

case with Slovak Jews. In 1939, there were about 89,000 Jews in the puppet state of Slovak Republic, which was dependent on Nazi Germany. At the end of the war, only one in ten members of this nation stayed alive. Some of them were saved thanks to corruption. Ján Hlavinka follows the fate of Jewish factories and capital on the ground of Slovakia. Confiscation and redistribution of property of Jewish families was also accompanied by corruption.

That corruption is a universal phenomenon of human society and an inevitable vice is confirmed by the two final chapters in the book. Roman Đambazovič (*A view of the public: is there a corruption climate in Slovakia?* pp. 422-459) and co-authors Emilia Sičáková and Gabriel Šipoš (*Corruption and anti-corruption measures in Slovakia (1995-2012)*, pp. 464-517) analyse sociological and political aspects of the phenomenon of corruption in contemporary Slovak society. Besides traditional actors – state institutions, political parties, and political and economic elites, the area of their interest is public space and the power of public opinion as the modern determinants of any successful fight against corruption.

At the end of the book there is a brief *Conclusion* (pp. 520-523). The impression is that corruption, in addition to the proclaimed universality, changed its forms in certain historical epochs and social conditions and represents a dynamic structure like society itself. What follows is a list of authors and institutions in which they are employed, a comprehensive overview of the used archival and published sources and scientific literature (pp. 524-546). To begin with, both in the footnotes that always follow the chapter and thus do not burden the presentation, and in the list of sources materials are listed from the archives in Bratislava, Vienna, Budapest, Prague and other cities where the authors conducted their investigation. After that follows the inevitable summary in English (pp. 548-557) and the register. The authors' texts, as if by consensus, are accompanied by quotations of historical sources that directly speak of corruption. This impression is enhanced by caricatures taken from the press as well as

pamphlets, photographs of historical documents, personalities and events. The simplicity of the texts is also facilitated by numerous tables and statistics. Finally, although it is a personal judgement, the book is nicely designed, with a particular artistic solution of its covers, which points to a hidden form of corruption.

Finally, it should be noted that the monograph of this group of authors dedicated to the historical and contemporary phenomenon of corruption is in many ways a pioneering and original scientific endeavour. We believe that, due to its scientific conclusions, it will become unavoidable literature and a methodological model for all new research studies of this topic.

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Svetozar Boškov, *Antiquity in history teaching: studies and research*, Novi Sad: Filozofski fakultet, 2016, pp. 236.

(Светозар Бошков, *Антика у настави историје. Студије и истраживања*, Нови Сад: Филозофски факултет, 2016, 236 стр.)

At the end of the 18th and the beginning of the 19th century a modern educational system was created in Serbian schools in southern Hungary and Serbia. At that time teaching was organized on a classical basis and education was established on antique models. At the same time modern critical historiography was being established. Education, therefore, played a crucial role in the fact that antique history was singled out very early as a field of scientific interest. The first papers dealing with antique topics, although written with the intention to be used as course books for history classes, were recognized and marked as the beginning of scientific treatment of antique history among Serbs because of their scientific foundation and methodology.

The appearance and development of antique historiography presents a field of interest for a whole range of disciplines of history, archeology and classical sciences. There is an increasingly

interesting issue of its reception in various aspects. Svetozar Boškov, associate professor at the Department of History, Faculty of Philosophy in Novi Sad, has spent a long time researching the issues of the reception of antique history among Serbs during the 19th century. What differentiates him from others is his approach to the research problem, which is very unique – not only is he concerned with the influences on Serbian historiography, but is also interested to what extent antique history was represented in history classes.

He published his research in the book entitled *Antiquity in history classes: studies and research*. The book has a total of 17 single-authored texts and one co-authored text, whose central topics are the reception of antiquity in history classes in the Serbian schools of the 19th century. The papers were originally published in scientific journals and conference proceedings in Serbia and abroad. The texts are grouped into three thematic segments: *History teaching in Serbian schools in the 19th century: Southern Hungary and the Great School* (pp. 15-67), *Serbian writers of antique history: history as a science and historiography* (pp. 69-166), and *Antiquity in course books* (pp. 169-226). The author has conducted extensive research which is founded on diverse and voluminous material, primarily from archives as well as course books, which are increasingly frequent as the basic source in modern research practice. This fact is also confirmed by an extensive list of sources and references at the end of the book (pp. 227-235). While presenting the results of his research, the author indicates the potentials and limitations which he has encountered during his research.

