, no. 638, 23 June 1989



ACROSS ADRIATIC TO ROME



Arrangement for the 1st of May - eight-day trip abroad

Includes sailing from Zadar to Ancona, visits to Pescara, Napoli, Pompei, Roma, Florence, and return via Trieste, Ljubljana to Zagreb.

Vikend, 13, 1968

Until 1966, the agencies were mainly engaged in receiving foreign tourists, and only then, due to low profit and stronger commercialization of domestic tourism, they dedicated more to domestic tourists and their travels in the country and abroad.

Nevenka Ćavlek, Turoperatori i svjetski turizam, Golden marketing, Zagreb, 1998.



A group of 'Rekreaturs' tourists in Thessaloniki 1986

FOREIGN AND DOMESTIC TOURISTS



Play a receptionist (roll play) at the reception of a touristic facility, receiving a local and a foreign guest! (Distribute roles within the group, Receptionist, domestic, and foreign guest, and agree on the manner of addressing the two categories of guests)

DOMESTIC GUEST - A "GOLDEN" RESERVE



What is going on? Tourist agencies lower their prices on Adriatic for 10-15% from the original price. The reason is, obviously, smaller number of foreign guests than expected, so hotel capacities and private rooms on the coast are half empty on the peak of the season. The discounts are stimulating domestic guests, in the last moment, to fill the capacities, but not the foreign currency treasury.

The reason, perhaps, should lie in the fact that the hoteliers and agencies at the start of the year, when plans for the summer season are made, underestimated domestic and overestimated foreign guests. Foreign guests cancel or simply do not come to reserved destinations in Yugoslavia, so hotels and agencies are lowering the prices and invite domestic guests, trying in that way to get out of unpleasant surprises and - losses.

Daily papers are full of ads in which touristic agencies literary ask the domestic tourists to come to Adriatic coast and spend their vacation there, for the prices lower than those in catalogues. "ATLAS", for instance, instead of classic discount, offered 50 litres of petrol to their guests. Knowing the high demand for this, and the add appeared right in the moment when people wait all night at the gas station in a cue, and yet do not get any petrol, one can imagine the attraction of this add (...) "Kompas" agency lowered prices in August for 15%, for those wishing to stay in apartments in Hvar, Jelsa, Povelja, Brela, Makarska, Tucepi, and 10% cheaper is the stay in private rooms in Novi Vinodolski, Igrane, Dubrovnik, Sipan, Herceg Novi (...) Our oldest tourist agency, "Putnik", also lowered prices for 15%, although, just for the beginning of July.

Nada, no. 167, 16 July 1982

JET-SET - THE YUGOSLAV WAY



(Cunning manager's endeavour, binging income out of the season)

"In the Umag hotel 'Adriatic', at the end of 60's, jet-set people started to come (mainly guests from Italy), usually before the main season, thanks to beating the european standards of hotel offer (...) During one year, 25 best Italian singers performed in the hotel, for honoraria of 750.000 to 1.5 million Lire. (...) "The Stars" of a New Year's eve, Miranda Martino, Ivica Šerfezi and Vice Vukov cost the hotel 11 million old dinars. (...) For the purpose of a World Champion match in boxing, between Benvenuti and Bayard, a new stage with 10000 seats was constructed, and it will be the first event in our country that will be boarcast to the world via sattelites.(...) For the election of Miss Stewardess, featuring 30 beautiful stewardesses from the most famous world companies, the performance of fabulous Tom Jones has been agreed."

VUS, no. 934, 1970, pg. 33-34.





“Many our hotel companies on Crikvenica - Opatija riviera, and elsewhere, don't count on domestic guests anymore. Only foreigners count for them, as they bring along foreign currency.”

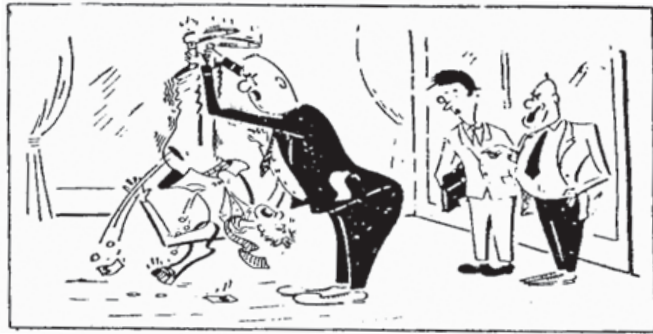
More on camping, Turistièki pregled, 7-9, 1955

“And so, we were assured that a domestic tourist is at the first step discriminated, compared to a foreign counterpart.”

Reserved for foreigners only, Vijesnik, 8 June, 1963

“I think such a relation towards a guest, who comes to replace his him with a hotel room, on official, private or whatever business, should not be characteristic of a worker representing catering of a socialist city (Zagreb) known for its hospitality and kindness”(…) “They were treated differently at reception desks, while the best prospects in the 60's used to be printed in foreign languages only.”

Assessment of a guest before the hotel entry, Vijesnik, 7 December 1963



He is just practically interpreting for him one of our ways of doing business in tourism



Dear tourists, this deposit of “City Cleaners” is one of recent cultural-historical marks of Dubrovnik

WHERE FOR VACATION?



We travel from Split to Zadar. A coast of 160 km. Full of gulfs, lagoons, small harbors, hotels, tourist settlements, private houses... Where to spend summer vacation? Every place is a separate story. Every place has what other doesn't. But, this problem could be overcome, if there had not been a bigger one... Prices. Can they be overcome? Is it worth to keep fantasizing about summer at sea?

Milivoj Pavela, president of Tourist organization of Split, gives precise information: 15000 beds in private accommodation, 4500 in hotels, 3700 in company resorts, 2500 in auto-camps... We are interested in private accommodation and auto-camps. Owners of private houses paint their fences, put new wallpapers, arrange their gardens... House of Jovica Cubrilo is ready.

- I like when our people come. But, with Germans and other foreigners business is better- clarifies Cubrilo - A German is clockwise. He just informs you he is coming on a certain day, at 17:00, a few months in advance. And when that day come, you can check your watch on his timing.

... We continue towards Vodice. Pity it is already full. Lovely place, with a soul, we would say. Some 25 years ago, they say, Vodice were just a village. Donkeys, sea, Sun and flies. Nothing more.

-We started off with 32 beds - tells us Joco Jurièev, a member of presidency of Tourist organization, one of creators of tourism in Vodice. - Today we house 15.000 guests. But we started well from the start. All as one...

In the end, when math is done, we are of the impression that this year, more than ever, we will be forced to a 'tomato tourism'. All calculations show that a family of 4, after paying the voyage, fees, accommodation, food, with utmost deprivation of ice-cream, refreshments, cigarettes, newspapers and other pleasant things we are accustomed to when going to the sea side, for 10 days must spend at least two (old) million dinars. Which, again, brings us to the conclusion that this year at the sea, one should 'endure', rather than rest. At least we feel that way.

Ilustrovana politika, no. 1178, 2 June 1981

DESIRE FOR VACATION AND PROFIT



Select your representative, who should hold a speech as a Minister of Tourism, about success achieved in this activity. The whole group takes part in writing the speech. (Pay attention to providers and users of touristic services, the past situation and goals for the future.)

PUBLIC LOAN FOR RAILROAD BELGRADE – BAR

They give as much as they can

A third of IKS (Industrial complex Svetozarevo) employees in the first two days subscribed 120 million – Pensioners usually give money as a gift – Real record holders are awaited – in the area of Pomoravlje, Resava and Levèe, the loan action runs full power!

... Real and general conclusion that can be made is that everyone give as much as they can, and some even above their ability. The loan was well received and supported in companies, among citizens, workers, peasants, university educated elite (...)

Novi put, no. 15, year XIX, Svetozarevo, 7 April 1971



SOURCES FROM THE 50'S



The state of labour class, FНРY, has brought a number of legislative regulations of Constitutional social character, including various social acts: on paid annual leave for every worker, on benefits in traveling for workers on vacation, on discounts for workers in state-owned catering facilities during vacation, etc. Thus, every worker in our country has a legal guarantee, when using his annual leave, to have at the disposal beaches and hotels, mountain resorts, summer camps and parks, places unthinkable for them before the liberation, as it was dedicated only to a wealthy representatives of bourgeois class.

^uli}, Jerko, Dalmacija, Pregled turisti-kih i kupali{nih mjesta, Split, 1950.

“Only after the victory of people’s revolution, conditions were created for tourism to be used by labour class. New socialist Yugoslavia guaranteed right from the start the right of a labour class to a vacation, and with wide palette of benefits enabled them to use it. Catering and touristic objects became national property (...) Accommodation facilities we have are already too small in the season for the increased number of tourists, which is also an indicator of an increase of our living standard.”

On the occasion of the 40th anniversary of the Communist Party, Ivan Cetini}, Turizam, 7-8, 1959

IT CAN BE CHEAP



Can a full board in hotels in the Adriatic, for July and August vacation, cost 240 and 330 dinars?

- **At exactly these prices (economy) we organise summer vacation for 100.000 workers from 142 companies in the country** - said Mag. Sci. economist Momèilo Jovanoviæ, Director of Vacation Sector in *Committee for organization of workers' vacation*. - **However, for employees in certain companies, those prices are 50-70% lower, depending on the way of allocation of regres.**

This Committee joins the money coming from economy to construct "B" category hotels, which are open almost all year. In that way, a short season of 50-70 days is avoided, and the time of operation is two-three times longer. That is how the board prices become more affordable, two-three times lower than in the hotels. So far 20 hotels have been built along the coast, with more than 8.000 beds.

Ilustrovana politika, no. 1178, 2 June 1981

ABOUT TOURISTIC DESTINATIONS



"It should be stressed that tourism is a complex activity. Expansion of tourism does not only stimulate catering, but also traffick, trade, agriculture and other activities. Empiric data show that highly touristic places realize much higher turnover in retail sale per capita, than other places. Also, agricultural production in the vicinity of touristic destinations has a specific structure and high market-orientation. Connection between tourism and trafficking services is direct."

Group of authors, 30 godina socijalisti-ke Jugoslavije, Monos, Beograd, 1975

"...That year, around Holy Mary Day, as if the whole Europe moved to 'our little place' (Split). The world has broken the lovely boredom and quiet life of 'little place'. The tourists turned everything into a Nutt-house, and all the inhabitants seemed to have become waiters... Large progress was visible, one could not recognize the place, there were hotels, houses, restaurants being built, roads paved with asphalt, wallpapers put in houses, also TVs, refridgerators, laundry-machines, and all sorts of apparatus of this world, the only thing missing was electric chair. Motorbikes were roaring, and there was no space for more boats in the harbor. Fishermen put away their nets and grown Beattles-style hair."

Smoje Miljenko, Kronika o našem malom mistu, F. Tribune, Split, 1995 (describing the summer of 1968)

PIECES FROM NEWSPAPER ARTICLES



"Tourism and vacation are no longer a matter of iddle and rich individuals, but rather an expression and manifestation of living views and needs of the widest circle of laborers from town and village, from factory and farm, from primary school and faculties (...) Our people need an incentive to accept different cultural habits, be it in education, personal health, or vacation. Furthermore, it takes a permanent encouraging and education, in order to take the best benefit from our working."

Izlo`ba je zavr{ena, ali posao tek poèinje, Turizam, 6, 1960, pg. 20

"...Therefore those, entitled to an annual leave, who do not feel the need for it, should be stimulated and accustomed to it by all means, in the aim of elevating their cultural standard(...) They lack the feeling of cultural need for tourism, for change of location, they lack awareness of the benefits of travelling, leisure time and resting. Those are primarily workers recruited from peasants, who remained half-peasants in their social views and way of life. We have a lot of such people here, as the process of social transformation from peasants to workers is not yet complete. Those workers use their leave time at home, doing various field works, so the real purpose of a paid annual leave, for them, is essentially missed..."

On cancellation of benefits for annual leave, Turistièki pregled 1, 1954

"No, comrades, thank you. In my 30 years of working, I never spent annual leave at the sea. It is not for me..." (...) Most workers are from village, and many of them simply do not feel the need to go somewhere in the summer, away from home. Some of them consider vacation at sea a 'luxury' typical for 'high society' and not for workers(...) The blame is on old perceptions and habits, the syndicate should more intensely fight..."

Social column: It is not only the money, Vjesnik, 19 June 1958

TOURISM AVAILABLE TO ALL



Carefully study all the excerpts from texts.

Select two representatives with opposing roles - two solicitors:

-The first one advocates the state and the necessity of existence of cheap tourism - investing in cheap pensions, tourist camps, motels and restaurants for mass tourism (in mid 1960's);

-The second advocates rights of workers, i.e. right to equality and possibility to enjoy like everyone else (in line with promises from the beginning of 1950's).

Open the debate and relate the social peace with cheap tourism!

A DECREE AND A LAW



The FNRJ government brought a Decree in July 1947, about paid annual leave of workers and public servants of at least 14 work days, with entitlement to a regular salary in those days(...) longer leave, of not more than 30 days(...) for best employees, as well as for persons, who, "through their personal work or other personal contribution, influence the increment of productivity or improvement of quality of production, and those who distinguish themselves with hard work and consciousness."

A Decree on paid annual leave of workers and public servants, Official Gazette (OG) 56 /46

The FNRJ government in 1952 enabled benefits similar to those of 1947. (...) workers and public servants, members of the Union of Syndicates, police, army, students, pensioners and their family members, were entitled to a 30 day discount on prices - 40% in the season and 60% out of season.

OG 28 /52

(Due to temporary cancelled resorts) - except those belonging to army, police, Central Committee of Union of Syndicates, Academy of Science, Universities and those who were used for representation - per decision of Federal or Republic governments - and their handing over to catering network, in the next two years a lot smaller number of people goes somewhere for vacation...

Order on saving the widely consummable goods, OG 59 /50

The state committee of Syndicates of Yugoslavia - board for Croatia, sent 1.200 best workers to a free vacation at sea already in 1946.

Radeli}, Zdenko, Syndicate Union of Yugoslavia and Croatia: Chronology(1945-85), Institut za historiju radni-kog pokreta Hrvatske, Vijeće Saveza sindikata Hrvatske, Radni-ke novine, Zagreb, 1986, pg. 23

Number of workers using the benefits was too small, merely 7,5% of 4 million entitled in Yugoslavia at the time. Those were mostly servants who, due to the position of 'social tourists' were often perceived as second grade guests...

About annual leave, more just benefits, Vjesnik, 21 December 1953

Starting from the nacell that tourism belongs to people, that in socialist country it is a social, health and cultural phenomenon and a need for all social groups, besides having its economic significance ...

Turisti-ke organizacije u Istri, Hrvatskom primorju i Gorskom kotoru, Turizam, 10, 1956, pg. 11

It would be too narrow and unfair if only economic factors were considered, neglecting the reasons why our community initiates the domestic tourism to the benefit of our working man, his health and cultural erecting.

Consumers loans in tourism, Turisti-ki pregled, 7-9, 1955

Touristic politics of this period bears characteristic of improving the domestic tourism. Tourism is primarily understood as the most advanced form of rest and recreation of labour force, even as an exclusive right of workers in our country. For the purpose of improving the domestic tourism, different measures were taken.

Ten years of our tourism, Turisti-ki pregled, 10-12, 1955

For the purpose of going to vacation, it was possible to take a consumer loan, up to one quarter of a 10 month salary, which was to be paid off within 10 months.

Loan for vacation, Vjesnik, 12 June, 1963

The goal was to encourage the use of leave out of main season, achieve better distribution of school holidays, expand touristic culture and habits and more purposefully organise the camps and resorts (to that aim) the Federal Assembly adopted in 1958 the Law on establishment and functioning of resorts(...)

...Vacation homes, summer resorts and tourist camps, established by companies, social organizations and bodies prescribed by this law, that give pension services to persons entitled to use the resorts...

OG 26 /58

Increase of standard was becoming a frequent topic, also in the context of tourism, particularly social, whose role will weaken as standard improves.

The role of social tourism in development of touristic economy, Turizam, 10-11, 1959

Camps and resorts of Ferial Union facilitated acquaintance with “results of our socialist development” and contributed to “meeting of young people from all over our country, strengthening positive characteristic and habits, and creation of tendency for active rest among our youth.”

Problems of children and youth tourism, Turizam, 10-11, 1961

Role of Ferial Union in development of youth tourism, Turizam, 1962

We still count on intensive building of objects for rest of workers, public servants, children and youth, and an increase of capacities of tourist camps and private rooms.

