

military, educational and confessional policy of Maria Theresia and her associates and advisers. The gallery of personalities that surrounded her are described faithfully and impressively. The author writes dynamically about Emperor Joseph II and his reformist energy, character traits and attempts to lift centralism and absolutism on a pedestal of state ideology. The portrait of Joseph II is one of the most distinctive in the entire monograph, as well as of the next ruler, Leopold II, to whom the author pays special attention and gives special recognition. The economic issues are an important segment of each chapter of the book and it is the case here, too, so the author has remained true to the concept of a nuanced analysis of the crucial pillar in the existence of the monarchy. As the author himself noted for the Monarchy in the wake of the Revolution of 1789, "in comparison with other countries and societies on the continent, the Habsburg Monarchy was neither poor, nor backward, nor in decline. Yet the world around it would change."

The chapter *The age of revolution (1789-1815)*, pages 210-232, is clear and captivates the reader with its precision of writing. The author analyzes briefly and concisely the most important events related to Revolutionary wars and the place and role of Austria in these events. Unsuccessful wars with the revolutionary and Napoleonic France led the monarchy once again to the brink of collapse. The diplomatic skills of Chancellor Klemens von Metternich, to whom the author devotes several pages, transformed Austria from the defeated to the winning side. Metternich's clever diplomatic maneuvers and his ability to calculate and observe the politics two moves in advance, which the author writes dynamically and vividly about, are just some of the details that brought Austria into the center of European events. The author again focuses on the necessity for the Monarchy to stay within its borders, which would be a factor of stability of European diplomatic balance. He, of course, does not fail to briefly comment on the economic situation in the torn Austria in this chapter either.

The last section *Decline or disaggregation?* is the analysis of the last century of the monarchy's existence from the perspective of the author,

Professor Charles Ingrao. On several pages the author sublimates and analyzes the domestic and foreign policies of emperors Franz I, Ferdinand V, and Franz Joseph, their errors and misconceptions in Germany and in the Balkans. The dynasty as a role model for the existence of a diverse state, the strengthening of national and dynastic patriotism (as a process that was not brought to an end), the defeat of Prussia and the increasingly intensive ties to problems of the Balkan countries without a clear vision of transformation and strengthening of the country that did not have a strong competitor in the foreign policy of southeast Europe are all described as crucial factors of the rise and fall of the Habsburgs in the era after Napoleon. The author's conclusion in this respect paves a clear and necessary road for further research.

The Serbian edition of the book *The Habsburg Monarchy 1618-1815* by Professor Charles Ingrao is necessary and important for the Serbian public historiography. Its publication is an invitation for dialogue and discussion regarding the place of Serbia and Serbs in relationships and connections with the Habsburgs during many centuries in the Empire itself and the 19th century. The frame is there. The image can be neither black nor white. The book *The Habsburg Monarchy 1615-1815* in this respect can only be a model that can be analyzed and followed.

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Dragica Koljanin, *Building identity: history of Yugoslavia in textbooks for primary schools in Serbia 1929-1952*, Novi Sad: Faculty of Philosophy, 2014, 359 pages.

(Драгица Кољанин, *Изграђивање идентитета: историја Југославије у уџбеницима за основне школе у Србији 1929-1952*, Нови Сад: Филозофски факултет, 2014, 359 стр.)

History of the Yugoslav state is imbued with the ever-changing political and social order. Accordingly, its national identity has suffered

changes. Identity as awareness of the uniqueness, unity and continuity of one nation is not provided in advance. It is constructed according to the political-ideological needs of a society. In addition, great importance is given to cultural, and in this context, educational policy. In achieving the goals of national education the most effective, as well the oldest and most accessible means of teaching, have proven to be textbooks.

Initial interest of the scientific community for the history textbooks was already manifested in the interwar period, significant research incentives ensued after World War II, while today there are many relevant specialized institutes which deal with textbooks analyses. Recently this field of research has been opened in the Serbian national historiography as well. However, it has been mostly the analysis of contemporary textbooks incurred in relation to the dissolution of the Yugoslav state in the 1990s. Although one of the basic functions of textbooks is creation of national and cultural, individual and collective identity, an insignificant number of scientists has put the problem of identity building at the heart of the analysis of history textbooks.

In this regard, a major breakthrough was made by Dragica Koljanin, PhD, Associate Professor of the Department of History, Faculty of Philosophy in Novi Sad. She had conducted an extensive research for her doctoral dissertation which was published in 2014 as a book entitled *Building identity: history of Yugoslavia in textbooks for primary schools in Serbia 1929-1952 (Izgradjivanje identiteta: istorija Jugoslavije u udžbenicima za osnovne škole u Srbiji 1929-1952)*. In the book, the author seeks an answer to the question of what was the ideological influence on the history teaching and textbooks. At the same time, the presentation is not based on the traditional periodization limited to the interwar period only, but the studied phenomenon is viewed in chronological order between 1929 and 1952. Material processing was performed more comprehensive and the question of textbooks was seen in the context of social development of Yugoslavia. In accordance with this the basic text is structured into four chronological parts. The book contains a number of annexes and a

bibliography which refers to the original material and extensive multidisciplinary literature on which the research is based.