The author starts with the analysis of the educational system in southern Hungary and Serbia using the examples of the oldest Serbian educational institutions, the Teachers' College in Sombor (pp. 17-30), the grammar schools in Sremski Karlovci and Novi Sad (pp. 31-40; 41-49), grammar schools in Banat (pp. 59-67) and the Lyceum and the Great School in Serbia (pp. 50-58). He analyzes in great detail the changes in the curricula and syllabi, focusing on the share of

antique history in school subjects, especially history. The first chapter, *History teaching in Serbian schools in the 19th century*, presents the following conclusions: antiquity was studied in all Serbian schools and, on the basis of the preserved curricula, the author states that the content dealing with antique history occupied over half of the total number of classes, although this number varied in different periods. Regardless of the fact that antique history was taken alongside geography, Biblical history or as part of general history, the number of classes was retained during the entire 19th century. Not only was the greatest portion of these classes devoted to the study of antique history, but this field was also studied as part of other subjects – rhetoric, Greek, Latin and even literature. The author claims that this is the precise reason why antique history was more frequent in Serbian schools in southern Hungary in comparison to the schools in Serbia. Still, this does not change the general conclusion that antique history had a special place in the education of young people.

One of the basic problems of history teaching was the lack of course books in Serbian. Such situation remained until mid 19th century, when the situation improved and teachers started writing their own course books for teaching purposes. Some of them simultaneously presented the first works on antiquity in Serbian scientific historiography. The second chapter, *Serbian writers of antique history*, is dedicated to the activities of authors who wrote about antique history. This is also the central and longest chapter in the book. The author specifically focuses on the course books written by Aleksandar Sandić (79-89), Konstantin Bojić (90-102), and Stojan Bošković (71-78; 103-119). Due to their excellent scientific careers and dedicated pedagogical work, the author singles out two writers, Nikola Vulić (150-160), the first university professor of antique history among Serbs, and Miloš Đurić (161-166), a Hellenist and pedagogue, whose originality was seen in independent translations of historical sources which he used to write course books. The course books written by these authors were used for a very long time as a basic teaching material. The

author recognizes in them the basic principles of European historiography of the 19th century and thus concludes that the contribution of history teachers to the development of teaching and historiography is therefore greater. He thus explains how teaching motivated the development of history as a science and its methodology, which founded the research of antique history.

The best indicator of how classes were conducted are course books because they specify curricula and the proscribed teaching aims. The author also introduces course books into the field of his scientific research in order to shed light on the role and ways of influence of antique history on the education of children in the Serbian schools of the 19th century. He conducts the analysis very thoroughly and in the third chapter of his book he offers an overview of the course books used in Serbian schools in the 19th century (*Course books of antique history in Serbian schools in the 19th century*, 169-180; *Antiquity in Serbian course books at the end of the 19th century*, 218-226). In the methodological sense the author has applied content analysis, which implies searching for answers to the questions of foreign influence, primarily German, on how course books were written, as well as testing factographic accuracy and the comparison with modern scientific results. Besides these crucial questions, the author tackles details regarding the choice of topics from antiquity and the way they were presented in course books (*Position of women in antiquity in Serbian history course books in the 19th century*, 181-190; *Fenitians in history course books in the second half of the 19th century*, 191-198; *Dacian wars in Serbian historiography*, 199-210; *Constantine the Great in Serbian historiography*, 211-217). All of this is completed by relying on collections of sources which were used in classes as obligatory material. In connection with that the author again emphasizes the permanent contribution of professors Nikola Vulić and Miloš Đurić to the development of antique historiography. They compiled collections of sources, wrote course books thus introducing the historical method and

in that manner improved history as a science, its methodology and teaching practice.

