

interesting, detailed account of Prince Miloš's personal property and belongings. Similarly, in Part Five (*Unfaithful*, pages 713–765), the author narrates various details of Prince Miloš Obrenović's personal life. Among the Serbs, Prince Miloš had the image and a reputation of a man who had numerous love affairs, which makes this part of the monograph amusing but nonetheless still credible in the light of relevant historical information. This chapter also offers details about Miloš's family and family customs.

Part six (*Rudnicanin*, pages 765–861), contains countless details about Prince Miloš's personality and the impressions of others, and it describes his portraits, personal items, everyday life, and character traits. This part of the monograph, supported by the author's extraordinarily impeccable narration, presents Prince Miloš as a real man who had both virtues and flaws, yet was a great man who left an important legacy not only to his family but also to future generations in the Serbian social and political scene.

The part *Goodevil Prince Miloš* (pages 861–869), presents the author's conclusions and final thoughts about Prince Miloš Obrenović. Just like the rest of the book, this chapter can be read in a heartbeat. This section of the monograph is the summation of the life and reign of Prince Miloš Obrenović of Serbia, who undoubtedly was one of the greatest rulers in contemporary Serbian history. The author offers both praise and criticism of Miloš Obrenović, thus putting forward an objective and impartial account clearly, precisely, and realistically through the book's overall organization and composition.

This monograph by professor Radoš Ljušić, *Prince Miloš Obrenović I of Serbia: the State-building Monarch*, is an example of a truly valuable historiographic study that is sure to become a seminal book based on the contemporary principles of historiography as a discipline. What the author has demonstrated is that decades of research, writing, lecturing, and presenting indeed can be integrated into a comprehensive publication about a ruler who left his mark on his era, and which is narrated realistically, vividly, and strikingly. For this

reason, I strongly and wholeheartedly support the view that this monograph should be used as an example to look up to in the field of historiography. This is to state that national history should be regarded as the very initiative that indeed makes the wheel of history turn. It can thus safely be said that professor Ljušić has contributed a great book, one that raises the standards in the field of historiography. To conclude, this is a truly valuable study that deserves the utmost regard and admiration both from the general public and fellow historians.

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Aleksandra Ilić Rajković and Sanja Petrović Todosijević (eds.), *What Would We Do Without School?!: Essays on the History of Education in Serbia and Yugoslavia from the 19th Century to the Present Day*. Belgrade: The Institute for Recent History of Serbia, The Institute for Pedagogy and Andragogy, Faculty of Philosophy, University of Belgrade, 2021, 486 pp.
(Aleksandra Ilić Rajković i Sanja Petrović Todosijević (ur.), *Bez škole šta bi mi?!: Ogledi iz istorije obrazovanja u Srbiji i Jugoslaviji od 19. veka do danas*. Beograd: Institut za noviju istoriju Srbije, Institut za pedagogiju i andragogiju Filozofskog fakulteta Univerziteta u Beogradu, 2021, 486 str. (Serbian Cyrillic))

The collection of papers entitled *What Would We Do Without School?!: Essays on the History of Education in Serbia and Yugoslavia from the 19th Century to the Present Day* is the result of collaboration between the Institute for Recent History of Serbia and the Institute of Pedagogy and Andragogy in Belgrade, which was initiated by its main editors. Aleksandra Ilić Rajković is an associate professor at the Faculty of Philosophy in Belgrade, and her research and teaching focuses on the history of pedagogical ideas and the history of education in Serbia in the 19th and early 20th centuries. Sanja Petrović Todosijević is a senior research associate at the Institute for

Recent History of Serbia, and she explores the social history of Serbia and Yugoslavia in the aftermath of the Second World War. More specifically, she looks at the history of childhood and the history of education, and school reforms in the 1950s and 1960s in particular.

The collection's central theme is the view that education as a fundamental human and civil right (pp. 9). It uses a multi-perspective approach to present the long and complex historical development of the construction of the educational system in Serbia from the 19th century to the present day, along with the main stages of that development, reform processes, and points out basic social factors that influenced how educational policies were formulated during different periods. This has been successfully accomplished through a careful selection of papers that approach numerous aspects of the history of education from a multidisciplinary perspective: policy of education and upbringing, how school systems are constructed and function, and analyses of various educational practices. Right from the start, the reader will be interested in the title. The name of the collection is a line borrowed from a popular song called "Teacher" by the 1980s group Zana. The first line, "Without school, what would we do" is emblematic of more than the period in which it was written. According to the assessment in the book's preface, this was a time globally dominated by a culture of positivism that viewed knowledge as being based on empirical and natural sciences and on formal disciplines such as mathematics and logic, which led to marginalization of the humanities, crisis, and re-examination of the principles on which a modern education system had been built in the previous period (pp. 9). Contemporary school reform to a certain extent actualizes issues we encounter in the collection, which is why the title could be understood as an invitation to readers to question the place, role, and importance of education in society.