Social plan of economic development of Croatia in the period 1961-65, Croatian OG 8 /61

In the 1960's, network of .

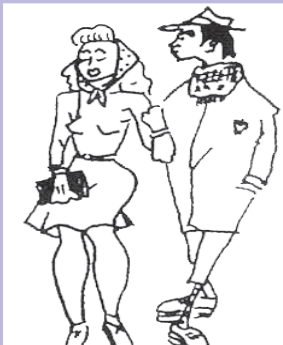
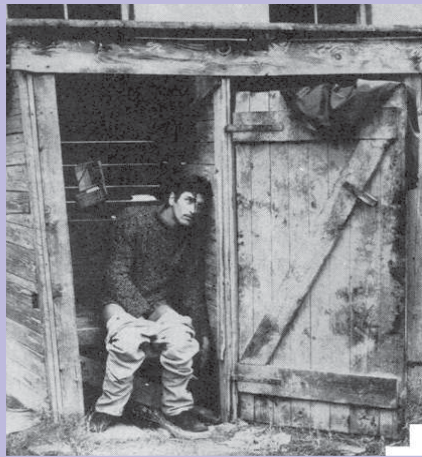
SGH-71, 171



Syndicate resort in Vuckovec, 1960



A camp in Djenovici, 1989



MASS CULTURE



GOODBYE EAST, HELLO WEST!



How was Yugoslavia turning from East to West on example of mass culture?



TEACHER'S PART

After WW2, in its new political system, Yugoslavia was turned towards East. Mass culture was mostly under the Soviet influence. American movies, jazz, and most of western culture were considered unwanted and politically unacceptable. After the conflict with Soviet Union in 1948, there has been a change in political life in Yugoslavia, and more turning towards west, which was reflected to cultural life as well. Western influence was becoming more present in music, fashion, at film, in everyday life, making Yugoslavia a specific country with socialist practice and a pro-western mass culture.

EXPLANATION OF WORKSHOP

Workshop idea: To show the pupils the Yugoslavia turn from east to west on example of mass culture; To develop critical thinking among pupils through work on different historical sources.

Presumed knowledge: political and cultural history of Yugoslavia and history of the Cold War (as covered in the school Curricula and text books)

RESULTS

After the workshop, a pupil will:

- understand how and to what extent changes in political life influenced mass culture;
- understand the specific position of Yugoslavia between East and West, on example of mass culture;
- be able to develop critical relation towards different historical sources.

GOAL

The goal of the workshop is to show how changes in political life influenced the mass culture and how Yugoslavia, after the conflict with Soviet Union in 1948, had a specific position between East and West.

ORGANIZATION OF A LESSON

1. Preparation for the class (done in advance)
2. Introduction by the teacher about mass culture in Yugoslavia 1945-1990 and a connection with main political events (conflict with USSR) and giving instructions for work - 5 min.
3. Group work (with supplied material) - 15 min
4. Presentation of results of group work and discussion with teacher's mediation - 15 min
5. Integration, joint work of pupils and teacher - 10 min

Instruction: Pupils are divided into three groups. Each group gets its sources. First group of sources for **film** shows the changes in relation to american films and how themes of domestic films changed. Group of sources for **music** shows how music lifetoo, after 1948, came more under the western influence. The last group of sources for **fashion** shows changes in fashion in post war period, and growing western influence. The task of pupils is, based on analysis of sources, to answer on key questions relating to film, music and fashion. Results are presented on a flip chart (bullet points, arguments) In the end each group presents its results, followed by a final discussion and an answer to a key question: *How was Yugoslavia turning from East to West on example of mass culture?*



PUPILS' PART

CONTEXT:

.After WW2, in its new political system, Yugoslavia was turned towards East. Mass culture was mostly under the Soviet influence. American movies, jazz, and most of western culture were considered unwanted and politically unacceptable. After the conflict with Soviet Union in 1948, there has been a change in political life in Yugoslavia, and more turning towards west, which was reflected to cultural life as well. Western influence was becoming more present in music, fashion, at film, in everyday life, making Yugoslavia a specific country with socialist practice and a pro-western mass culture.



What was the reflection of conflict with USSR to relation of film audience and authorities towards film?



RADOVAN ZOGOVIĆ, FIFTH CONGRESS OF KPJ (COMMUNIST PARTY OF YUG), 1948

In struggle against West-European and American decadent and backwards art, against its influence in our country, particular attention should be paid to American decadent and backward film.(...) That horrible, devastating Hollywood opium, today, in the era of sharpening social conflicts in the USA and other capitalist countries, primarily has a task to divert people's attention from social problems to psycho-pathological problems, to poison people's consciousness, to enchant them with scenes of death, murders, nightmares, pornography and domestic idylls, to grow zoologic moods in humans, atavistic instincts, admiration for crime and criminals, passion for gangster adventures. And that is why we have to use our sharpest means of criticism and de-thronization against American decadent and backward film.

Fifth Congress of KPJ. Stenographic records, Beograd, 1948, 495.

TITO AND JOVANKA IN COMPANY OF GREAT HOLLYWOOD STARS, ELIZABETH TAYLOR AND RICHARD BURTON, 1 AUGUST, 1971



Richard Burton played Tito in film 'Sutjeska' (1971)



Archive of Josip Broz Tito, K468/71



1. Compare these two sources.
2. How do you interpret differences in relation towards Hollywood films?
3. In your opinion, what caused those changes?



FROM RIFLE TO SAXOPHONE (Change of themes in Yugoslav movies)



'Slavica', directed by Vjekoslav Afrić, 1947



'Saturday night' directed by Vladimir Pogačić, 1957



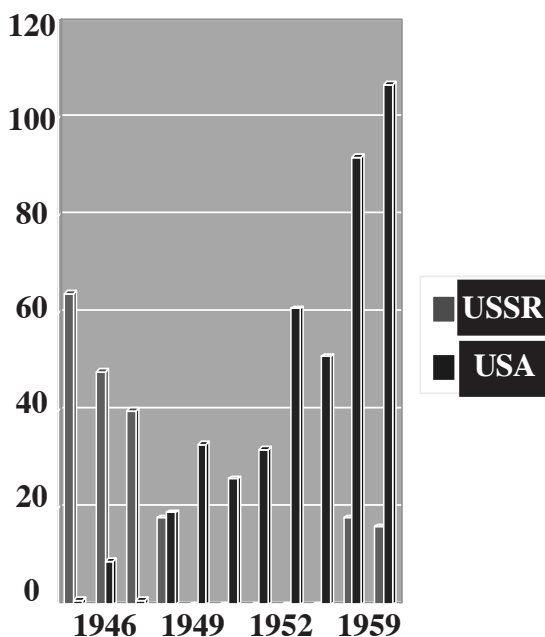
1. What can you conclude on themes of Yugoslav films at the end of 50's and 60's, based on iconography?
2. What do these changes say to us?

OVERSEE OF AFTER WAR IMPORT OF MOVIES FROM USA AND USSR 1944-1956



Movie theatres full of western movies were another characteristic of Yugoslav social life. In mid 50's there were speculations that Yugoslavia was importing more films than France (200 compared to 132), although France had five times more movie theatres. At that time there was a drastic difference in movie repertoire in Yugoslavia and East European countries.

Predrag J. Marković, *Beograd između Istoka i Zapada 1948-1965*, Beograd, 1996, pg. 449



1. What year importing and projecting of Soviet films in Yugoslavia stopped, and why?
2. What films replaced Soviet in the 50's in Yugoslav theatres?

REPERTOIR OF SARAJEVO MOVIE THEATRES



Repertoire of theatres in 1946

“Partizan” - Today premiere of a Soviet film “**Victory over Japan**”. Shows at 6 and 8 hrs, Sundays at 4, 6 and 8 hrs.

“Dubrovnik” shows a magnificent Soviet film in natural colours “**The Stone Flower**”. Shows at 4, 6 and 8 hrs.

“Romanija” - premiere of a great Soviet film “**Mascarade**” after a Liermontov novel. Shows at 6 and 8 hrs.

“Drina” shows great Soviet film “**White is the lonely sail**”. Shows at 6 and 8 hrs. Sundays at 4, 6 and 8 hrs.

“Radnik” shows American film “**People from bottom of life**”. Shows at 6 and 8 hrs.

Repertoire of theatres in 1949

“Dubrovnik” - premiere of American art film “**Lost excursion**”. Shows at 8 hrs.

“Romanija” - premiere of American art film “**The winter season**”. Shows at 8 hrs.

“Partizan” shows Austrian art film “**The Prater boys**”. Shows at 5, 7 and 9 hrs, Sundays at 1 and 3 hrs.

“Radnik” - premiere of American art film “**Lost excursion**”. Shows at 3, 5, 7 and 9 hrs.

“Tesla” shows a Soviet art film “**Soldier ALEKSANDAR MATROSOV**”. Shows at 4, 6 and 8 hrs.



Analyse theatre repertoire from 1946 and 1949. How do you interpret the change?



How did relation towards Jazz and Pop music change?
What was the path of western influence in music?



JAZZ IN YUGOSLAVIA

Authorities and jazz

Bojan Adamiè, our famous musician, composer and conductor used to say: "One of reasons I went to partisans was to freely play that jazz." Jazz was banned under Hitler, and now, the freedom has come... Yeah, right! You want to play? Here is the program, so rehears: first 'Kozara' by Oskar Danon, then a number of military songs, then dance music, and 'Tjomnaja noc' for the end. Jazz? No way. As a western creation, it was, naturally, decadent and backward." (...)

"Milovan Đilas was at that time the star of Agitprop, an institution best described as a committee for dictatorship of ideological propaganda. In 1947, popular democrat Djilas wrote the following regulation about jazz: "America is our sworn enemy, and jazz as its product, too." So, comrades, you either wise-up, or it's jail-time! (...)

Darko Kraljiè has the following experience: "Engagement in such a music understood various incinviniences, even arresting that happened to me. Once, a few of us went to American reading room to listen to records. When we came out, there was 'Marica' (Police van) waiting for us, and we were all taken to jail, they gave us a few speeches and - few hours later they let us all go." Though jazzers got their association already in 1953, they had to wait a little bit for their 'legalization'. Their day came only after Djilas "screwed-up" in 1954 and lost his status..."

Dušan Vesiè, Josip Broz and Rock'n'Roll, *Pop rock*, 148, VIII, 16. May, Beograd, 1990

Break-up with Stalin meant new recognition of jazz and pop music. It was possible immediately to play more freely, it was even desirable to hear American music. However, ideological claws were very strong, so this western valve soon closed. "All those playing jazz or pop music were, it was known, on some kind of 'black list'. I got my passport only in 1957, because it was written 'Where It Should' that I play jazz - and passport became just a dream to me. As far as I know, all my colleagues shared the same fate."

Predrag Ivanoviè Šimpa, jazz-musician

"There were also political problems for playing this music. I remember, after the war, next to Second Gymnasium, we were playing in a nice concrete yard, and in the middle of Argentine tango, a man in uniform jumps in and starts to yell: 'Comrades, we do not want americanization! We want our music! Communist music!' The audience kept quiet, no reaction, so we continue - tango... Recently, I met in town one of influential post-war functionaries and he told me: 'My God, Spasa, we used to look at you as Enemy of the State, and now I realize you deserved all the medals, as you fought for the right music'"

Spasa Milutinoviè, jazz - musician

Petar Lukoviè, *Bolja pro{lost. Prizori iz muzièkog •ivota Jugoslavije 1940-1989, Beograd 1989, 11, 20*



Jazz star Ella Fitzgerald at concert in Belgrade, 21 Feb. 1961



1. When and why the attitude of authorities towards jazz changed?
2. What do these changes tell us?
3. How do you interpret coming of greatest American jazz stars to Yugoslavia?



AN INTERVIEW WITH THE FIRST EDITOR OF D•UBOKS (JUKEBOX):

Were there any political pressures on editorial of Džuboks?

There was a minor pressure after the first number was published. There was a dilemma in the editorial whether to put the Beatles or the Rolling Stones on the front page. The decision was to put the Rolling Stones, and front page of next issue would go to Beatles. That's when a man from city Party Board was sent, he asked a meeting with the editorial, to see what is going on and to advise us what to do, as to not turn out that we were "someone's agency". Although nothing was demanded, we made a compromise to put a Belgium singer Adamo on the front page of the second issue, and Beatles would go to no.3. All in all, there were no pressures, one just had to pay attention that the magazine does not become "a spokesperson" of the West, but to have a little bit of others, too.

Were you expected to be a member of the Party?

No. We were celebrating 'Patron Saint Day' in my family, so when I was offered to join the Party, I said no and I celebrated St. Nicolas. At that time I already was a Yugoslav chess champion, member of the Olympic team and I had a medal from Tito - that covered my 'appropriateness'. Later on, when I started with R'n'R, there was a question if I was paid by the CIA, but my colleagues guaranteed it was not. I was editor of Džuboks without being a Party member, there were no questions asked, system was liberal.



The Rolling Stones on the front page of the first issue of Džuboks, 3 May, 1966.

A part of the interview with Nikola Karaklaji}, chess grandmaster, journalist and author of first radio R'n'R show 'Sundays at 9:05' and the first editor of Džuboks, 23 March 2007.



1. Who are the new heroes of Yugoslav youth?
2. What do you think, how and why was it possible for such a change to happen?
3. Based on the interview with the first editor of Džuboks, do you think there were political pressures, and what was the attitude of the regime towards R'n'R?

DOMESTIC AND FOREIGN (GREAT BRITAIN, FRANCE, USA, ITALY) TOPLISTS



● DZ M TOP 20	● VELIKA BRITANIJA
1. (6) All you need is love — Beatles	1. San Franc'sko — Scott Mc Kenzie
2. (1) A whiter shade of pale — Procol Harum	2. I'll never fall in love again — Tom Jones
3. (—) San Francisco — Scott Mc Kenzie	3. All you need is love — Beatles
4. (13) Groovin' — Young Rascals	4. Death of a clown — Dave Davies
5. (2) Sg. Pepper's lonely hearts club band — Beatles	5. Up-up and away — Johnny Mann Singers
6. (11) I'll come runing — Cliff Richard	6. I was made to love her — Stevie Wonder
7. (8) Paper sun — Traffic	7. Just loving you — Anita Harris
8. (—) Creeque Alley — Mama's and Papa's	8. It must be him — Vikki Carr
9. (18) Alternate title — Monkees	9. Even the bad times are good — Tremeloes
10. (—) Le Telefon — Nino Ferrer	10. She'd rather be with me — Turtles
11. (3) Waterloo sunset — Kinks	11. The house that Jack bu'lt — Alan Price Set
12. (—) Death of a clown — Dave Davies	12. Creeque Alley — Mama's and Papa's
13. (4) Carrie Anne — Hollies	13. There goes my everything — Engelbert Humperdinck
14. (—) Running out the world — Shadows	14. Gin house — Amen Corner
15. (12) Here comes the nice — Small Faces	15. Alternate title — Monkees
16. (—) I'll never fall in love again — Tom Jones	16. 007 — Desmond Dekker
17. (5) When I was young — Eric Burdon and Animals	17. Tramp — Otis Redding and Carla Thomas
18. (—) Even the bad times are good — Tremeloes	18. See Emily play — Pink Floyd
19. (—) Stasera mi butto — Rocky Roberts	19. You only live twice — Nancy Sinatra
20. (7) Friday on my mind — Easybeats	20. Itchycoo park — Small Faces

MARJANOVIĆ

džuboks

Br. 17

dž

<p>● FRANCUSKA</p> <ol style="list-style-type: none"> 1. Adios amor — Sheila 2. Ame caline — Michel Polnareff 3. Amour d'été — Johnny Hallyday 4. Notre roman — Adamo 5. Volla — Françoise Hardy 6. Plante un arbre — Richard Anthony 7. Mais quand le matin — Claude François 8. Le saule pleureur — Michel Polnareff 9. Aranjuez mon amour — Richard Anthony 10. Un peu de tendresse — Sylvie Vartan 	<p>Liste pripremito: ZORAN</p>	<p>● SAD</p> <ol style="list-style-type: none"> 1. All you need is love — Beatles 2. Light my fire — Doors 3. Pleasant valley sunday — Monkees 4. I was made to love her — Stevie Wonder 5. Baby, I love you — Aretha Franklin 6. Mercy, mercy, mercy — Buckingham 7. Ode to Billie Joe — Bobbie Gentry 8. Cold sweat — James Brown & the Famous Flames 9. A whiter shade of pale — Procol Harum 10. A girl like you — Young Rascals
<p>● ITALIJA</p> <ol style="list-style-type: none"> 1. Nel sole — Al Bano 2. A whiter shade of pale — Procol Harum 3. La banda — Mina 4. La coppia più bella del mondo — Adriano Celentano 		<ol style="list-style-type: none"> 5. All you need is love — Beatles 6. A chi — Fausto Leali 7. La mia serenata — Jimmy Fontana 8. Non c'è più niente da fare — Bobby Solo 9. Detroit city — Tom Jones 10. Ricordo quando ero bambino — Rokes

Duboks
 Br. 17
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? 1. Besides its own top-list, D•uboks followed world top-lists. Which were the countries in question and what does it tell you?