The author based presentation of the results she had found through the analysis of textbooks on a clear theoretical basis. This is of a great importance if we bear in mind the modest theoretical achievements of the contemporary Serbian historiography. In the first part of the book *Yugoslav ideology, history teaching and textbook until 1929* (pp. 13-108), the author observes the research problem in the light of European nationalism of the nineteenth century. According to this interpretation, a prerequisite for the formation of a nation was creation of a common state. In all emerging countries, the cohesion of society was supposed to be provided by national ideology. This was accomplished by creating ethnic myths and values underlying a collective sense of belonging. These performances were most effectively placed through education systems. In modern societies, the school was, therefore, given the role in the preservation of identity, which was previously the role church. The authorities paid special attention to the organization of primary education because it included most of the population.

When it comes to the country as Yugoslavia was, it has proved that the national ideology failed to provide the necessary cohesion. Despite all efforts, it was hard to expect that the new Yugoslav nationalism would get mass support in a predominantly agrarian society and that in the common state of three constituent peoples, each of whom had already formed their own national consciousness, would be easy to merge into a single nation. Some authors add to this the excessive emphasis on cultural unification and the underestimation of important factors such as religious, economic, commercial. Despite claims that the impact of culture on national integration is overemphasized, according to the author, the importance of history teaching and textbooks is fully justified (p. 19).

Apparently, in the period concerned the textbooks had a prominent national-integrative role. The author considered that it was useful, furthermore necessary, to run the research in two

directions: the content of textbooks with a focus on the Yugoslav national idea and the history of Yugoslavia, but also the way of presenting such content which largely affected persuasiveness of the textbooks to convey the desired message. In methodological terms, this meant their historiographical and methodical-didactical analysis. Having made a breakthrough in one of the areas of her interests, the author has made a significant contribution to the knowledge of methods of teaching history.

Having defined the theoretical-methodical framework of her research, Professor Koljanin gave a historical overview of the development of primary schools, history teaching and textbooks in Serbia, southern Hungary, and Srem region up to 1918, the areas that were at the time parts of a common state, and in which there were various educational systems. This clearly pointed out to the readers the social diversity that was supposed to be united by the ideology of appeasing state unitarianism. Under conditions of political instability and, consequently, the inability to conduct persistent educational policy, in the first decade of its existence the Kingdom was unlikely to achieve it.

Considerable efforts in this direction were made in the period described in the next section of the book called *Yugoslavism in history teaching 1929-1941* (pp. 109-211). The introduction of the royal dictatorship in 1929 was aimed to strengthen national unity. The differences that had burdened state life were supposed to be unified by the ideology of integral Yugoslavism. That same year, the unification of the school system was completed through a series of systematic measures and laws. The government strived for the full control over teaching that would be used for educating young generations in the new spirit. For the accomplishment of the tasks of national education, the author underlines once more prominent role of history teaching. Furthermore, she adds that the integrative role of textbooks was even more pronounced (p. 184).

This meant that the changes in the textbooks were made towards their full alignment with the state national ideology. In the presentation of the content of the past it manifested through

educational prevailing of the upbringing over educational goals, the daily politics over the critical historiography, the ideology over historical truth, emotion over reason. It is followed by a lengthy analysis of the textbooks in which the author carefully outlines the relationship and suggests the following conclusions. In elementary school history teaching was reduced to the national history that was taught in chronological context from the settlement of Slavs in the Balkans in the early Middle Ages to the modern age in which the common state was created. The presentation was visibly focused on the shared history, even in the moments that were not of real importance. It was a political (an eventful) history written with a lot of pathos and romanticized notion. According to the typology of academician Ljubodrag Dimić, the author has allocated the stereotypes which were the foundation for the ideas about the history of the Kingdom. The idea of Yugoslav national unity was projected to the Middle Ages, the period which was also considered to be the beginning point of the struggle of the South Slavs living in the same state. The unification of 1918 was marked as the most important historical event. The textbooks usually finished by totally ideologized image of the life in the Yugoslav state embodied in the character of the monarch. Such personalization of history created a framework for the identification with socially desirable characteristics.

By the end of the interwar period the concept of textbooks was completed on the aforementioned ideological grounds. In fact, in reality the opposite processes took place. Firstly after the assassination of the king Alexander in Marseilles and Milan Stojadinović arrival at the head of the government, when under the pretext of the so-called realistic Yugoslavism increasingly cultivate specific national cultures were permitted, and then the creation of the Croatian Banovina which started the process of national disintegration.