The collection of papers is divided chronologically into three sections. The first section, *In the 19th Century*, contains a group of papers that deal with the issue of education at the time of the emergence of nation-states. In this

period, for the first time, education was beginning to be understood as an essential prerequisite for social progress. The educational system began to take on characteristics of a modern system: secularization of education, compulsory primary education, and greater inclusion of children in school. In Serbia, this process started with the educational reform of 1882, which is why Aleksandra Ilić Rajković's "Compulsory Education in the Kingdom of Serbia: Between Regulations and Practice," (pp. 23–59), is one of the mainstays of the collection. Other contributions in this section cover all levels of education: preschool in Ljiljana Stankov's "Preschool education in Serbia: The first 100 Years," (pp. 135–162), elementary school in Nataša Vujisić Živković's "The Development of Primary School Supervision in Serbia in the first half of the 19th Century," (pp. 63–86), and adult education in Jovan Miljković's "Institutional Development of Adult Education in Serbia in the 19th Century," (pp. 165–188). The collection also contains several works that deal with specific topics in educational practice during different historical periods. In this section, special attention is given to girls' education in Ljubinka Trgovčević's "The Beginnings of Higher Education for Young Women in the World and in Serbia," (pp. 89–107) and Ana Stolić's "The Education of Female Children in the Principality/Kingdom of Serbia: A Gender Perspective," (pp. 111–132).

The second part, *In the Kingdom of Serbs, Croats, and Slovenes/Yugoslavia*, consists of works dealing with education and the school system in the interwar period in a country burdened with numerous differences in terms of inherited educational systems and a low literacy rates, and where the educational policy was aimed at building a unified school system. During this period, a law on eight-year compulsory education was adopted in 1929 but did not take effect. The first paper in this section is Đurđa Maksimović's "Institutional Development of Education in the Kingdom of SCS/Yugoslavia 1918–1941" (pp. 193–215). It is followed by Zoran Janjetović's "Education of National Minorities in Yugoslavia 1918–1991" (pp. 219–258), which addresses the

government's attitude toward the education of national minorities in the Yugoslav State. This section also includes an article by Ljubinka Škodrić dealing with primary education in occupied Serbia between 1941 and 1944, the main feature of which was the negation of the Yugoslav national idea on which education and schooling of the previous period had been based (pp. 261–279).

The third section, *In Socialist Yugoslavia*, consists of works dealing with education and upbringing when a uniform eight-grade primary school system was finally introduced in the entire country after the General Law on Education was passed in 1958. This section begins with Sanja Petrović Todosijević's "The Reform of the Primary School System in Serbia 1944–1959: We Will Steal the Light from the Noisy Waterfall to Illuminate the Village and the City," (pp. 285–319). This paper points out the last school law in the Yugoslav State adopted at the federal level and was valid for all republics (pp. 461) and which rounded off the reform processes begun in the 19th century, whose main goal was the introduction of eight-year primary schooling. Within this section, there are two articles on secondary education, which is a topic that so far has been neglected in historiography. It includes Milica Sekulović's "Contributions on the Reform of Secondary Education in the Journals Teaching and Education and Pedagogical Work 1958–1970" (pp. 343–372), and Srđan Milošević's "Secondary Vocational Agricultural Education in Yugoslavia 1945–1953" (pp. 375–340). Dragomir Bondžić makes a valuable contribution to university education in "Higher Education Reforms in Serbia 1945–1990: In Search of a Socialist University" (pp. 403–429). The history of the school subject is treated as a specific issue of education and upbringing in Lada Duraković's "Sing Along, Comrades, Before we Get to Work: Choir Singing in Croatian Primary Schools in the Early Post-War Era 1945–1960" (pp. 323–340).

The final section, *What Happened Next*, presents Vladimir Džinović and Ivana Đerić's "Education Reforms from 2000 to 2010 from the Perspective of the 'Experimental Generation'" (pp. 435–453), and is about research conducted by

the Institute for Pedagogical Research in Belgrade, in which other relevant institutions were also involved. The article presents the results of the first phase of the current school reform from the point of view of its key actors. The research objective was to find an answer to the question of how teachers, principals, parents, and experts experienced education reform (pp. 442). The research conclusions in all of these papers are valuable for those who are currently participating in the creation of educational reforms.

The collection ends with an interview with Professor Nikola Potkonjak (pp. 459–474), a prominent Serbian pedagogue and university professor who has also contributed significantly to the creation of educational policy during the second half of the 20th century.

This collection of papers represents an important contribution to the pedagogical and historiographical literature. It is valuable for researchers in various disciplines and equally appealing for a broader audience. Seen through a historian's perspective, it contains a series of studies that portray the challenges faced by Serbian and Yugoslav society in building a modern educational system, which primarily included obstacles and discontinuities of their own past. It also shows that progressive thought among educators, pedagogues, and university instructors persisted, which this product of collaboration among historians and pedagogues that points to the importance of education, undoubtedly speaks in favor of.

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