EUROVISION



The contest for Eurovision song (today Eurosong) is held since 1956. Yugoslavia participated since 1961.

COUNTRY	SONG	PERFORMER	
Spain	<i>Estando Contigo</i>	Conchita Bautista	Hungary - 1994 <i>Kinek Mondjam El</i>
Monaco	<i>Allons, Allons, Les Enfants</i>	Colette Deréal	<i>Vétkeimet</i> Friderika
Austria	<i>Sehnsucht</i>	Jimmy Makulis	Poland - 1994 <i>To Nie Ja!</i> Edyta Górniak
Finland	<i>Valoa Ikkunassa</i>	Laila Kinnunen	Romania - 1994 <i>Dincolo De Nori</i> Dan Bittman
Yugoslavia	<i>Neke Davne Zvezde</i>	Ljiljana Petrović	Russia - 1994 <i>Vetsjnyk Strannik</i>
Holland	<i>Wat Een Dag</i>	Greetje Kauffeld	Youddiph
Sweden	<i>April, April</i>	Lill-Babs	Albania - 2004 <i>The Image Of You</i>
Germany	<i>Einmal Sehen Wir Uns Wieder</i>	Lale Andersen	Anjeza Shaini
France	<i>Printemps</i>	Jean-Paul Mauric	Bulgaria - 2005 <i>Lorraine Kaffe</i>
Switzerland	<i>Nous Aurons Demain</i>	Franca Di Rienzo	
Belgium	<i>September, Gouden Roos</i>	Bob Benny	
Norway	<i>Sommer I Palma</i>	Nora Brockstedt	
Danmark	<i>Angelique</i>	Dario Campeotto	
Luxembourg	<i>Nous Les Amoureux</i>	Jean-Claude Pascal	
Great Britain	<i>Are You Sure?</i>	The Allisons	
Italy	<i>Al Di Là</i>	Betty Curtis	

<http://www.eurosong.net/songs/>

- ? 1. Analyze list of participants from 1961, when Yugoslavia participated for the first time.
2. What does it tell you about the position of Yugoslavia in Europe during the Cold War?
3. Compare the list of participants to the map of countries of "people democracies" from 1945 to 1965.
4. Compare the year of Yugoslavia joining the contest with ifrst participation of countries of Eastern block. How do you explain this?



How fashion changed in Yugoslavia and what influenced the changes of fashion trends? What were the characteristics of a post-war fashion, and what of the 60's fashion?

POST-WAR FASHION



“Since post-war years in Yugoslavia were marked by lack of basic necessities, fashion in Yugoslavia was narrowed to the most necessary clothing items often without any aesthetic value. Portions of clothes and shoes were provided through system of ‘dots’ (a kind of credit for basic necessities, limiting monthly entitlements) to satisfy needs for the most basic clothing items. When system of ‘dots’ was cancelled in 1951, goods were on free sale. The first fashion ‘scream’ were rain coats made of plastic.

After the war, the most difficult situation was with shoes. There are records that local party boards pointed to problems of girls who cannot get married as they cannot go barefoot to village fairs and other events. Here is an example, to illustrate the value of shoes, of an add from 1948: a student who lost left shoe in the tram offers a reward to the person who finds it.“

P. Markovi}, Beograd između Istoka i Zapada 1948-1965, Beograd, 1996, pgs. 309, 312.



“Bloke” and “Bird”
JE•, 08 Feb. 1947

“We were buying things on ‘dots’ then. People would get a certain number of dots to spend on food, drinks, clothes... Least was spent on clothes, of course, life was hard. Everyone were poor in years after the war.”

Natalija Odanovi}, interview with Stanislava Radulovi}, born in 1932, made on 3 April 2007 (Natalija Odanoviæ, The other side of fashion magazines, III prize at the secondary school contest Meeting with the past 2006/2007 - “A feminine side of history”)

“A practical mother will make use of every peace of cloth or fiber to make one of those nice, smoothly combined dresses for her little girl“.

@ena danas (Woman today), no. 60, Beograd, 1949

“Using the 4 meters of cloth we bought on dots, we can make this lovely dress. By skilled fitting and laying the tailoring, we will use the smallest pieces of material, as the scatch shows.“

@ena danas (Woman today), no. 60, Beograd, 1949

“We were all usually accustomed, when we see a nice drawing of a dress, blouse, or a coat, to be sorry not to have material to make it. However, when we see something nice and stylish, we would search the dresses that became too short, or too tight, or were damaged, and use it to make the item we liked so much“.

Natalija Odalovi}, interview with Olga Gaji}, born in 1930, made on 3 April 2007 in Belgrade.



1. What was the relation towards dressing and what could women afford right after the war?

FASHION TRENDS



Bazar, 15 December 1965



1. Which fashion 'role-model' has been offered to Yugoslav women?
2. In your opinion, was a Yu woman different from a woman in the West?
3. In your opinion, was this fashion available to all the women in Yugoslavia?
4. Compare these photos with those from your family album.

JEANS



"Fashion influence from the west becomes more visible, primarily Italian. (...) Jeans is becoming particularly wanted clothing item. They are a symbol of a 'hot-shot', and adventurer. Preferably they are Lee or Levi Strauss. They were brought from Italy or better shops in the country. They represented a status symbol. People were wearing «Tarsan» hair style, which was replaced by a «Brandos» after the film *A tram called desire*."

Interview with Slobodan Zonić, Dušan Bandić and Miomir Radević; Ivana Lučić-Todosić, *Od trokinga do tvista. Igranke u Beogradu 1945-1963*, Beograd, 2002, 116.

"Come, guys, stop talkin'
some issues need urgent action
Our pants, blue, type 'farm'
with seven pockets and 32 pins
They are worn everywhere!
Everybody have them, there is no justice..."

Je`, 2 April 1956



1. Why were jeans a status symbol and what did it mean to wear them?

FAIRS AND FASHION SHOWS IN THE '60S



“At fairs of fashion, main designers were tailors. The ‘undisputable one’ for man’s suits was Pera Krnetic of «Kluz», and one of first ‘Gold deer’ (fashion award) went to a former partisan, later an able politician, Ms. Smilja Tašić. If a few ladies-tailors form a partnership with their «Singer» sewing machines in an abandoned garage, making everything from bad linen to men’s underwear, it was also considered a textile industry. However, our fair halls by then were housing famous names: «Dior», «Cardin», «Sen Loran», «Paco Raban», «Ungaro», «Lanven». First fashion shows were regularly seen by thousands of spectators, and the police were forced to keep the peace and order.”

Milomir Mari}, Deca komunizma, Beograd 1987, pg. 418



Jovanka Broz (in the middle) and Marija Kadar* (right) at a fashion show,

*Marija Kadar was a wife of a Hungarian communist leader, Janoř Kadar.

27 April 1974, Arhiv Josipa Broza Tita, K546/159



1. Why did fashion shows attract so much attention at that time?
2. For whom were they intended?
3. Where were fashion trends coming from?
4. Why was a fashion show organized for the wife of the Hungarian president?

BETWEEN SUPPORT AND REBELLION



To what extent was ideology present in mass culture and were there freedoms of art creation?



TEACHER'S PART

In Yugoslav ideological society, art had very important role. On the one hand, the Party advocated freedom of creation and internationalism in culture, but on the other hand, ideology commissions were prohibiting, usually without written evidence and public documents. In such a situation, a large number of artists stood by the regime, glorifying Tito, the Party, 'brotherhood and unity', but there were those who fought for the freedom of artistic expression. In time, rebellion in art, particularly in pop-music and film, was becoming more evident, which speaks for a certain degree of liberalization in Yugoslav society.

EXPLANATION OF WORKSHOP

Workshop idea: To show the pupils how and to what extent was ideology present in mass culture of Yugoslavia, and to show that in time there was liberalisation of system and release of pressure; To develop critical thinking among pupils through work on different historical sources.

Presumed knowledge: political and cultural history of Yugoslavia and history of the Cold War (as covered in the school Curricula and text books)

RESULTS

At the end of the workshop, a pupil will:

- understand how and to what extent ideology influenced the mass culture;
- understand the process of liberalization in ideologic society;
- be able to develop critical thinking towards different historical sources.

GOAL

Goal of the workshop is to show how politics and ideology influenced the mass culture.

ORGANIZATION OF A LESSON

1. Preparation for the class (done in advance)
2. Introduction by the teacher about the use of mass culture as an instrument of ideology in Yugoslavia 1945-1990, its demoralisation and giving instructions for work - 5 min.
3. Group work (with supplied material) - 15 min
4. Presentation of results of group work and discussion with teacher's mediation - 15 min
5. Integration, joint work of pupils and teacher - 10 min

Instruction: Pupils are divided into four groups. Each group gets its sources. Pupils are offered four groups of sources - two for music and two for films. First group of sources for **music** shows that leading stars were singing patriotic songs, while the second group shows that from the late '70s, there was a rebellion by some musicians against the system and generally accepted values. First group of sources for **film** shows the popularity of partisan and war movies and existence of censorship, while the second group shows new themes in Yugoslav cinematography and liberalisation of domestic films. Pupils' task is to answer the key questions (music & film) based on analysis of sources. Results are presented on a flip-chart (bullet points, arguments). In the end there is a final discussion and answering the key question: *To what extent was ideology present in mass culture and were there freedoms in art creation?*



45 minutes

PUPILS' PART

CONTEXT:

Influence of ideology was present in all segments of life in Yugoslavia. The Party paid particular attention to the culture. Large number of artists answered Party demands and created 'politically acceptable' art. However, there were artists dissidents and artists who criticized the existing system and generally accepted values in their works, which became particularly obvious in late '60s, when there was a certain liberalization of cultural life.



In your opinion, why did the leading stars of Yugoslav music sing the songs glorifying Tito and the state? In what ways the state could influence the musicians?



TITO ON MUSIC

“I would like to say a few words on how I look at the music. I look at the music through its historical development, in different epoches it should be different, and reflect the elements of those different epoches. Our ‘sevdalinke’ (old Bosnian songs) and other songs that still have very sad tune, were understandable in the past times of slavery and oppression. Our music of today should not be built on that element. ... Music you create today must be a reflection of today’s reality... Music should be versatile - sometimes we like to listen to a chamber music, some other time something vivid, sometimes classical music, sometimes folk music - but when we create music, we should create it on today’s reality, which is heroic and optimistic. There is no reason for us to create elements of pessimism in our songs, though sometimes in a certain sense we are in hard times, because our perspective is clear and optimistic.”

J. B. Tito, *A talk with delegates of II congress of Musicians’ Union*, Beograd, 12 May 1953

STARS AND PATRIOTISM



LONG LIVE YUGOSLAVIA

(Lepa Brena)

When I look at our sea
our rivers, our hills,
all the beauty where I was born
and all I could say
I wrote in my heart
long live Yugoslavia

Land of peace, land of Tito
land of brave and pride
you are known all’round
we love you, our mother
we will hold on to you
long live Yugoslavia

Marshall Tito was born here
our pride name
as a hero world knows him
lucky is land that has him,
will be remembered for centuries
long live Yugoslavia



A Yugoslav (girl)

(Lepa Brena)

My eyes are Adriatic sea
My hair are the weets of
Panonia
Slavic soul is my sister
I am a Yugoslav (girl)



Lepa Brena

COMRADE TITO WE SWEAR TO YOU

(Zdravko Aolija)

Years of troubles have passed,
Mutely for freedom we died,
or with song instead of scream,
Comrade Tito, we swear to you.

Joy spreads all around,
Now we freely walk,
but will remember great days,
Comrade Tito, we swear to you.

Holiday comes down to our streets
to freely fly into the skies,
Evil ones may fear our song,
Comrade Tito, we swear to you.



Zdravko Aolija
as JNA soldier, 1978

COUNT ON US

(\or/le Bala{evi})

On behalf of all of us born in the '50s
to make an oath to Tito, I wrote a rime.
I don't speak of past or distant battles,
as I was born only after them.
But life before us hides more battles,
and threatens us like deep, troubled waters.
I know hundreds of battles are awaiting,
we have to keep the peace.
Count on us.



refrain:

Some doubt we're on the wrong path,
as we listen the records and play rock.
But somewhere in us there's battle flame
and I tell you, what I know well:
Count on us.

(in feminine gender):

On behalf of all of us born in the '50s
to make an oath to Tito, I wrote a rime.
I don't speak of past or distant battles,
as I was born only after them.

We hold the fate of future days in us
and some may fear for it.
Partisans' blood runs through our venes,
and we know why we are here.
Count on us.



1. How do you interpret the fact that leading stars of ex Yugoslavia were singing patriotic songs, glorifying Tito and inciting patriotic feelings?
2. In what way was Tito presented?
3. What were the suggested values in these songs?



AN INTERVIEW WITH GORAN BREGOVIĆ, 1989:

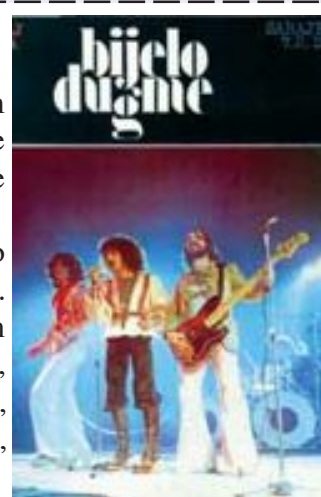
Speaking of politics, it is seldom mentioned that for one New Year you played with 'Bijelo Dugme' before Tito, in Zagreb?

It is one of the most troubled experiences in my life. It happened after the album "Tako ti je mala moja kada ljubi Bosanac" when we had a staged concert in the Hall of Sports in Novi Beograd. We were supposed to promote the record in the New Years eve, all the tickets were sold out.... A week before the New Year, there was a call from the President's Cabinet: comrade Tito would like to listen to us. Honestly, we looked forward to it, as Tito was always my favourite character. The concert was supposed to take place in HNK (Croatian National Theatre) in Zagreb, so we, naturally, cancelled the event in Belgrade. We came to the HNK, where they searched us thousand times. In the program, besides "Bijelo Dugme", there were opera and ballet of HNK. ... We were on the stage when Tito, Jovanka, late Đemal Bijedija and his wife Raza entered... At approximately eight tact of our play, we were dragged off the stage. So, all in all, I played for Tito less than 20 seconds.

What happened?

Suddenly the organiser panicked it was noise, it was awful. Somebody judged it was altogether creepy. They shut down everything, took us off the stage...

Petar Luković, Bolja pro{lost. Prizori iz muzi-kog `ivota Jugoslavije 1940-1989, Beograd, 1989., 310-311.



1. What this text tell us about Goran Bregovich attitude to Tito, and Tito's attitude to R'n'R?
2. In your opinion, why were leading stars dedicating songs to Tito?



How would you explain the appearance of rebellion and alternative music streams in Yugoslav music? Try to explain the rebellion of new generations.



NEW WAVE IN CROATIA

Black-white world

My name is Davorin Bogoviæ
and all this around me, it's black-white world
black-white world,
black-white world,
Black-white television
Rare night trams
My white girl
Imported, exclusive program
Mom, dad, dog and a tie.



Prljavo kazalište, LP „Crno bijeli svijet”, 1980.



1. What events are mentioned by the author?
2. Is he ironic, or really happy?

NEW WAVE IN SERBIA



A small man wants to cross the
line, wants but must not, he
suffers from prescribed norms
across the line he belongs!

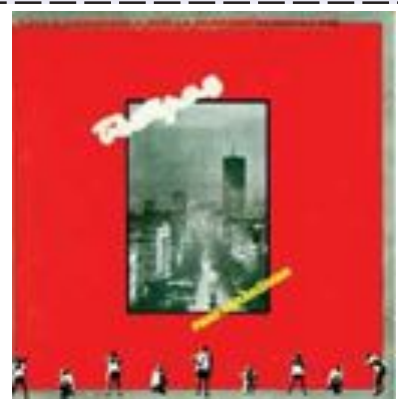
[arło Akrobata

And I say 'a',
and where is America
etc.

