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ABSTRACT

Included in this two-volume English translation of an annotated bibliography are 160 items citing books and articles in Serbo-Croatian that contain information about Yugoslavian educational resources and school systems. Works cited refer to history, research, educational development, reform, staff training, and various levels of the Yugoslavian educational system. Curricula, audio-visual aids, self-education, physical education, problems in education, management and financing, and legislation are also covered. For related documents see ED 025 184, ED 026 893, and ED 031 109. (RL)

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TABLE OF CONTENTS

I. History of Education	5
II. Education Research	9
III. Development of Education	10
IV. School Reform	14
V. Teacher Training and Teaching Staff	15
VI. Schools and Institutions (not in this issue)	—
1. Preschool Education	23
2. Elementary Education	24
3. Secondary Education	26
a) Gymnasium	28
b) Vocational Schools	29
4. Higher Education	30
5. Adult Education	32
6. Education of Handicapped	35
7. Vocational Guidance (not in this issue)	—
VII. Curricula and Syllabi	36
VIII. Audio-Visual Aids	37
IX. Motivation	39
X. Polytechnical Education (not in this issue)	—
XI. Self-Education	39
XII. Physical Education	40
XIII. Problems in Education	44
XIV. Hostels (not in this issue)	—
XV. Management and Financing	52
XVI. Legislation	55
XVII. Education Statistics	57

I. HISTORY OF EDUCATION

1. GLIŠIĆ, Milomir: Devet decenija gimnazije u Gornjem Milanovcu (The Ninety-Year History of the Gymnasium in Gornji Milanovac), *Prosvetni pregled*, Beograd, 1969, No. 6, p. 6.

The author of this article describes the history of this school. Founded in 1879 as a Gymnasium Real, in the course of its existence it has had various names, was closed and reopened several times, was frequently changed from one type of gymnasium to another, and, from time to time, the number of grades was increased or decreased. In spite of its several closedowns and ununiform development, this gymnasium played a significant role in the cultural advancement of this city and its surroundings. Today the gymnasium in Gornji Milanovac has 500 pupils, its own building, and an adequate teaching staff.

2. JOVANOVIĆ, Petar: Sto godina škole u Korbovu (The Hundredth Anniversary of the School in Korbov), *Prosvetni pregled*, Beograd, 8 January 1969, Vol. 25, No. 1, p. 7.

The "Hajduk Veljko" Elementary School in Korbov (on the Danube) was built in 1868 — when it began to operate as a Sunday school with one class. A second class was opened in 1883. After eleven years, in 1895, the school was divided into male and female sections; in 1899 an extension school was opened. Aside from interruptions during World War I, the school operated until 1941, when it was closed down due to the German occupation of the country. After the liberation of Yugoslavia the school in Korbov was reopened and since then the number of pupils has been constantly on the increase. Today the school has 20 classes with 548 pupils.

3. MILENTIJEVIĆ, Aleksandar: Devedeset godina plodnog rada osnovne škole u Bošnjacima (The Ninetieth Anniversary of the Elementary School in Bošnjaci), *Prosvetni pregled*, Beograd, 1969, No. 9, p. 10.

The author of this article informs us that the inhabitants of the village Bošnjaci, together with the inhabitants of the surrounding communities, recently celebrated the ninetieth anniversary of the founding of the village elementary school. In this connection, a short history of the school is given. During the Turkish reign, the school in Bošnjaci was of a monastery type, as were most of the schools then. After the liberation in 1877, organization of the school network was

begun as the seat of the county was in Bošnjaci. In 1882 the inhabitants of Bošnjaci raised a school building in which generation after generation was educated until ten years ago. The first fifth-grade class was opened in the 1953/54 school year. Since 1958 the pupils in this area have obtained a new school building with modern furniture and subject classrooms equipped with modern teaching aids.

4. PAVLOVIĆ, M.: U slavu Vase Pelagića (In Honor of Vasa Pelagić), *Prosvetni pregled*, Beograd, January 1969, Vol. 25, No. 2—3, p. 2.