In terms of analysis of the textbooks and their ideological design the author has allocated the Second World War as a separate section. In the third chapter of the book *Educational policy on*

the occupied territories in Serbia 1941-1944 (pp. 212-270) she presented in detail the events that shaped the identity in accordance with war circumstances. The defeat in the April war and the events that followed immediately after it were the evidence in favor of the thesis that the Yugoslav national ideology had failed. Dismembered and divided between Germany and its allies, the Yugoslav state was included in the "new order" which rested on the fascist ideology dominantly aimed at the negation of the Yugoslav state and its identity. Albania, Hungary and Bulgaria were given the opportunity to realize their great-state ideas, and Croatian nationalism to realize the aspirations for an independent state. The largest part of Serbia was under German military occupation administration.

In an attempt to forcibly change their national identity and assimilate the population, occupation authorities resorted to repressive measures, pronouncedly anti-Serbian, from open violence to systematic "repression of national and cultural identity" (p. 215). Education policy was a mainstay in the implementation of the objectives of the occupier. The schools and teaching until then aimed at fostering awareness of the unity and identity, and in the hands of the occupying forces they turned into the opposite. The textbooks, where they were not destroyed, were altered so that they interpreted tendentiously and distortedly the past in order to teach allegiance to the occupying forces and its national idea.

At the same time, but in opposition to the above, the National Liberation Movement led by the Communist Party of Yugoslavia during the four years of the war liberated parts of the occupied territories and created a school system which negated newly established order and renewed Yugoslavism. Even then it was clearly indicated that the struggle for liberation of the country which had been enslaved and unjustly dismembered by the Nazis would also become a struggle for a new fairer order, by the communist interpretation without national oppression and class exploitation.

After the liberation, the Yugoslav state continued its own historical development in completely changed socio-political

circumstances. The author has addressed the comprehensive changes in the last, fourth section called *New History of Yugoslavia 1945-1952* (pp. 271-324). The Communist Party of Yugoslavia founded the reconstruction of the torn country on the ideological postulates already proclaimed during the war. Yugoslav ideology was reaffirmed and Yugoslav identity redefined on these new bases. The new ideology was based on the interpretation that the country was formed through the joint liberation struggle against the fascist occupiers. After successful completion of the struggle, the new state union of equal nations was formed. Consequently, there revolutionary change of the social order had to take place.

In an effort to consolidate the new state creation the communist government in the first post-war years established a complete control over the entire public life which, under the pretext of combating all forms of nationalism and separatism, was more comprehensive and stricter than in the Kingdom. Requisite was to cultivate own national identity, which was not allowed to endanger the common interests. The author concludes that a similar problem existed in the Kingdom - divided identities, Yugoslav and national, with the preponderance of what is common. While in the Kingdom the national was suppressed in favor of the integrated, new Yugoslavia sought the balance (p. 329).

The educational policy had a decisive influence in the creation of a socialist society. Therefore, radical changes were implemented in the education. The main task of the school system was building a new socialist patriotism. In fact, it was the creation of a new social consciousness whose essential part was historical consciousness. In order to ensure the legitimacy of its government, the representatives of the highest state authorities and the party reinterpreted history in Marx-Leninist spirit. The official interpretation of the new history determined the interpretative framework of the content in teaching and textbooks.

In accordance with the principle on which the state was regulated, the national principle prevailed in the history teaching. The past of Yugoslav nations was presented as the history of

the provinces which the country was divided in. The creation of socialist Yugoslavia was marked as the beginning of the true history of South Slavic peoples. Therefore, the modern history was given unquestionable importance. New generations of pupils were brought up on the traditions of the partisan National Liberation Struggle and the socialist revolution and the "brotherhood and unity" as their most important achievements. The history of Yugoslavia was again presented idealized, this time in a negative connotation. The author here noticed and pointed out that, given that the international legitimacy of the new state was based on the recognition of unification in 1918, one cannot talk about complete negation of the Kingdom, but a much nuanced relationship to the subject (p. 273). It was obvious that this instrumentation of history aimed to visibly discontinue the previous monarchical regime.

After the conflict with the Soviet Union and the Eastern Bloc countries and stormy crossing to the self-management socialism, the new social system was fully shaped, and the alignment of the textbooks with the stated direction of the development was completed. Until 1952, new textbooks were published which remain in use for a longer period.

Bearing in mind that the territory of Serbia is heterogeneous in its ethnic composition, the author within each chapter addresses issues of the education of the national minorities. It was determined by the general principles of the state education policy. Organizing classes for the minorities was accompanied by many difficulties, the author highlights the lack of textbooks. Overall, the attitude towards the minorities was influenced by the current political developments in the country. With these reflections, the research represents one complete whole.

The conclusions that the author came to during her research justify the reasons for deciding to address building the identity through primary school textbooks. As she pointed out, novelties in the textbooks were a reflection of changing political circumstances. Not only that, they are "a mirror to the changes of fundamental ideological principles underlying both the Yugoslav state and

its negation". (p. 27) The book of Professor Dragica Koljanin is thematically, chronologically and methodologically different from the previous works on the history of Yugoslavia. It was written in expert scientific, but above all clear style. By its comprehensiveness, it escalates from the analysis of the textbooks into social and cultural history of Yugoslav and Serbian society in the twentieth century.

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