Idoli

They tied my sky with wire
they draw shemes on my brain
they want another copy of themselves
to return the times long gone
but I don't give my ideals
I'll eat dreams instead of bread
I carry my hapiness with me
it is a piece of free sky

Elektri-ni orgazam



1. What topics occupy young authors in early '80s
2. What was the message of those texts?

NEW PRIMITIVES IN BOSNIA AND HERZEGOVINA



In the fall of 1984, Pusenje (No smoking) starts the tour of the country. The audience accepted them, but the critics say they are not well supported by instruments. In September '84 they twice 'filled' the SKC (Students' Cultural Centre, Belgrade), and on 4 Nov. they sold out the Hall of Sports. As they are more and more dealing with satire, the first serious problem they had on 27 Nov. 1984, after the concert in Rijeka. As their amplifier 'Marshall' broke, Karajlic said 'Marshall is dead, I mean the amplifier', the audience laughed and the whole thing was forgotten. But not by the always awake keepers of the revolution. A hunt started in the press, for defamation of Tito's name, their concerts were cancelled, Karajlic and others were called for responsibility. Semi-officially they were taken off the air and TV programs, and they stopped producing 'Top lista nadrealista' on their own initiative, despite the fact that on radio festival in Ohrid, the same year, they received an award for the text. Various forums, such as SUBNOR (Alliance of associations of veterans from the liberation war 41-45), socialist youth forums from the whole country support the communique condemning the behaviour of band's members and agree with banning their concerts."



1. Based on this text, what do you think about freedom of expression?
2. How to interpret the power of the personality cult of J.B. Tito, 4 years after his death?

PUNK IS ALIVE



SUNDAY COMMENTARY, by Azra

I read Sunday commentary that clearly say:
„Who does not think this way, lies!“
People with no caliber and no idea,
fill us with black & white truths,
Investments broke the ceiling, loand are
consummed,
Lots of paranoia, everyone is in crisis,
and we would like to be centre of Universe,
Chinese syndrom for many summers,
and I, I have no talent,
It's forbidden to reply,
Workers today live in paradise,
Nobody bothers them while they drink,
Pensioners sit still, like birds on a tree,
Paradise for my mom, tobogans go round,
self-criticism every once in a while,
Prudence above all, be wise, pal,
but what can you do, don't be a full,
They will put you stright to court, my friend,
and I, I have no talent,
It's forbidden to reply,
My babe has never been in a jumbo-jet,
She's not considering it, she's on diet,
Kidds stare at TV all day long,
their eyes are square, like screen,
I come back home early, half past five,
I confiscate youghurt at the first corner,
A hit in the head brutally awakes me,
if you're not listening, son of the bitch, you
wan't eat, and I, I have no talent,
It's forbidden to reply.«

Nedjeljni komentar, Branimir Johnny Štulić,

I want to be a soldier

Grey underwear
hat, mirror,
in line
proud brothers
a rifle
rain falls
I give the whole me
and nothing remains to myself.

*Paraf, LP „Izleti”, 1981. (Paraf was one of first Yugoslav
punk bands)*



Belgrade punker in front of SKC, early '80s
*‘Drugom stranom’, Almanach of new wave in SFRY,
Beograd 1983, pg. 44*

- ?
1. How do you interpret accepting alternative music streams in a socialist country?
 2. To whom and to what was the rebellion of young generations directed to?



How was film used as means of propaghanda?

What does existence of censorship tell you about Yugoslav society 1945-1990?

AN OVERVIEW OF FILMS WITH HIGHEST READINGS IN YUGOSLAVIA



No.	Title	Genre	Production year	Producer	Number of viewers
1.	KOZARA	war	1962.	Bosna film	3,393.632
2.	KAPETAN LEŠI	war	1960.	Slavija film	2,371.647
3.	DESANT NA DRVAR	war	1963.	Avala film	2,071.284
4.	ZAJEDNIÈKI STAN	comedy	1960.	Avala film	1,856.309
5.	LJUBAV I MODA	comedy	1960.	Avala film	1,710.990
6.	MIS STON	action	1958.	Vardar film	1,666.103
7.	POP ÆIRA I POP SPIRA	comedy	1957.	Avala film	1,621.487
8.	OBRAÈUN	action	1962.	Avala film	1,614.906
9.	DRUG PREDSEDNIK CENTARFOR	comedy	1960.	Avala film	1,571.012
10.	SIGNALI NAD GRADOM	war	1960.	Jadran film	1,554.296

Proizvodnja 1957.– 1964. godine



1. What were the best seen films in this period?

2. What do you think, why was it so?

VALTER defends SARAJEVO



Director: Hajrudin Krvavac, 1972, producer «Bosna film»



Trade mark of Chinese beer "Valter"

Although it uses the name of national hero Vladimir Periaè, 'Valter brani Sarajevo' of course, is not a film about him and is not a film of the real Sarajevo. It is a romantic vision of liberation war, a revolutionary movement producing brotherhood and unity of our nations. Valter was one of aliases of Tito. The effective sintagm "Das ist Valter!" that was transferred from film to pop music and further to everyday speech, is just a manner for the pop-culture mythology to express a number of equivalencies: Tito-partisans-people-revolution, that is, the well known and often inappropriately varied slogan "Tito, it is all of us".

Dejan Kr{i}, WHW, Zagreb, Work in Progress, Vlastito iskustvo, Beograd, 2004, pg. 15



1. How do you interpret the popularity of partisan films?

2. What were the role models offered through films?



CENSORSHIP

Pursuant to Article 12 of the basic Law on film, foreign films can be shown only upon approval of the Federal Commission for film review, and domestic films upon approval of authorised Republic Commission. The Commission reviews foreign films and films made in cooperation with foreign producers, and issues an approval for public broadcast of those films. The Commission has at least 25 members. Chairman and members of the Commission are appointed by the Federal Ministry of education and culture.

Archive of Yugoslavia, Fond Savezna komisija za pregled filmova (147), 1-218.

Public broadcast will be prohibited for films:

- a) whose contents is directed against social and political system of Yugoslavia, against peace and friendship among nations, or against humanity;
- b) whose contents offends the honour and reputation of Yugoslav nations or other nations;
- c) whose contents offends public moral or has bad influence to education of youth.

Archive of Yugoslavia, Fond Komisija za meunarodne kulturne veze (559), 642-76/69-3

NUMBER OF APPROVED AND PROHIBITED FOREIGN FILMS BY THE FEDERAL COMMISSION FOR FILM REVIEWS, 1955-1965.

Year	Number of approved films	Number of prohibited films
1955.	337	115
1956.	288	76
1957.	257	19
1958.	308	29
1959.	354	27
1960.	296	12
1961.	300	8
1962.	358	20
1963.	315	5
1964.	254	5
1965.	289	2

Archive of Yugoslavia, Fond Savezna komisija za pregled filmova (147), F-2-3



1. Based on the Law on Censorship and number of prohibited foreign films, what do you think about freedom of creation and the issue of freedom and democracy in Yugoslavia?
2. How do you interpret a decrease in number of prohibited films over one decade?



In your opinion, when and why new themes appear on Yugoslav film?
Which topics mostly occupy the attention of film artists, and why?

FILM IN THE '60S



“In the beginning of '60s, young people took the pace with European New wave in film art. It started with a ban, Party and court ban (*'Grad' (City)* by three authors: Pavlović, Rakonjac, Babac, 1963), and ended with a court confiscation of a student's film *'Plastic Jesus'* (1973) and a three-year prison sentence for the author, Lazar Stojanovic... New authors no longer believed in some dominant ideological reality, but rather advocated the significance of private mythologies of heroes (rejected ones, losers)... They presented a non-beautified life on margins, one, till then, invisible world, living in some back yard, with one tap for everybody, people who eat salami wrapped in newspapers dated two days ago, a world of scoundrils, most impressively shown by Živojin Pavlović in, today considered classics, *Bulenje pacova* (Awakening of rats) and *Kad budem mrtav i beo* (When I am dead and white). ... Dušan Makavejev introduced playing with political tabues in our film (portraits of Tito, Marx and Engels, waving on wind)... Saša Petrović in *Skuplja-perja* (The feather collectors) told an amusing and sad story about gypsies, geese feather traders, everlasting love betrayals, life in mud. ... When it became evident that film *Rani radovi* (Early works - title borrowed from Marx) of Želimir •ilnik, plays with the most sacred communist ideals, Party sessions were organized, and proclaimed the final 'showdown' with our Black film.“

Milan Vlačić, *Opening to life, removing the guild, Belgrade in the 1960s, Beograd 2003, 196-198.*



When I am dead and white
(dir. Živojin Pavlović, 1967)



The feather collectors
(dir. Saša Petrović, 1967)

ON FILMS...



@ivojin Pavlovi} (**about the film *Grad - City***): There was a court process for film *Grad*, based on one, single, closed projection – control projection. ... It was long time ago, 30 years, but it seems to me like only two weeks till the moment when police came and confiscated the film after a report by the producer. An unseen paradox, as the producer prohibited its own film. The producer was *Sutjeska film* from Sarajevo and they made there a real charade with various statements that the audience will tear the screen as a protest for defamation of I don't know what or who. Whoever saw that film knows that the three stories are in line with any student's practice of film directing.

@ivojin Pavlovi} (**about the film *Zaseda-Stakeout***): In fall (after the Pula festival) ideology commission of CK SKJ (Central Committee of Communist Party of Yugoslavia) was in session, they coined the term 'Black wave' and *Zaseda* is proclaimed the most prominent and extremely anti-communist film. The producer was afraid to release it to theatres. It was shown only in Knjazevac, where the shooting took place, and it was extremely well visited, and it was shown in Slovenia.

Dušan Makavejev (**about the film *Parada-Parade***): My decision to make *Parade* was related to the fact that I was dissatisfied with cliché stories, repeated year after year. You know, first line, second line, sportsmen, pioneers... I wanted to correct that official relation to parade, to correct it as someone who believes in that system. But the system itself was uncomfortable, it was full of idiotic restrictions... The censors thought I had no right to be ironic, to give a different presentation of events compared to the official one... In time of *Parade* I found that prohibition was signed by Eli Finci, Chairman of the Commission. I went to see him and asked him why they prohibited my film. He replied that I cannot make fun with the international proletariat day. He also mentioned roasted pigs people carry in the film. He did not tell me, however, why was it prohibited.

Aleksandar Saša Petrović (**about the film *Dani-Days***): At that time (1963) there was a Decision of the Association of film makers of Serbia, that my film *Days* must not be presented at international festivals abroad. Clarification was not provided, but the whole thing started with Tito's speech in Zeleznik, saying straightforward that our film industry made some films that bring bourgeois ideas from the west, decadency etc. Naturally, this was directly related to my film, and immediately after, commissions were formed, meetings were held, mostly in CK Serbia... After all that finished, there was a decision at the level of producers, and *Days* vanished.

@elimir @ilnik (**about the film *Rani radovi - Early works***): At first, censorship released the film to public, after a few minor interventions. After first projections, film was relatively well received, particularly with younger audience, and it was terribly disputed in the press. In the moment it was chosen by the Selection Commission to take part in Berlin festival - the film was banned. The court prohibition happened after 3-4 months of film's 'life' and it was shocking, both for the producer and for public... The court prohibition acted as a threat, intended not only to disable that film, but as a warning to all who thought about overstepping the proclaimed boundaries in that way.

Milan Nikodijević, *Zabranjeni bez zabrane (Prohibited without a ban)*, Beograd, 1995.



1. What were the new themes in Yugoslav films of the '60s?
2. In your opinion, where could the Party apparatus see the danger in these themes?
3. How and where the prohibitions were made?



REMEMBER DOLLY BELL?

directed by Emir Kusturica, 1981

- " Golden Lion at International film festival, Venice, 1981
- " Golden Arena for scenario, Abdulah Sidran, Pula festival, 1981



OTAC NA SLU•BENOM PUTU

(Father away on business)

directed by Emir Kusturica, 1985

- " Golden Palm, Cannes, 1985
- " Nomination for OSCAR, 1985
- " Golden Arena, Pula festival: best film, best director, Emir Kusturica, best actress, Mirjana Karanovic, best actor, Predrag Manojlovic, 1985

Otac na slu`benom putu was one of three films Kusturica made in the '80s. His first film, *Sjecas li se Dolly Bell* gives rich and detailed portrait of maturing of a boy from a Muslim family in Sarajevo suburbs. This film vividly describes forces of modernisation and influences of western culture, conflicting with traditional cultural norms and values of that region. Film 'Otac na sluzbenom putu' shows tension and moral and political ambiguities prevailing in Yugoslavia after parting with Stalin, in a form of impact on life of a Muslim family. The time of the film action is 1950-1952, the period when Yugoslavia went through its most difficult diplomatic, economic and military threats against its independence. ... The story of the film happens in the '50s, a time, in political history of Yugoslavia known as 'the time of Informbiro'. Meho, the father from the film's title, is a successful public officer on Republic level. His one, careless and occasional statement in front of his mistress, combined with her jelaocy and vindictiveness, puts him to prison. This will cause a series of changes in his life and life of his family. His junior son, six years old Malik, looks and comments what is happening around him, but there will be a lot of things he will never be able to understand. As Kusturica said himself - "I wanted to make a film that would speak of that time, through the eyes of a boy, going through all consequences of the fact that his father is in prison".

Danijel J. Goulding, Jugoslavensko filmsko iskustvo (Yugoslav film experience), 1945-2001, Zagreb, 2004, pg. 166



1. Why the year 1948 appeared as film topic in Yugoslav films only in the '80s?
2. Why were crucial social and political events explained through vision of a child?

'BEKRIJA SI!', CIJELO SELO VIÈE...

rural and urban life in SFRY 1945-1980



Where was life better: in a village or in a town?



TEACHERS' PART

EXPLANATION OF WORKSHOP

It is applicable in methodical units about Socialist Federative Republic of Yugoslavia (1945-1990) and thematic repetition. The goal of the workshop is to compare, at different levels, life in a village and in a town, at the same time developing parliamentarism, building of personal views and respecting opinion of others.

RESULT

- creating a picture of life in a village and in a town in SFRY;
- noticing changes in rural and urban environment and their mutual influence;
- practicing critical analysis of historical sources, noticing the important in a text, causality and bringing own independent conclusions;
- developing an interest for history of a certain period and getting used to a team work and parliamentarism.

ORGANISATION OF A LESSON

Step 1

In the introduction, a teacher explains the structure of workshop (team work, debate and conclusion). Then the participants are divided into 6 groups, each getting its task.

Group 1:

Family and accommodation in a village and in a town

Group 2:

Hygienic - health conditions

Group 3:

Weddings in a village and in a town

Group 4:

Changes and migrations
Village-Town

Group 5:

Mentalities and freedoms

Group 6:

Fun & Entertainment



Each group will get 15 minutes for analysis of sources, answering the questions supplied, filling the tables (if any), discussion within the group. Group 5 (Mentalities and freedoms) may also listen to the songs analysed.

Step 2

Group representatives will present their conclusions and inform others about the material they were analysing (in total some 15 minutes).