Vasa Pelagić, revolutionary, educator, socialist, and publicist, was born in 1838, but his activities up until his departure for Russia in 1863 are not entirely known. Upon return to his homeland, Pelagić worked for a time in Brčko as an elementary school teacher, and then in Banja Luka as director of a theological seminary. He attempted to train teachers, clergymen, and combatants for gaining national rights in the only Serbian secondary school — at that time — under Turkish administration. He soon became listed as an undesirable, brought to court, and expelled to Turkey in 1869. Two years later he returned to Serbia — where he was elected President of the Assembly of United Serbian Youth. Constantly being hunted and driven, Pelagić went to Montenegro and Vojvodina, and lived for a time in Trieste, Graz, and Zurich. He participated in the Bosnian-Herzegovinian uprising in 1875. He was captured for this and sent to Miškolc. He was sentenced to 101 years imprisonment for organizing the first May 1 celebration in our country. He died in the Požarevac Jail in January 1899 while serving sentence.

5. PECO, Esad: Školstvo u Hercegovini za vreme turske vladave (Education in Hercegovina during the Turkish Reign), *Naša škola*, Sarajevo, 1969, No. 1—2, pp. 116—127.

We can speak about education during the Turkish reign only at the beginning of the nineteenth century. There was no school in this area earlier as the Turks did not pay attention to education in occupied regions or, for that matter, in Turkey itself. Until 1869, when the Law on General Education was issued, there were no legal documents in the field of education. This Law provided for two types of schools: schools which should be opened by Turkey and those which are opened by the members of municipalities. General schools were divided into five levels. On the first level the following subjects were taught: religion, writing, arithmetic (this was learned in the native language for Eastern Orthodox and Catholics, and in Turkish by the Moslems), short history of the Ottoman empire, short geography, and the book of necessary knowledge. The Law provided that such schools be opened in each village. However, this did not become a reality. It was difficult to obtain permission to build schools as the Turks were afraid to

educate the Serbs. The first elementary school in Hercegovina was opened in 1833. It was located — along with an Eastern Orthodox church — in a private home and had only two rooms. Even though it was quite primitive, it did offer the fundamental knowledge necessary to the young commercial bourgeois which was gradually forming in Mostar. Until the province under Austro-Hungary, there were 12 Serbian elementary schools and one religious-teacher training school in Hercegovina under Turkish government. The church school community made maximum efforts to maintain these schools. The cost of schooling was paid for by the church school municipalities, and only very small aid was received from Russia and Serbia.

6. **Revolucionarna djela ostaju i traju** (Revolutionary Acts Remain and Endure), *Prosvjetni list*, Sarajevo, 28 December 1968, Vol. 16, No. 327, p. 3.

This article, written on the occasion of the twenty-fifth anniversary of the founding of AVNOJ (The Anti-Fascist Council for the National Liberation of Yugoslavia), treats the establishment and operations of the first elementary schools in the liberated territory of Jajce County. The elementary schools in this county did not operate between 1941 and 1943 although Jajce was liberated twice in this period. Several days following the third liberation of Jajce, in the second half of September 1943, the first national elementary school was opened on the territory of Jajce County. This school was in operation until 8 January 1944, when the Partisan units withdrew from Jajce. Directly following the final liberation of Jajce (4 September 1944), the first school year began at the first elementary school in the liberated country. The first regular schools day began with 169 pupils whose number increased daily — at the end of 1954 it had climbed to 671 pupils. Teaching was organized on four levels (according to the age and previous knowledge of the pupils). The first level included children who had not gone to school at all. Pupils who had completed the first grade of elementary school were on the second level. Third-level pupils were those who had completed the second grade of elementary school, and fourth-level pupils had completed the third grade of elementary school or were older pupils who possessed knowledge on the level of the third grade. Pupils who completed the fourth level had the right to enroll in a lower gymnasium, industrial, or trade school.