The examples of the analyzed course books show a clear turn that writers took in comparison with the previous manner of writing history. Comparing the course books from the 19th century the author singles out novelties characteristic of the course books of the time. Until then they usually started with a story of the beginning of the world, most frequently with fragments of the Old Testaments, which was followed by a presentation of the history of old peoples according to their geographical distribution. They studied the peoples of the Old East, the history of Greeks and Romans, as well as their social and political development, with a focus on political and military history. Instead, in mid 19th century, the works of foreign authors and antique sources were used to make course books. As the Bible stopped being the only source on the basis of which ancient history was written, religious elements disappeared from the interpretation of the history of old peoples. The contents of the course books were based on the results of the latest scientific research, which was obvious also because each course book had an introductory chapter which spoke about history as science, its subject, historical sources, and auxiliary historical sciences. Cultural history also received an increasingly larger space. The analysis has shown that there exists a problem of chronology which was present in almost all course books, which is not uncommon considering that critical historiography was just starting (p. 210). Still, after estimating the quality of their content, the manner of processing information and its scientific basis, according to the author, it seems that Serbian pupils did not fall behind in knowledge in comparison to their European peers (p. 179).

Another important feature of this book is the diversity of content. Defining the problems and the applied methodology indicate a variety of approaches in scientific research and portrayal of a certain topic. Either as a social history of Serbs in the 19th century, a contribution to the study of history teaching or as an introduction to more complex research of the reception of antique

heritage, the book written by professor Svetozar Boškov will surely have application in many future research studies.

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Kosta Nikolić, *A lost history – Serbia in the 20th century*, Službeni glasnik, Beograd, 2016, pp. 418.

(Kosta Nikolić, *Jedna izgubljena istorija – Srbija u 20. veku*, Beograd: Službeni glasnik, 2016, 418 str.)

Serbian historian Kosta Nikolić, an expert on the history of Serbs in Yugoslavia during the entire 20th century, is an author of a dozen books on this topic (which include all segments of the politics and life of Serbs in Yugoslavias in the period 1918-1991). He wrote a valuable and important book with an effective and provocative title *A lost history – Serbia in the 20th century* and presented to the scientific audience the results of his many years of research and pondering. The very title of the book immediately provides readers with a topic for consideration and personal questioning of their impressions and knowledge on the Serbian (lost) 20th century.

The book is divided into seven wholes, methodologically it is impeccable, written in an excellent style and keeps the reader occupied and focused in the real sense of the words. The authors writes and describes the events in a vivid and impressive manner, while his analyses are impartial, mathematically precise, in the manner of every good historian – *sine ira et studio*. The first segment (the chapter *Serbia or Yugoslavia*, pp. 15-47) provides an analysis of the attitude Serbs had towards the idea of Yugoslavism and the creation of Yugoslavia. It offers the descriptions of the war suffering of Serbia in the Great War, the attitudes of Allies towards Serbia, of the relations of Serbian and Croatian politicians and the signals of the first serious political trouble which would occur in the first years of the creation of Yugoslavia. Leaning on

political pragmatism and the concept of the Croatian state and historical right, immediately after the creation of the new state in 1918 the Croatian political elite started relativizing war victories of Serbia and imposing themselves as a dominant political factor, which is one the key topics of the second chapter (*A nation with three names*, pp. 47-85). The author skillfully and precisely defines the wrong paths of Serbian politics and wanderings of the Serbian elite led by Pašić and King Aleksandar Karađorđević, who were opposed by a demagogue and leader of the Croatian movement Stjepan Radić. Torn between a Serbian and Yugoslav feeling, between a Serbian idea and an affection towards the new state, Serbian politicians did not manage to define national politics and clearly and precisely determine the aims of the Serbian politics in Yugoslavia, unlike Croats. The attempts of King Aleksandar to employ the politics of integral Yugoslavism in order to change things and solve the national issue failed, but the disorientation of Serbian political parties became even greater. The murder of King Aleksandar (1934) took away a ruler with a strong personality, who tried to find a way out of a nonplus. The arrival of the capable Milan Stojadinović (1935) did not solve the Serbian issue, but it did accelerate the solution of the Croatian issue, which would be completed by the creation of the Banate of Croatia (1939). Disoriented and demoralised, the Serbian political elite gathered around the Serbian Cultural Club tried to adapt to the new reality and provide a better solution for the Serbian issue, but the beginning of the Second World War (1939) first made the situation more complicated and finally completely blocked everything due to the March events of 1941. The tragedy of Serbs in Yugoslavia had only just begun.

In the chapter *In the Second World War* (pp. 85-155) the author Kosta Nikolić writes about the history of the Serbian tragedy symbolized in the civil war, occupation, crimes in the Independent State of Croatia, civil crimes, political conflicts and the defeat of the Serbian idea, which is simultaneously a synonym of the entire era. The chapter was written concisely and without excess