Step 3

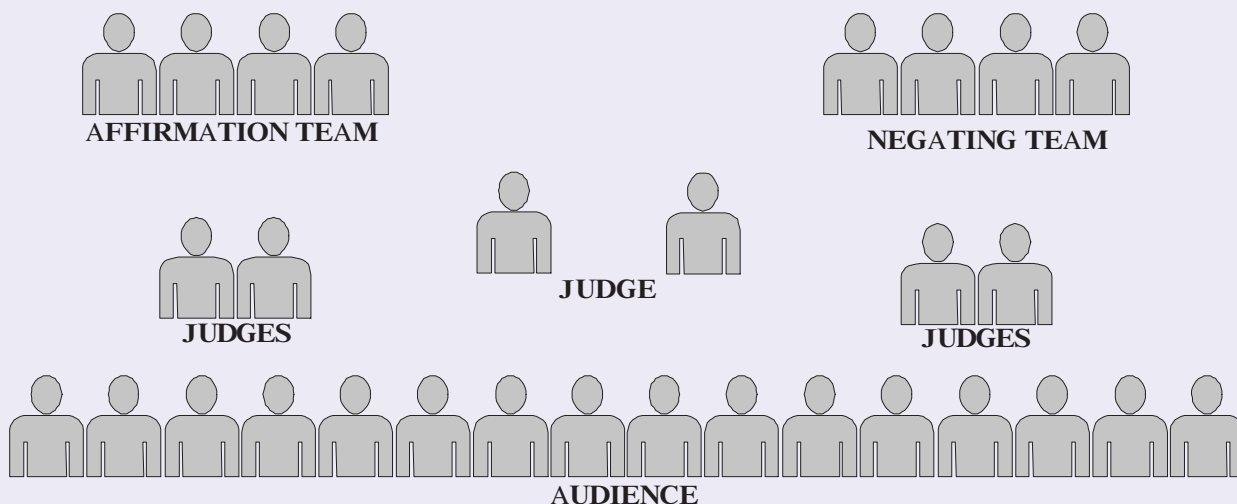
Participants are split into two teams (of 4 members) and develop a debate: **Life in a town was better than life in a village.** The affirmation team will have to defend this thesis with arguments, while the negation team will be disputing it. Members of teams should be selected according to affinities after the first part of workshop. Teacher has to appoint 5 judges and one person to measure the time. The rest are audience.

Explanation of debating rules:

1. Speeches of speakers last 4 minutes;
2. There is a possibility of cross-examination (up to 1 min);
3. A few speakers from audience may be permitted;
4. Violation of time limit is not permitted (signal of a measuring person).

In order to provide that only one person speaks at a time, there will be a symbol of a 'microfone' used. Person measuring time will have a bell or a whistle to indicate the time limit.

Total debating time: 30 minutes.



Step 4

In the end judges should decide who was more convincing in advocating its side, for or against. The judges decide independently from each other, on small pieces of paper. Each judge will clarify his/her 'verdict'.

PUPILS' PART

CONTEXT

After the liberation, the authorities in Yugoslavia had two goals: reconstruction of devastated country and taking care of economy. After the reconstruction, there was a phase of industrialization and electrification. A lot was invested to heavy industry, energy sector, mining and military industry, while light industry and infrastructure were neglected. Most population lived in a relative poverty, which was 'helped' by the economic blockade from the east, disabling construction of planned industrial facilities, as well as lack of foreign currencies for procurement of equipment from the west. In the period 1955 - 1961 the Party propagated Yugoslav economic miracle and announced reaching the highly developed countries. The state had the supervision over the investments that were reaching smaller towns, according to the plan. Without help from the west, the economy started to stagnate in early '60s: industrialization stopped, agriculture was in regression, villages were depopulated. The Party top realized that instead of increased production and joining the international market, Yugoslavia remained in a closed economic policy. Therefore, it was decided to undertake an economic reform (in 1965) that had a reflection to a social life as well. Changes were noticeable both in rural and urban areas.



Photo 1: a village kitchen, Hercegovina, 1970s



Photo 3. City of Dubrovnik, 1966



Photo 2. a village in Serbia, 1960s



Photo 4. City of Svetozarevo, 1960



1. Analyze these photographs.
2. Which families are larger? Will it influence the quality of life and standard?
3. Compare the clothing and furniture.
4. Try to make a conclusion about quality of life in a village and in a town.



	Num. of family members	Furniture	Clothes	Quality of life / standard
Village				
Town				

**SANITARY CIRCUMSTANCES IN BELGRADE IN 1945**

“It’s been nine months already since Belgrade was freed, and the streets, boulevards, squares and markets are still covered with smaller or larger piles of trash and various leftovers of daily life. The outside look of the town is such that it has to cause shame and protest in every good man... Njegoseva street in all its length, particularly alongside Gymnasium and Flower square, is covered with various garbage, straw, horse shit, paper, feathers, etc, with enormous quantity of flies... The state of sanitary conditions in Belgrade, and elsewhere, is such that it is high time and necessity to establish a special organization called the sanitary inspection, as existing in other countries, in particular in the USSR“.

**SANITARY - COMMUNAL CONDITIONS IN ZENICA IN 1950**

“In relation with sanitary-communal conditions, it is important to underline strong anti-sanitary circumstances noticeable on city streets. This is visible from the information that 2/3 of streets are not being cleaned at all, and on the streets were found 3.500 ‘portions’ of horse shit, 7.492 kgs of garbage and waste, 190 spittings and 10 ‘portions’ of human shit. The layer of dust, covering Zenica streets in average is 2,4 mm, while the concentration of dust in the air is extremely large.”

**THROUGH SOLIDARITY TO HEALTH INSURANCE OF AGRICULTURE WORKERS
(30 October 1974)**

“We often concluded that the state of health care of agriculture population is behind health care of workers, that some 50% of agriculture population is over 50 years of age and that agriculture lack middle, production-able generation, which mainly employed in industry or went abroad. Creation of different social layers in a village and ‘running away from plough’ is more and more evident, despite the ‘green plan’ and other last minute benefits. It is much easier to realize income in a different line of work. Unsolved issue of health care for agricultural workers has a decisive role in reorientation of farmers to other professions. Paying examinations, medicaments, laboratory and X-ray services, hospitalization, etc. presents a large expense, particularly for a numerous family with low income... With steady employment elsewhere, or abroad, this problem is automatically annulled... Due to often increase of prices of health services, which grow faster than farmer’s income, the position of agriculture household, when a member gets ill (older than 15 and younger than 65) is worsening each year. If we compare the prices of health services of October 1973 with prices of October 1974, we can see they increased for cca 50%“



1. Compare these sources.
2. What were the health-communal circumstances in a town, and in a village?
3. Discuss where was it healthier to live: in a village, or in a town?
4. Give arguments for your opinion.



STATEMENT ABOUT A VILLAGE WEDDING (Kupinec, 31/12/1964 - 2/1/1965)

“The wedding was in a Register Office in Kupinec. Some 150 people were present. They were coming from Zagreb by train (except uncle, he came by taxi), while from Kupinec they were coming on foot or horse carriages. We had live music; a violin, two tambourines and a harmonica. The wedding party took place in my house. We were normally dressed, nobody wore traditional clothes, except the ‘Masks’ that come to weddings traditionally. Even I had no wedding dress, but a brocade dress. The celebrations went on for almost three days: December 31 to dawn of January 2. It was a very cheerful wedding, with home prepared food.”

*Statement of Ana Filipa{i}, born 1942,
retired Post Office clerk*



Village of Botovo, nearby Koprivnica, wedding in the '60s



A civil wedding, Zagreb, 1967.

STATEMENT ABOUT CIVIL WEDDING (1966)



“We were not a typical city wedding. We went to a wedding in a bus, with the best man, bride-maid and relatives to Medvescak municipality. We did not go in a motorcade, horning, that was not the custom in those days. We all nicely fitted into the wedding hall. I had a light-blue jacquet and a skirt (not a wedding dress), and my husband wore a suit he had on his promotion in 1965. The Registra read us the rights and obligations of a husband and wife, we exchanged rings, signed the documents, and that was it. Afterwards, we went on to a bus, came back to his parents' house for the dinner for relatives, the best man, bride-maid, friends, 16 of us all together. They continued with the party, but we took our things and took the train to Split and further to Brac island, for our honey-moon. My husband's sister had a similar wedding in 1969, but they got married on Markov square in Zagreb, followed by a dinner for 10 of them in a small restaurant. I was not present, though, as I was in a hospital, expecting to deliver.”

Statement of Milica Dukiaæ, born 1938, retired teacher



1. Compare these sources.
2. What is a difference between a village wedding and a town one?
3. Think about how a wedding in town would look like if a couple originate from a village?
4. Can a wedding be an indicator of quality of life? Explain why.

ON DEVELOPMENT PERSPECTIVES IN ZUPANJA MUNICIPALITY

“If you think that unemployment problem is more present in bigger, more developed cities, rather than in underdeveloped rural areas - you are wrong. (...) Problems related to employment equally impact all young people looking for a job, regardless their education level or place of residence. (...) Significant investments into two farms of milk-producing cows, a farm *rasplodne junadi* and new line for processing the soya seeds, bring the possibility of opening new jobs. (...) Most of young people turn their back to agriculture due to wrong perceptions about village, although agriculture, in principle, offers realization of a better income and higher standard than many other economy lines. It is clear that young people would not leave villages for towns in such high numbers, if they had better living conditions and a certain existence in a village.“

Polet, no. 254, 1. III 1984, pg. 10.

ABOUT CHANGES IN VILLAGE WAY OF LIVING

“Posavina and Turopolje changed their look and way of living in the ‘80s, thanks to technological development. (...) Merely 10 to 20 years ago they used to go in horse driven cars and eat with wooden spoons from wooden plates. (...) Few years ago, when the first TV set arrived to the village, we would all go to see that ‘thing’, now, every house has one. (...) People sell horses to buy tractors. Some buy tractors, some buy cars, some buy both, some buy two cars. Pair and odd*. (...) White deep freezer is called ‘a chest’. Every house has that white chest. (...) All the villages are full of white houses. Half of them made of bricks, half made of wood, but practically all of them white inside. (...) Only six months ago those villages were hundreds of years behind towns. And so close to Zagreb and Karlovac. Only half a day ‘truckin’ in horse cars, now half an hour drive to Karlovac, even less to Zagreb. While Yugoslavia was electrifying and asphaltting, they were using gas-lamps and walking in muddy paths. When others were ‘televised’ they electrified and asphalted, and then became white of home appliances. Now the white world is being computerised, and Pokuplje is not far from that.“

“Ahil stigao kornjaèu“ (Achilles caught-up with the turtle), Svijet, no. 7, 1980, pg. 32.



1. Compare these sources.
2. What kind of changes were happening in villages in the ‘80s?
3. What can you conclude about migrations village - town and perspectives of village development?

**'Hard drinkin' rake you are,
the whole village yells'**



„Had a house, not anymore,
had a land, sold it.
Gambled the estate away
So what? – I just felt like it...
Is it a sin?
Had a darling, not anymore
But I have all the others.
I gambled all the money away
So what? – I just felt like it...
Is it a sin?
Hard-drinkin' rake I am,
Hard-drinkin' rake, it's in my blood
Hard-drinkin' rake, man
'hard-drinkin' rake you are'.
'Yeah, nobody's business but mine'

*Bijelo dugme, LP 'Sta bi dao da
si na mom mjestu', 1976*



1. What can you conclude about the village mentality, based on this song?
2. Can an individual have a life the way he wants in a village?

MISFIT



I threw the radio away today,
It broke in thousand pieces,
There was nothing for me on
program,
Just commercials and dilemmas.
Radio, this is jour end,
Radio, bye, bye, bye...
Radio, I remained the same,
I am a misfit!
I went out,
People turned their heads on me,
Everyone pointed fingers at me,

I am a misfit!
Girls are distant,
Girls are soft,
Girls are away from me,

I am a misfit!
Film, LP Live u Kulusicu, 1980

BITLES



Haircuts ruled the world,
Regretfully, again today.
Many years from now,
I was walking across the fields.
I remember, it was May,
In the field people.
Digging about potatoes.

Look at him, his long hair
Is it a boy or a girl?
Look at him, Beatles!

Listen, you, greasy Beatles,
Have you got no brain?
Hairy Jesus!

Get rid of long hair,
Put on a church suit!
And a nicer shirt,
Then hurry for some buzz!

Soon after, I cut my hair,
Bought a suit, went to work
Look at him, humble husband!
Is it a boy or a girl?
Look at the 'make-up' boy.

Listen, you, in your fancy shoes,
Have you got no brain?
Stupid faggot!

Get rid of those perfumes,
And grow a real hair!
Don't lick the honey,
You might become a man.

*Lacni Franz, LP Ikebana,
1979*



1. How are novelties of the city received in a village?
2. Were the changes in towns and villages simultaneous?



1. Compare the texts of all songs and discuss within the group the relation of society towards an individual, individual freedoms in town and village, degree of alienation etc.
2. Are there more similarities or differences between a village and a town?

CITY PEOPLE (EKV)



Come closer, take a good look
Where these traces lead to
There, lights shine in the night
Those lights are our cities

Each light one flat
In the flat, a bad, table, chairs
Blue light over blue faces
And blue voice from the blue
box

City people
City people

Can you recognize the faces
Faces of the city people
Can you recognize the speech
Speech of the city people
We are strong, we are powerful
City people
We are strong
We are powerful.

First day we sat
And first day passed by us
Second day we sat and waited
Second day, too, passed by us
Third day we were holding out
our hands
Third day, also, passed by us
Fifth day we sat and waited
And cried and sat,
And waited and cried...

*Ekatarina Velika, LP Ljubav,
1987*



1. How the author describes the city people?
2. Based on sources, what can we find out about their social life?
3. Is there alienation in the cities?

EXAMPLE OF HAVING FUN IN STOLAC

“Life in Stolac this winter is monotonous, since youth has no fun. The scouts unit ‘Danilo Soldatic’ from Stolac, which gathered quite a number of youth, decided to organize internal dance parties, with a record player. One night a police officer came (...) with a task to close the room, as the party was not announced and approved. As young people refused to leave, the policeman asked M.T. for his ID card. He returned the document, saying that M.T. will be punished. (...) If we are not allowed to organize internal dance parties, then how to spend our time?

We are left with going to taverns, which is, as it seems, allowed.“

“Sloboda”, Mostar, 1962.



1. Who organized a party in Stolac, and how?
2. Why was the dance interrupted?
3. What was the alternative for youth to spend time?

EXAMPLE OF FUN IN A SMALL TOWN (IVANIC-GRAD, 1980)

“In summer nights the young gather in public places: square, park in front of post office, about 50 of them, till midnight. In winter we are in bars, which are too many. We stand next to a bar, drinking, listening to a juke-box. We got two damp rooms in old municipal building, size three by two meters. There is the archive now. Political organizations take little care, they call us for meetings, but they do not give anything concrete. But light future is ahead of us. It is planned to build a youth sports centre. (...) In a village, the most frequent word also is tavern. Empty beer bottles are just piled up in corners. In Posavski Bregi there was a young priest who had a lot of sense for problems of the young. He allowed the boys to play football on church land, he even bought a ball. A smaller part of youth found their interest in local craftsmanship workshop, or a quire... The bigger part makes the quiet majority. They keep quiet and drink their wine with soda. And so it goes. It is all quiet until an incident occurs, until a window in a dance room is broken, until someone throws-up and starts a fight. Then we start with holding meetings and looking for someone to blame. But we don't really need to look for it, do we?”

Ivanic-Grad; Od šanka do šanka (From bar to bar), Polet, no. 117, 16. I 1980, pg. 14.



1. What did political organisations do regarding better youth time in villages?
2. Who else offered solutions and what were they?
3. Discuss who might be the real ‘one to blame’ for occasional incidents.

AN EXAMPLE OF URBAN FUN (ZAGREB, 1978/79)

“From the beginning of last season (1978/79) in Student Centre in Zagreb, the Disco is reserved for program that gathers young people. That is how the ‘3rd line’ started. The original program remained the same to date, i.e.: 1. Presentation of Yugoslav rock and jazz, 2. allowing unknown bands to play and annoy the present audience, 3. Presentation of Zagreb pop singers, 4. occasionally bring someone from abroad, 5. organise jam-sessions, 6. helping bands who need rehearsal space. The program on Fridays goes on from 20:00 to 01:00 a.m. and it is going on simultaneously in two rooms. In the second room films are being projected. (...) This year, there will be more space for amateur drama sections, which already started to work in student dormitories, there will also be more poetry, pop music, TV, and also some art (paintings). Learning from a good experience, the last free day of Disco club (Monday) will also be turned into a music-listening room (...)”

Polet, no. 121, 12. II 1980, pg. 12-13.



1. What is the “3rd line”?
2. What were the plans of Zagreb Student Centre?



(Throwing) Stone off the shoulder



Dance party



Mascarade



Married couple @ivkovi}



1. Analyse these photo sources.
2. Which of them show fun in town, and which in a village?
3. Which photos seem spontaneous, and which are 'staged'?
4. Which forms of fun are closer to tradition, and which are closer to modern?
5. What kind of fun seems more attractive to you? Argument your opinion.

„DOUBTFUL PLAY OF NEW GENERATION”

relations between young and old in SFR Yugoslavia



Young-old: generation and/or ideologic conflict?



TEACHER'S PART

GOAL By analysing sources and discussing, try to answer the key question: What was the relation between young and old in Yugoslavia, and was it a generation or ideologic conflict?

RESULT

- Analysing sources to get to know about relations between generations in Yugoslavia
- noticing changes that are happening in the 1960s
- formulating and defending own views, with respect to the views of others

ORGANISATION OF A LESSON

Step 1

The teacher will talk with pupils and ask them if they have conflict with their parents. If yes, what about? On the table / flip chart, the teacher might draw a diagram of main points of conflict. Then, the teacher will ask the pupils their opinion whether such conflicts existed also some 40 years ago?

Step 2

After that, teacher presents the introductory text. The following text is ideal to put in context the whole workshop.

CONTEXT

“Division to young and old generation, to ‘conservative’ and ‘angry young men’ is, in essence, artificial; nobody ever set the moment when a person leave the young group and goes to older generation.

However, differences exist. The young always bring something new, they want to change something. From the way of dressing and hair colour, to the point of view to certain issues and the whole public moral of a certain time period.

History showed that in the new brought by the young, there is always enough positive things. History also taught us that the young were always discouraged in their intentions. It is understandable to a degree, bearing in mind that young persons are not yet fully formed, but we also know that extreme limitations caused a real revolt ny the young and a total change in way of living and the whole moral of the society. (...)

Strangely, but actions of ‘salvation army’ started to get support lately. Their battle agaist youth ‘incidents’ turned into a real campaign. Campaign against black pullovers and long hair, against mini-skirts and electric guitars. Actors of that battle forget that they themselves, at some point, wore ‘shimy’ shoes and danced RAZVRATNI tango, and that they used to argue with their parents about ‘strange’ haircuts and skirts ‘three fingers below knees’ .(...)

Regretfully, we forget that all extreme and new brought about by the young in nothing but the reaction to the pressure, ususally exerted without a just reason by a part of the old society.“ (Studio, no. 121, pg. 4-5, 30. VII - 5.VIII 1966.)



45 minutes

Step 3

Here comes the key question: In relations between the young and old, was there an ideologic or a generation conflict? Pupils will be divided into 6 groups, an each group will get its sources to work on.

Step 4

Participants in groups analyse sources (10 min.), they discus within the group, answer the questions and prepare presentation of group conclusions. The teacher oversees the work and gives guidelines, as necessary.

Step 5

Group representatives will present conclusions of their groups. All groups will have 2-3 minutes, each, for the presentation, or a bit more if discussion develops. According to group conclusions, the teacher will put +/- in the table. If there is a conflict, it will be characterised as idelologic (I) or generation (G) conflict.

Step 6

After that, everyone will take a look at the insert from Emir Kusturica’s film ‘Sjecas li se Dolly Bell’. They will answer the questions and try to conclude, in a brief discussion, if it was a generation or ideologic conflict.

Table 1 A sample for flip-chart (with presentation of group work)

Conflict Young-Old	Fashion 1	Fashion 2	Village-Town	Fun	Music
(+/-) (I or G)					

In 1967, in urban streets of Yugoslavia (and in schools) mini-skirts appeared.
Read about the reactions.



A SURVEY ABOUT MINI SKIRTS

B. •ukina (Zagreb, 19 years): “I think this fashion will not sustain, it is impractical and aggressive.”

J. Ševelj (Zagreb, 16 years): “I accepted mini skirts with thrill, they are practical and so youthful. (...) I would wear it even if my boyfriend would be against. (...) However, mini is just a ‘fashion scream’ that will disappear over time.”

B. Crnkoviæ (Rijeka, 17 years): “**I don’t like them and they are very impractical. I wouldn’t wear it even if my friend would like it. It will pass as everything else in fashion.**”

M. Spoja (Petrinja, 17 years): “When I saw on TV, and later on also in town, girls wearing mini skirts, I didn’t like it. However, I think that fashion will stay for a long time. Why would it be worse that bicinies that are worn for so long now?”



Mini skirts in Belgrade, 1967

Plavi vjesnik, no. 634, 17. XI 1966, pg. 16

MINIS IN SCHOOLS



Mini-skirts appeared in the summer of 1967. When girls came to school next fall, wearing minis, they had to go home and change. There was a conflict of opinion: teachers could not agree with it, while the pupils said it was quite normal. Prof. Tomislav Zupcic, Director of Zagreb 7th Gymnasium stated: “We believe this as a new wave, that will, as many other, pass. We do not ban mini-skirts to our pupils. (...) We can only hope there will be no super short minies.” Prof. Marijan Cukor said: “We decided to speak little of it, as we believe it to be more efficient than banning. (...) Mini will pass as many other fashion waves did. It is important that the pupils sit in their classrooms and meet their commitments.” A different tune came from 2nd Gymnasium, where a professor asked a pupil to go home and change the dress. “It was really exaggerated”, said the Director, “the skirt was so short she couldn’t bend over. Now our girls have to wear uniforms.” The girls-pupils of the 7th Gymnasium say: We like minies and we think we should be allowed to wear it. It is not important how long is the skirt, but how much we follow the classes and how much we learn and know.”

Plavi vjesnik, no. 679, 28. IX 1967, pg. 11.



1. Analyse sources.
2. What were the reactions to mini skirts (of young, old, teachers)?
3. Look at the photo.
4. Can you assume how grannies comment the new fashion?
5. Discuss the key question within the group.



As a member of the Communist Party, may I have long hair?

“I think my father, based on a widespread opinion that long hair is a symbol of hooligans, was worried how will I be received and judged in the current Party organization, with a few inches longer hair. I am personally also interested if a young man, member of the SKJ, can have long ‘hooligan’ haircut? (...) While my mother was persuading me to go to a meeting with my Beatles hair, my father was in favour of a more tactical approach: he first wanted to ‘check the atmosphere. I think I will listen to my mother, after all, as the SKJ (Communist Party) Statute does not say anything about the long hair.”



Plavi vjesnik, no. 648, pg. 3, 23. II 1967.

WHO ARE YOU, BUSH-HEADS?



Comments were sharp, judgements uniform. Boys and girls with long hair that we talked to openly claimed they believe all accusations against them to be unfounded. No reason for them to be treated as a worse part of their gEneration, or even as a “TALOG”. They even do not feel the need for their manners to be assigned to their generation, and that the whole phenomenon should be viewed in comparison with fashion of older generations. (...) It is regretful that educational workers, who - due to the fact they are raising children - should have wide horizons, have no understanding for something that has become everyday and normal

Studio, no. 132, 15. X - 21. X 1966, pg. 6-7.



A LETTER FROM A GROUP OF PARENTS



“I don’t know what are the intentions of your magazine, dedicated mainly to the young people, as in the contents I do not see anything educational or cultural in its texts. (...) Much as ‘Music youth of Zagreb’ tries to raise the young in the spirit of right music, you on the other hand only serve this awful screaming and squeeling or amateurish playing on various ‘instruments’. (...) Your magazine’s contents is a misery and that is a fact. Your illustrations show only some jerks with long hair. I cannot understand what they want with such haircuts, or you when you propagate them. This, altogether, is a big cultural disgrace history will record some day. (...)“

A letter of a group of parents to ‘Plavi vjesnik’, no. 656, 1965.



1. What were the comments about long hair in the newspapers?
2. What were the attitudes of parents and education workers?
3. Do you find a dilemma whether a member of the Party can have long hair justified?
4. Argument your answers. Discuss the key question within your group.

RELATIONS BETWEEN YOUNG AND OLD IN TOWNS



Based on a wide survey, 'Globus' analyse if today's boys and girls have sufficient possibilities to live the way they want. The sample comprised of 1400 boys and girls aged 17 to 22 from Sisak, Belgrade, Karlovac, Ljubljana, Vara•din and Zagreb.

"The differences occur on relations, eg. Zagreb - Varazdin or Belgrade - Sisak. A worker in Ljubljana has a lot more liberal views on life, compared to a secondary school graduate in Varazdin. In Sisak parent are a lot more strict than in Zagreb. In Varazdin girls cannot stay out after 10 pm. In Zagreb, on weekends, many go to the movie theatres at that time. It is also true that family situation (relations between parents) are better in provinces rather than in large centres, but it is also true that girls from Zagreb, Belgrade and Ljubljana think they will raise their children the way their parents raised them, while those from the province say they will give a lot more freedom to their children."

"Hello, youth!", Globus, no. 90, pgs. 8-12, 19. III 1961

FATHER AND SON - PLOUGH BLACKSMITHS



"A village of Tresnjevic in Pomoravlje, in the vicinity of Paracin and Cuprija, as a settlement has the biggest number of craftsmen and craftsmen workshops. Blacksmiths, carpenters, masons, tailors and other from Tresnjevic have numerous customers in many villages and towns, as they enjoy the reputation of hard-working and good craftsmen. The trade passes from father to son here, it's a tradition. Sons rarely go for high education. They like their village, their home, their work."

(25 VIII 1971)

STRICT FATHER, MISCHIEVOUS CHILD



"In the '70s there were often disagreements between youth organisations in Local Communities (MZ) and other political structures. Bodies such as Municipal Assembly or a Council were mainly filled with mature people, who did not have a lot of understanding for problems of the young. (...) Such conflicts usually had no real substance behind, but rather a few stubborn heads. On the one hand, young people, who mainly demanded things in the wrong manner, and on the other hand 2-3 men in the MZ who couldn't stand that some greenhorns do something without their control. (...) They treated the young as a strict father would treat a mischievous child: let it play, but punish it swiftly if it does something wrong."

Polet, no. 256, 15. III 1984, pg. 17



1. Analyze these sources.
2. What were the generation relations in village and town?
3. Were there conflicts?
4. Where the young have more freedom?
5. Discuss the key question within the group.



PARTYING IN OSIJEK IN THE 1950S

«Dance orchestra 'Bonzo', at the time (early '50s), was playing in the popular COD (Central Youth House), on the corner of Ante Starcevic and Kapucinska streets... COD was a sort of an Olymp of Osijek fun and the most attractive city oasis gathering youth for dance and fun. Every performance of 'Bonzo' started with a famous song 'Crna pantera', while the most frequently played songs were 'Night in Casablanca', 'Hello Dolly', 'Stardust', 'Begin the Beguine', 'Manhattan', 'Tea for two', 'Besame mucho', 'Caravan' and other. We should point that all those songs were on the list of forbidden American music, which was published in Zagreb daily 'Vjesnik'. However, Braco Bem did not get excited, and in his own way he used to make fun of the case when, once, due to boggie-voggie he was taken off the COD stage straight to the Police, where he was forced to sing and dance it there, so that some of the present officials could estimate the level of bad influence of that music to the youth.»

Branko Mihaljevi}, Tragovi osje-ke zabavne glazbe, Osijek, 2002, pgs 59-61



A TEENAGER'S MONOLOG

“My name is Dolores. I am 18 and soon I will graduate from Belgrade Gymnasium 'Mosa Pijade'. I will enroll Academy of applied arts-film directing, if they will have me. I would not like to ruin my chances to enroll the desired university with what I am going to say. They say we are apathetic. It is partially true. In fact, we are not well organised. Apathy comes from the fact that no action is finished through, nothing started is done all the way, despite that the 'potential' is there. Groups of young people hung around corners, in the lack of something better to do, by inertia they play the guitar, or simply gather to kill the time. The Youth Association is unable to organize them, although they have enough free time. That organisation does not solve important issues of its population. To be banal - if a boy want to take his girlfriend to the movies, and has no money, the YA cannot help him. What I want to say is that there is no strong organic bond between the organisation and its members, and a lot should be changed there.“

Studio, no. 164, 27. V - 2. VI 1967, pgs. 28-29



A DISCO CLUB OPENED IN JOVAC

“After Krusar, Dobricevo and Mijatovac, Jovac is the fourth place in Cuprija municipality to get its own Disco. The Youth organization of this village used a local community loudspeaker system and one room in the Culture House, which was redecorated for the purpose. Three nights a week they stage dance parties there, with music from the records.

In this way, Disco is turned into a place where boys and girls gather. Now, a very few young men are found in the bars, and also number of those who leave for neighbouring places looking for fun they do not have in their village, decreased.“

*Novi put, Svetozarevo,
10. II 1971.*



1. Is the state involved in youth fun and in what way?
2. Compare the fun in the '50s, '60s and '70s. What kind of changes can you notice?
3. Is there a change in relations between young and old in this period?
4. Discuss the key question within the group.



PENSIONERS

«Pensioners in my street,
Get up early, sit in the Sun.
Play cards, read papers.
Speak of the past,
Mention pensions.

Concerned about football,
Social recreation,
Doubtful is the play
of new generation.

Pensioners in my street
Mention people I never knew.
When time and men run over us
Flocks of tired souls
take-off and leave.»
(Drago Mlinarec, 1978.)



1. What is the author’s attitude towards older generation?



A HAPPY CHILD

“I grew up with war movies in colour
frequent fight at school
folk songs full of pain.
I am really a happy child...
I grew up with magnificent army parades,
students’ demonstrations
(lost a photo from the ID-uuu!).
I am really a happy child.
I am really a happy child...”



Prljavo kazalište
LP Prljavo kazalište, 1979



1. How the author describes his childhood?
2. What were the conditions of his growing up?
3. What can you conclude from this text about civil freedoms and influence of ideology?



1. What can we conclude about relations between young and old generation from texts?
2. Is there a conflict of generations and what is its character?

Clip1 **A meeting** (length: 2 min)

Clip2 **A solution** (length: 3 min)

Q for analysis of a movie clip:

1. Why father holds family meeting like Party one?
2. How father interprete “personal initiative“?
3. What is father’s view on son’s eligibility age?
4. Who has the right to bring decisions in the family?
5. What can we conclude about family structure in the ‘60s, based on this movie clip?

Q for analysis of a movie clip:

1. What initiated the joy in the family?
2. What is the relation communism - individual?
3. How father and son look at communism and how at hypnosis?
4. In what their attitudes match, and where they differ?
5. Was it a generation or an ideology conflict? Why?

Fill out the table based on these two clips:

FAMILY MEMBER	Father	Mother	DINO (middle son)	MIHO (joungeest son)
GOAL / SYSTEM OF VALUES				

POLITICS AND SPORTS



How Yugoslavia used sports in promoting political ideology?



TEACHER'S PART

EXPLANATION OF WORKSHOP

Sports and politics can be connected. Socialist countries were using grouping of people in sport clubs and sport vents in promotion of its ideology. In the period 1945-1990 Yugoslavia did not differ in use of sports for political purposes from other socialist countries of that time. Mass sports events were being organised in Yugoslavia, and Yugoslav political symbols were present in sports. Yugoslavia was using sports in the promotion of its international political position.

RESULT

- Developing skills of independent thinking among pupils
- Developing critical thinking when working with sources.

GOAL

Using the supplied sources, the pupils should find a connection between sports and politics in Yugoslavia.

ORGANISATION OF A LESSON

Using the supplied sources, pupils should try to answer the key question of the workshop and find the onnection between sports and politicsin Yugoslavia. The teacher divides the pupils in three groups. In the first part of a class all three groups have the same task

- work on supplied sources. The second part of the class is dedicated to presenting answers to questions attached to sources. Each of the groups in the end answers to one key question relating to the relation of politics and sports in Yugoslavia, while the questions are written in such a way to satisfy the model of critical thinking of pupils.



45 minutes

- **step 1:** All the groups have to answer the questions attached to supplied sources - 20 minutes.
- **step 2:** Representatives of each group give answers to posed questions - 10 minutes.
- **step 3:** The groups answer the key questions related to the group of sources they were using, and their representatives present the answers: - 15 minutes.

PUPILS' PART

Context

Sports and politics can be connected. Socialist countries were using grouping of people in sport clubs and sport vents in promotion of its ideology. In the period 1945-1990 Yugoslavia did not differ in use of sports for political purposes from other socialist countries of that time. Mass sports events were being organised in Yugoslavia, and Yugoslav political symbols were present in sports. Yugoslavia was using sports in the promotion of its international political position.



What was the connection between mass sports and politics in Yugoslavia?

CAR RALLY "STAR RIDE BROTHERHOOD - UNITY" FINISHED



Mass sports should be cherished and supported

- stated the message of Aleksandar Ranković*, who was elected for a honorary member of Yu Motor Club Tjentište, 23 May

...Respect to fallen soldiers of the legendary battle of Sutjeska was paid by a minute of silence. Then, Mato Horvatic, an envoy of the sponsor of 'Star ride', Vice-President of Yugoslavia, Aleksandar Rankovic, read his message to participants in this sport-touristic manifestation.

This and similar competitions - inter alia stated the message - contribute to successful and comprehensive development of mass sports. It seems to me appropriate to particularly stress on this occasion that in our socialist society, depending on conditions and interests of youth and citizens, mass sports should be cherished and supported in its various forms and disciplines. Physical culture and sports should serve the working man, health, physical and moral education of our men, youth in particular, and, as a part of general well-being, to serve the better development of creative forces, better knowing of our socialist homeland and rich historical and cultural heritage of our nations..."

* Aleksandar Ranković, along with J.B.Tito, was one of the most influential Yugoslav politicians.

R. C., *Oslobojenje*, 24 May 1965, pg. 8



1. How can a venue of holding this event be connected with Yugoslav state politics?
2. In what context Aleksandar Rankovic mentioned the importance of mass sports in socialist Yugoslavia?

THERE WERE AND THERE WILL BE GAMES



The first student's youth games of Yugoslavia passed in an atmosphere of friendship, brotherhood and unity... The next games will be held in Kumrovec, in 1977.

The words of...

Professor Dr. Zdravko Besarović, Rector of Sarajevo University:

"I experienced with particular pleasure the first sports games of student youth of Yugoslavia, held in Tjentiste, in the Valley of Heroes, in the time of celebrations of 83rd birthday of comrade Tito, 30 years of victory over fascism. I want this manifestation to become traditional, to create new friendships on historical sites of our country, to strengthen the brotherhood and unity of students' youth of Yugoslavia..."

V. Spahovi}, *Oslobojenje*, 26 May 1975, pg. 14



1. What connects Tjentiste and Kumrovec as venues of sports games of Yugoslav youth?
2. Why did the Rector of Sarajevo University connect sports games, Tito's birthday and anniversary of victory over fascism?



How were sports in Yugoslavia connected with Tito cult and symbols of regime?

SPORTS AND BEYOND



The football players, like other sportsmen, always wished happy birthday to comrade Tito. Ever since 25 May, 1945, only 10 days after liberation of the country, the football teams of Crvena Zvezda (Red Star) and Metalac (today's OFK Beograd) played a match in the course of celebrating the birthday of Marshall Tito... It will be remembered that this friendly competition was a beginning of a long, pleasant, nice tradition: sportsmen wishing happy birthday to our beloved Tito. And Tito, despite his statesman's duties, always found time to receive the sportsmen, to talk with them, to crack a joke, counsel, give a missionary message. "Regardless from which republic you come, you represent sports of the whole Yugoslavia. You will continue to play outside country mainly as national team, but also teams from republics will go. But even in that case, whether the team is from Croatia, Serbia, Montenegro, or some other republic, never forget you are from Yugoslavia. You must be an important factor to contribute to the unity of our country."

Zoran Kurtovi}, Oslobođenje, 25 May 1975, pg. 17



1. Why were sports games organized in the honour of Tito's birthday?
2. What was Tito's message to sportsmen from various Yugoslav republics in his speech?
3. Why were sports considered important part of Yugoslav state politics?

TELEGRAM OF BASKETBALL TEAM TO TITO, 1979



"GRENOBLE - After winning the European title, basketball team of 'Bosna' from Sarajevo, sent a telegram to President Tito, which reads: Dear comrade Tito! We send you the warmest wishes for good health and long life from Grenoble, where Yugoslav sports won another great recognition and contributed to the raise of reputation of our country in the world. It was not only the holiday in Sarajevo, but in the whole country, and another victory of everything promised by our self-management system. Long after the game in Grenoble, it echoed - We are Tito's, Tito is ours... Bravo, boys, you defended the country's reputation, and for that everyone say: Thank you very much."

Sport, XXXIV, 8188, Beograd, 7 April 1979



1. What could be the reasons for Bball team of 'Bosna' to write to Tito in 1979?
2. How a sports journalist connected sports and politics through success of KK Bosna?

FOOTBALL CUP OF YUGOSLAVIA

"WINNERS:

1947. Partizan, Beograd
 1948. Crvena zvezda, Beograd
 1949. Crvena zvezda, Beograd
 1950. Crvena zvezda, Beograd
 1951. Dinamo, Zagreb
 1952. Partizan, Beograd
 1953. BSK, Beograd
 1954. Partizan, Beograd
 1955. BSK, Beograd
 1956/1957. Partizan, Beograd
 1957/1958. Crvena zvezda, Beograd
 1958/1959. Crvena zvezda, Beograd
 1959/1960. Dinamo, Zagreb
 1960/1961. Vardar, Skoplje
 1961/1962. OFK Beograd, Beograd
 1962/1963. Dinamo, Zagreb
 1963/1964. Crvena zvezda, Beograd
 1964/1965. Dinamo, Zagreb
 1965/1966. OFK Beograd, Beograd
 1966/1967. Hajduk, Split
 1967/1968. Crvena zvezda, Beograd
 1968/1969. Dinamo, Zagreb
 1969/1970. Crvena zvezda, Beograd
 1970/1971. Crvena zvezda, Beograd
 1971/1972. Hajduk, Split
 1972/1973. Hajduk, Split
 1973/1974. Hajduk, Split
 1975. Hajduk, Split
 1976/1977. Hajduk, Split
 1977/1978. Rijeka, Rijeka
 1978/1979. Rijeka, Rijeka"

Krešimir [peleti}, Tito i Sport, Zagreb, 1979.



1. How can titles of football teams be connected to politics of the ruling ideology?
2. How do you interpret the fact that the winner of the Cup receives Marshall Tito trophy?



How did Yugoslavia manifest its position in the international politics through sports?



YUGOSLAVIA – USSR 3:1

Manifestations in Belgrade

Belgrade, 22 July

A few thousands people in Belgrade were manifesting their joy tonight for the victory of our football team over the USSR team... With slogans to Tito, Party and our football team, the celebrations went on late in the night.

(Text on the cartoon: After the transmission of the game Yugoslavia - USSR)

Oslobođenje, 23 July 1952, front page



1. Remember what were the relations between Yugoslavia and USSR in the time of this game.
2. In your opinion, why were people saying slogans to Tito and Party on Belgrade streets after the game?
3. Who is the person in the caricature?
4. How did the author connect sports, politics and Yugoslav international relations in 1952?

SUMMER OLYMPICS IN MOSCOW, 1980



“A boycott (of participation at Olympics), caused by the Soviet invasion to Afghanistan in 1979, was led by the USA, and supported by another 64 countries in the world... As a form of protest against USSR, representatives of 15 countries marched at the opening ceremony carrying Olympic instead of national flags...”

http://en.wikipedia.org/wiki/1980_Summer_Olympics, May 2007

COUNTRIES PARTICIPATING IN THE 1980 OLYMPICS (in green colour)



http://upload.wikimedia.org/wikipedia/commons/5/5c/1980_Olympic_games_countries.PNG, May 2007

SUMMER OLYMPICS IN LOS ANGELES, 1984



“14 countries of the Eastern block and their allies, including USSR, Cuba and East Germany (but not Romania) boycotted these Olympic games... The USSR declared that they will not participate on the 8 May 1984. They justified their decision by concern for their own safety... but some saw it as a revenge for the boycott of Olympic games in Moscow.”

http://en.wikipedia.org/wiki/1984_Summer_Olympics, May 2007

COUNTRIES PARTICIPATING IN 1984 OLYMPICS (in green colour)



http://upload.wikimedia.org/wikipedia/commons/0/00/1984_Olympic_games_countries.PNG, May 2007



1. What was the influence of international politics on holding of the summer olympics in 1980 and 1984?
2. What was the political position of Yugoslavia in these events (according to supplied maps)?

IMAGE OF YUGOSLAVIA



How can different perceptions of Yugoslavia be built?



TEACHER'S PART

EXPLANATION OF WORKSHOP



Perceptions of facts and their memory differ from the facts themselves. The spectators build their own perceptions. They do not remember the facts, but perceptions they created about those facts. People who lived in Yugoslavia between 1945 and 1990 remember that country in their own way, as they perceived it then and as they perceive it now. People who lived outside Yugoslavia also had their vision of that country, and they created it on information they were receiving, personal experience, just like the citizens of Yugoslavia did.

The teacher divides the pupils in three groups, where group 1 gets the written source to work on, while the other two groups have to produce source about the image of Yugoslavia. One of the two groups should be affirmative in their view of Yugoslavia and make a list of all positive things about it. The other is a negation group that should list all the negative things about Yugoslavia and its society. The task is to present all the things that might have influenced: the interviewed foreigners in their perception of Yugoslavia, the affirmative group and the negation group. All in all, the pupils should realize what might have had the influence on different perceptions of Yugoslavia, those presented in the interviews and those listed by pupils themselves. The teacher can help them in that, giving examples. The workshop should be concluded with presented answers to the key question.

RESULT

Developing skills of independent and critical thinking among pupils.

GOAL

Inform the pupils about the possibility of creating different images of Yugoslavia.

ORGANISATION OF A LESSON

step 1: Giving instructions and dividing the class in three groups - 5 minutes;

step 2:

Group 1: Reading the interviews and listing the relevant facts the interviewed persons give about Yugoslavia;

Group 2: Making a list of all positive things about Yugoslavia, its politics, President Tito, Yugoslav economy, development of Yugoslav society in socialism, sports, music, film, fashion etc.;

Group 3: Making a list of all negative things about Yugoslavia – 10 to 15 minutes;

step 3: Each group makes a list of things that might influence their perception of Yugoslavia: group with interviews what might have influenced the foreigners in creating their image of Yugoslavia, affirmation and negation groups write about what might have influenced them in building positive or negative image of Yugoslavia and its society – 15 minutes;

step 4: the pupils compare images created on perceptions of Yugoslavia in the eyes of foreigners with those they created themselves;

step 5: Presentation of group representatives of list of things that might have influenced creation of different images of Yugoslavia, which is at the same time the answer to the key question – 10 to 15 minutes.

PUPILS' PART

People who lived in Yugoslavia until its crash have their opinions about that country. They may be different, considering their own experiences, experiences of their parents and friends, information they got from the state through media, in education process, from groups they were in contact, etc. Some continued to create their opinion during the de-composing of the country and after it. Those who were too young to remember living in Yugoslavia also built their image of that country through stories they heard from other people, information they got via internet, TV, in school or elsewhere.

Likewise, people who never lived in Yugoslavia created their image of it, based on information from newspapers, TV, in the course of their education, from contacts with people who came from Yugoslavia, etc.

TASKS:

- Compare the images of Yugoslavia created by the foreigners with your own.
 - Think about the factors that might have influenced creation of different images of Yugoslavia.
-

PERSONS INTERVIEWED IN 2006

Werner Huber
pensioner
age: 66
Springe, Niedersachsen, Germany

Michal Otčenáš
University Professor
age: 50
Prešov, Slovakia

Marcel Trojan
soldier
age: 31
Prešov, Slovakia

Heiko Steinmeier
manual laborer
age: 47
Springe, Niedersachsen, Germany

Patrizia Reiter
manual laborer
age: 42
Bodenwerder, Niedersachsen, Germany

- Have you had a chance to often read news about Yugoslavia till 1990 on the press, to watch news and documentaries that created your image of Yugoslavia?

Werner (66), Germany: During the war (92-95) a lot more could be heard of Yugoslavia than before. Information I was getting from people I worked with were different.

Heiko (47), Germany: Most news I previously watched were about sports and tourism. Later it was more about the war.

Patrizia (42), Germany: I looked at some touristic brochures. Other news at that time did not interest me.

Michal (50), Slovakia: Yes, especially in 1968, when Yugoslavia took the side of Czechoslovakia in its process of emancipation - in political, economic and cultural issues, Yugoslavia was in my country seen as an ally of Czechoslovakia. Many parallels were made between Slovakian national uprising and Yugoslav anti-fascist movement. I was fascinated by the fact that you were able to liberate yourselves alone.

Marcel (31), Slovakia: There must have been some documentaries, but I must admit I was not too much interested in it.

- To what extent news about sports, tourism, music and film, compared to those about Yugoslav society and politics, influenced your perception about Yugoslavia?

Werner (66), Germany: Both had equal influence.

Heiko (47), Germany: I knew bits and pieces about Yugoslav football, I knew nothing about film and music.

Patrizia (42), Germany: I was not interested in politics, I had no opportunity to see other information about culture.

Michal (50), Slovakia: Tourism - well, very desirable destination, but, however, very unavailable. Only a small number of those who wanted it could get a permission to go to Yugoslavia, and in order to go there you had to go through the same procedure as if you were travelling to some capitalist country - you had to have Visa.

Literature – Slovakian classics were mainly inspired by Yugoslav region. Description of your natural beauties and way of living belong to the treasure of Slovakian literature.

Sports – I noticed the centres – Ljubljana and skating, Sarajevo and its winter sports, football teams of Zagreb and Belgrade and, yes, the competitions Yugoslavia organized - on one of them we became the European champions (1976, Zagreb - Beograd).

News, prior to 1968 they were censored, and later on also, during the normalization in Czechoslovakia. Anyhow, the news we were receiving were often related to Slovakian minority living there. And it seems Slovaks in Yugoslavia and its multi-national character had the best conditions for development and found their place.

Marcel (31), Slovakia: If I remember well, Yugoslavia had excellent football players. The best known was Davor Suker, but I am not sure if he was known outside the country before the war, or only after. And, of course, the Olympics in Sarajevo. I don't remember exactly which year they were, but I remember the white bear as a mascot. Of Yugoslav films, I remember Gojko Mitic as a typical example of indian character.

- If you knew some Yugoslavs who lived at a time in Germany / Slovakia, were they talking about life in Yugoslavia? What was the content of those talks and were you getting from them information you were not getting through the media?

Werner (66), Germany: I knew a lot of people from Yugoslavia, they were talking about their country. Usually we were not talking much about politics.

Heiko (47), Germany: There was a couple from Yugoslavia living in my building, they were nice people, but we did not have much contacts.

Patrizia (42), Germany: I did not have acquaintances from Yugoslavia then. Last years I met some people from Bosnia.

Michal (50), Slovakia: My mother's cousin married a Yugoslav, Ante Gulic, who built a house in Tatras and stayed to live in Slovakia. I learned a lot about life in Yugoslavia from him. I realized that Yugoslavia chose its own way in the complicated development of Europe, as a sovereign, independent, but yet a social state. In my opinion, Yugoslavia was Sweden of South Europe. At the same time, he was telling me about difficult conditions in some places, far from centres in the mountains, about hard life of farmers and fishermen...

I was listening to the news coming from Zagreb and Belgrade, but it was difficult to get modern Yugoslav books and press, so I was getting a lot of information from Ante who became a part of my family.

Marcel (31), Slovakia: No, I don't think I met anyone from Yugoslavia at that time.

- Did you have information about political developments in Yugoslavia in that period?

Werner (66), Germany: I knew basic facts.

Heiko (47), Germany: Very little.

Patrizia (42), Germany: No, not really.

Marcel (31), Slovakia: I don't remember. You would have to ask someone older about that.

PARTICIPANTS IN THE PROJECT



M. Sc. EDIN VELADŽIĆ was born in 1973. He graduated from Department of History at the Sarajevo Faculty of Philosophy in 2000. After graduation he worked two years as history teacher. Since 2003 he has been employed in Historical Institute in Sarajevo as an expert for modern history of the 19th century. He received the title of Master of Science in history of the said period in 2007. He is a co-author of history textbook and history reader for the 2nd grade of Gymnasium. He was one of the founders and the first President of Association of history teachers of Bosnia and Herzegovina EUROCLIO – HIP. He participated in a number of advanced seminars and conferences in the country and abroad. He has organized a number of conferences and seminars for history teachers, and was a coordinator of the project for BiH.



M. Sc. BOJANA DUJKOVIĆ - BLAGOJEVIĆ was a coordinator of the project. She was born in 1976 in Dobož. She graduated from Banja Luka Faculty of Philosophy – Department of History, where she finished her post-graduate studies as well. Her field of interest is general history of the second half of the 20th century. She published works from the general contemporary history. She is employed as history teacher in a Gymnasium. She participated in several international projects and conferences. She is one of the founders of the Association of history teachers of Bosnia and Herzegovina – EUROCLIO – HIP.



MELISA FORIĆ was a project coordinator. She was born in 1980 in Sarajevo. She graduated history from the Sarajevo Faculty of Philosophy in 2003, and started post-graduate studies of Illyrian history at the same faculty. She deals with antic history and archaeology. She is engaged as an expert in the Centre for Balkan researches of the BiH Academy of Science. She is an author and co-author of several history textbooks in Bosnia and Herzegovina. She actively participated in several regional and international seminars and conferences for improvement of history teaching.



M. Sc. EDIN RADUŠIĆ was born in 1970 in Udovičai, Foča municipality. He graduated history from the Sarajevo Faculty of Philosophy in 1999, received an MA in south-east European studies in Athens in 2000, and M. Sc. in history of Bosnia and Herzegovina in the 19th and 20th century at Faculty of Philosophy in Sarajevo in 2004. He has been employed as an Assistant since 1999, and as Senior Assistant since 2005 at the history department of Faculty of Philosophy in Sarajevo. His scientific field is history of Bosnia and Herzegovina of the 19th and 20th century in broader European context. He is an author of several scientific papers and a co-author of a text book and two teacher manuals for history for seventh grade of primary school. He participated in several scientific conferences in the country and abroad.



M. Sc. BORO BRONZA was born in Bosanska Dubica, BiH, in 1974. He has been employed as an Assistant for General History of 15-19 century at the Faculty of Philosophy, University of Banja Luka. His field of research is Hapsburg Monarchy and Germany in 18 and early 19 century, but he is also interested in history of Yugoslavia 1918 – 1991.



BAHRUDIN BEŠIREVIĆ was born in 1973, in Ostrožac. He graduated from History Department at the Sarajevo Faculty of Philosophy. He is employed as history professor in The 2nd Secondary School in Cazin. He participated in a number of international seminars, projects and courses.



MILIJA MARJANOVIĆ was born in 1964 in Stara Mitrovica, Serbia. She went through the studies at Faculty of Philosophy in Novi Sad, but graduated from Faculty of Philosophy – History Department in Banja Luka in 1996. She worked as a teacher in primary school and Gymnasium, and since 2006 she works as an assistant director of Gymnasium Banja Luka. She is one of authors of history textbooks for second grade of vocational secondary schools.



ELMA HAŠIMBEGOVIĆ was born in 1977 in Sarajevo. She graduated history from Sarajevo Faculty of Philosophy in 2001. She received an MA at the Central-European University – Department for history of middle ages, Budapest, in 2002, and she enrolled the PhD studies there. Since 2001 she has been working as a custodian in Historical Museum of Bosnia and Herzegovina in Sarajevo, where she realized several own exhibitions and some as a co-author. She is the author of history textbook for Gymnasium, and she is an author of several scientific papers.



MARIJA NALETILIĆ was born in 2006 in Siroki Brijeg. She graduated history from Faculty of Philosophy in Sarajevo, in 1987. She enrolled post-graduate studies there in 2003. She worked as a teacher in primary school and gymnasium. She published works about the past of Siroki Brijeg.



SLAVOJKA BEŠTIĆ-BRONZA was born in Sanski Most in 1971. She has been working as an Assistant at the History Department of Faculty of Philosophy in Banja Luka, for the subject General Modern History, since 2002. Her field of research is Central and S-E Europe after the WW2. Her most prominent scientific paper so far was *Willy Brandt - years in exile*.



DARKO KARAČIĆ was born in 1980 in Sarajevo. He studied at University of Sarajevo and Central European University in Budapest. He is employed at the Historical Institute in Sarajevo.



ZVJEZDANA MARČIĆ-MATOŠEVIĆ is a history professor and a student of post-graduate studies of history of the 19th and 20th century. She has worked at the BiH state archive, and currently is employed in primary school. She is an author of two textbooks of history and a creator of the Federation BiH Curricula. She participated in several international projects. She is a member of Euroclio HIP association since its establishment.

M. Sc. MIDHAT SPAHIĆ graduated from Faculty of Philosophy – Department of history and geography in Tuzla, as the best student of the generation, in 1999. He taught history in gymnasium and general and national history of middle ages at Faculty of Philosophy at Tuzla University. He became Master of Science at Faculty of Philosophy in Banja Luka in 2007. He published over 20 scientific papers, he is a co-author of textbook of history for the fifth grade of primary school and of the book “Znameniti Tuzlaci” (Significant people of Tuzla). He participated in a number of seminars and conferences.

VELIBOR VASOVIĆ graduated history from the Faculty of Philosophy in Pale, University of East Sarajevo. He has worked as a teacher in primary school and gymnasium. He is currently employed at the Ministry of Civil Affairs of BiH.



KAROLINA UJAKOVIĆ was born on 4 April 1965 in Garesnica, Croatia. After finishing classic gymnasium in Zagreb she graduated history from the Faculty of Philosophy at Zagreb University. She is an author of a history textbook and a methodic manual. In the time of this project she was the President of the Croatian Association of history teachers. She teaches history in a gymnasium in Zagreb.



SVJETLANA VOREL is a history teacher in a gymnasium in Zagreb. She was in a group of historians and history teachers who established the Croatian Association of history teachers in 1993. Since the establishment of the Association she has been its Secretary. In cooperation with the President of the Association and EUROCLIO she organized three seminars with a number of workshops in Zagreb and Dubrovnik. She is an author of a textbook in history.



DARKO BENČIĆ was born in Zagreb in 1970. He graduated history and comparative literature from Zagreb Faculty of Philosophy. He is currently employed as a history teacher in a primary school in Jabukovac – Zagreb. He also teaches Civil education in the same school. He is a mentor and a chairman of the Cantonal council of history teachers for the city of Zagreb, author of a number of workshops in history teaching and a reviewer of a history textbook for 5th grade.



DENIS DETLING was born on 22 October 1977 in Osijek. He graduated from Faculty of Pedagogy in Osijek, Department of history and German language, in 2003. He has been employed at The 3rd Gymnasium in Osijek since 2002. So far he published several papers in specialized magazines, held several public lectures and workshops, and participated in a number of school, out-of-school and international projects. His work with students achieved significant results also at the state level. He participated in this project from 2004 as an author.



KITI JURICA KORDA was born in Dubrovnik, where she finished primary and secondary education. She graduated history from Faculty of Philosophy in Zagreb. She has been working as a history teacher in Dubrovnik gymnasium since 1996. In her work with the students she initiated and realized a number of projects, some of which achieved significant results at the state level school competitions. She participated in several advanced seminars for history teachers. She became a member of Croatian Association of history teachers in 2004, when she joined the project as one of the authors.



M. Sc. HRVOJE KLASIĆ is an Assistant at the History Department of Zagreb Faculty of Philosophy, at the cathedra for World's history of the 20th century. He worked as a museum pedagogue in city museum in Sisak and as a history professor in Sisak gymnasium and other secondary schools in Sisak and surrounding places. He wrote a book "Hrvatsko proljeće u Sisku" (Croatian Spring in Sisak) and a number of scientific articles. He is engaged as an expert in several projects at Croatian Television.



IVAN DUKIĆ was born in 1969 in Zagreb. He graduated from Zagreb Faculty of Philosophy – Group of history and geography. He has worked in primary and secondary schools. For several years he was writing materials for the TV show "TV calendar" of the Croatian Television. For two years he was the editor for geography and history in the publishing house *Profil*. He is an author of a number of textbooks and supplemental teaching material published by "Skolska Knjiga" (School Book). He participated in creation of Croatian national education standard and the actual Curricula for primary schools. He held a number of workshops at cantonal seminars and at the state level. He is currently employed at The 7th Gymnasium in Zagreb.



M. Sc. HRVOJE PETRIĆ was born in Koprivnica in 1972. He graduated geography and history from Faculty of Science and he got his Master of Science title at Faculty of Philosophy, University of Zagreb, where he works as an Assistant – intern in the project “Triplex Confinium – hrvatska riječna vşegraniĳa” at the Institute for Croatian history. He taught lectures from history of environment (Eco-history), history of Central and S-E Europe at Universities in Zagreb and Split. He is editor of scientific magazines “Podravina” and “Ekonomska – Ekopovijest” (Economic – Eco-history). He took part in several dozens scientific conferences. He attended advanced courses abroad (USA, Germany, Israel, Austria, Slovenia, Hungary, etc.). He was awarded for his work (award “Dr. Franjo Markovic” of Zagreb Faculty of Philosophy in 1993; annual award of the Society of university professors and other scientists in Zagreb to young scientists and artists in 2005). He is the President of the Society for Croatian economic history and eco-history, Vice-president of Koprivnica historical society and a Board member of Croatian Historical Society. He is an author of a dozen of scientific books, school textbooks and a number of scientific articles. He is active as an editor for history at the publishing house “Meridijani” in Samobor, where he edited several dozens textbooks and other books.



SNJEĳANA KOREN was born in 1965, in Zagreb. She graduated history from Faculty of Philosophy in Zagreb in 1984. She is currently attending PhD studies of Croatian history there. She worked for a number of years as history teacher in primary school, and starting from 2004 she is teaching methodics of history teaching at the History Department of the Zagreb Faculty of Philosophy. She is dealing with history teaching, memorizing and remembering and the image of ‘others’ through history textbooks, history curriculum, intercultural education, teaching sensitive and controversial issues, and education politics after 1945. She is engaged in advance training for history teachers in Croatia and Bosnia & Herzegovina. She is an author of several history textbooks for seventh and eight grades of primary schools, as well as a number of scientific works. She participated in several international projects (Joint History Project, South East Europe Textbook Network, Evropska iskustva i nacionalni kurikulum za obavezno obrazovanje u Hrvatskoj) dealing with textbooks and history teaching, and she presented her works in several scientific conferences in Croatia and abroad.



LJILJANA LAZAREVIĆ was born in Belgrade on 7 September 1973. She graduated from History Department of the Faculty of Philosophy in Belgrade. The topic of her thesis was Family life in Serbia in the first half of the 20th century. She is a history professor in Belgrade primary school “Kralj Petar I”, she is a coordinator on behalf of the Serbian team in the project and one of editors of this collection of workshops. She is a member of the Steering Board of the Belgrade Association for social history – EUROCLIO. She actively participated in a number of international and domestic conferences and seminars dedicated to modern history teaching. Interests: social history of the 20th century, history of mentality, issues of expanding of European influences in Serbia in the 20th century, modernizing history teaching (in sense of methods as well as contents).



EMINA DAUTOVIĆ was born in Āuprija on 13 March 1970. She graduated from Faculty of Philosophy – History Department in Belgrade, in 1997. Starting in 2000 she has been employed as a history teacher in Belgrade primary school „Djura Jaksic”, and from 2003 she works also as a history teacher in a secondary vocational school in Zemun. She was engaged as an expert for reform of history teaching during the education reform in Serbia in 2000. She took part in the Thessaloniki based CDRSEE project. She is a member of the Board of the Belgrade Association for social history – EUROCLIO and a coordinator on behalf of the Serbian team in this project.



M. Sc. GORAN MILORADOVIĆ was born in 1965. He is employed at Institute of modern history in Belgrade as a research-associate. He is using Russian and English language. He deals with topics from history of Central and East Europe (Russia, Hapsburg monarchy, Yugoslavia) and particularly with history of ideas, as well as social and cultural history. He is the coordinator in Belgrade Association for social history – EUROCLIO, as well as the head of seminaries for history teachers. He is the Chairman of the Program Council of history seminary in the research resort ‘Petnica’, which deals with education of talented secondary school students. He is a member of editorial board of the almanac *Godisnjak za drustvenu istoriju*.



M. Sc. RADINA VUĆETIĆ was born 1972 in Belgrade. She graduated in 1998 from Faculty of Philosophy, Belgrade, and she received her Master of Science title there in 2002. She is currently working on her PhD thesis *American cultural influences in Yugoslavia in 1960s*. In the period 2002 – 2005 she worked as a research-associate at the Institute for newer history of Serbia. She has been employed as an Assistant at the cathedra for General modern history of the Belgrade Faculty of Philosophy. Her field of research: cultural history of Belgrade and Yugoslavia, modernizing processes in Yugoslavia in the 20th century, Yugoslav – American relations, Yugoslavia in the Cold War, emancipation of women, textbooks and history teaching. She published several papers in domestic and foreign magazines, and a monography *Evropa na Kalemegdanu, “Cvijeta Zuzoric” i kulturni zivot Beograda 1918 – 1941*.



ZVEZDANA PETROVIĆ has been history teacher since 1990. She works in two schools: primary school “Rada Miljkovic” and secondary school “EGS Nikola Tesla”, both situated in Jagodina. Since 1990 she has been in the program ‘non-violent communication’ and program of active learning. She attended various seminaries in the research resort ‘Petnica’. EUROCLIO – UDI, together with Kerber institute organized a competition for secondary schools students titled “A memory of childhood”, where she was a member of the Board of arbiters. She represented Serbia at some international seminaries: in 2003 in Blagojevgrad, “Project Management in the field of History Teaching” organized by the Centre for the study of Balkan societies and cultures”; in 2007 in Sarajevo, “ICT in History Teaching” organized by the DVV International. She participated at the EUROCLIO Annual Assembly in 2006 in Malta, with a workshop representing this project.



VESNA DIMITRIJEVIĆ was born 1 February 1961 in Belgrade. She graduated from History Department, Belgrade Faculty of Philosophy, in 1988. She received her Master of Science title in 1997, defending the thesis “Political and ideological on Yugoslav postal stamps 1931 – 1952”, at the Department for modern history under the mentoring of Prof. Andrej Mitrovic. She is working on her PhD thesis “The history of Dundjerski family”, under the mentoring of Prof. Ljubodrag Dimic. She has been working as a history teacher in primary school “Laza Kostic” since 1989. She has several published papers.



JOKE VAN DER LEEUW ROORD born in Netherland. Founder, President and Executive Director of Euroclio, a European History Teachers' Association specialized in long-term projects in order to improve the level of history education. My key qualifications are project coordination and development, history and history education, curriculum assessment, research, textbook development, giving workshops and lecturers. I am an expert on European History and history didactics and am and have been a senior coordinator in more than 20 project throughout Europe. Since 1997 I initiated, designed and processed a wide variety of European wide studies on topics related to the learning and teaching of history as executive director of Euroclio.



JELKA RAZPOTNIK rođena je u Sloveniji. Nakon diplomiranja na studiju historije Filozofskog fakulteta u Ljubljani (1994.), završila je postdiplomski studij iz savremene historije Slovenije i magistrirala 2001. Zaposlena je kao profesor historije u gimnaziji Šentvud u Ljubljani i saraduje sa Nacionalnim obrazovnim centrom na usavišavanju nastavnika i Odsjekom za historiju Filozofskog fakulteta na obučavanju studenata za nastavu historije. U periodu 1999-2003. predsjedavala je Slovenačkim udruženjem nastavnika historije. U periodu 2001-2007. bila je član bordsa EUROCLIO-a. Učestvovala je u nekoliko trening-programa za nastavnike historije koji rade u školama, u organizaciji Savjeta Evrope. Također je autor i urednik triju udobenika historije za srednje stručne škole.



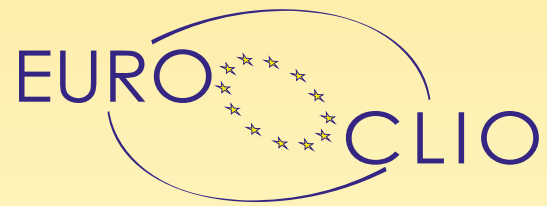
MIRE MLADENOVSKI was born in 1967 in Macedonia. He graduated from History Department of Faculty of Philosophy in Skopje in 1991. Since 1992 he has been working in a primary school. He participated in a number of international conferences and projects. He is a co-author and an editor of supplementary teaching material for secondary schools "*Razumevanje proslosti, učenje za budućnost*" (Understanding the past, learning for the future) and an author of the CD with the same title. He is an expert for using the Information-communication technology in teaching, and is an accredited trainer for modern history teaching.



BENNY CHRISTENSEN, BA English, MA History, University of Copenhagen 1974. Senior Teacher at Fyns HF-kursus (Upper secondary school/gymnasium) Odense, Denmark. Board member Danish History Teachers' Association, 1997-2003, Chairman of International Committee 1999-2003. Project Manager and Expert in the project: "Towards a New History" (Serbia and Montenegro) 2001-2003, funded by The Royal Danish Ministry of Foreign Affairs.



THOMAS NOTZ was born 1961 in Zurich; MA for History and German; Teacher at Kantonsschule Plten (lower and upper secondary school/gimnasium), Olten, Switzerland; Board member of the Swiss History Teacher's Association 1997-2007; Teaching practice supervisor (teacher trainer) for history students



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