7. **TEŠIĆ, Vladeta: Osnivanje i razvojni hod katedre za pedagogiju** (The Founding and Development of the Department of Education), *Nastava i vaspitanje*, Beograd, 1968, No. 5, pp. 501—511.

Education was first introduced into the teaching system at the Belgrade Lycee in 1853 as an elective subject for those pupils "who wish to become teachers." In 1844 it was introduced into

the gymnasium as an elective subject, i.e., it was taught in the fifth and sixth grades to those pupils who "wish to dedicate themselves to the teaching profession." With the issuance of the Law on the Grand School (university) on 24 September 1863, the Lycee became a "scientific institution for higher and technical education," but education did not have a place in the curriculum. Ten years later education was introduced into the system of teaching disciplines at the School of Philosophy. In 1895 an educational seminar was opened, and the following school year an Academic Educational Seminar was organized including training and practical lectures for listeners from the Grand School. General Pedagogy was published in 1897, and in 1901 — Special Pedagogy, in which the accent was placed on treating the problem of introducing candidates into practical teaching work in secondary schools. With the Order issued by the School of Philosophy on 30 September 1900, education gained a twofold role. On the one hand (together with logic, philosophy, and psychology) it was classified in the group of so-called secondary sciences with the provision that it be taught to all academic groups and, on the other hand, together with philosophy it was placed in a separate, eleventh, academic group. With the transformation of the Advanced School into the University in 1905, the development of education as a teaching discipline was interrupted. There was no teacher of education until 1909. From 1909 to 1912 there was a teacher of education on a free-lance basis. With the Regulation on the System of Studies at the School of Philosophy, education was classified (in 1920) into the XIX academic group composed of the following subject: *a* education, ethics, psychology; and *b* history of philosophy, logic, esthetics; and subjects under *v*. In 1927 a special seminar for education and educational studies was opened in the XXVII academic group, the profile of which was: *a*. education; *b*. psychology and logic with ethics or the history of philosophy; and *v*. general biology or national history, or one of the modern languages. This profile remained unchanged until the end of the war in 1946. After the liberation of the country, in 1946, the education group was in the framework of the department of philosophy — where the philosophic and psychological disciplines were studied. The autonomous Department of Education was founded in 1950.

8. TROJKOV, Kiril: *Sto godina plodnog rada* (One Hundred Years of Fruitful Work), *Prosvetni pregled*, Beograd, 1969, No. 8, p. 7.

The author informs us that the "Moša Pijade" Elementary School in Dimitrovgrad is preparing for the hundredth anniversary of its founding. In addition to the teaching collective and other school organs, all local institutions and organizations are also interested in this celebration as a number of manife-

stations will record and present the one hundred year development of the school system and education in Dimitrovgrad. The author of the article states that the first school in Dimitrovgrad was opened during the Turkish reign over this region in 1869, in the rooms of an inn. The following year the school was moved to a nearby monastery. During the first years, the school had very poor financial conditions as this was taken care of by only the local inhabitants. The school was of a mainly religious character, and work in it was done without a syllabus or curriculum — according to the conceptions of the teacher. Following the liberation of Dimitrovgrad in 1877, the school began to operate under better conditions and the city itself was enjoying better development. The result of this can be seen in the fact that in 1944 Dimitrovgrad had a Gymnasium, a Progymnasium, a Serbian Eight-Year School, and the "Hristo Botev" Bulgarian Elementary School. In 1957 the schools were organized on a territorial principle and all the schools, regardless of the language in which they were taught, became part of the uniform "Moša Pijade" Elementary School. The author concludes that the elementary school in Dimitrovgrad had a very dynamic development in the course of its one hundred year existence, and states that the celebration this year will offer the opportunity to gather, arrange, and record data in connection with its history.

II. EDUCATION RESEARCH

9. **PARIJEZ, dr. Risto:** Stanje i problemi naučnoistraživačkog kadra u Bosni i Hercegovini sa posebnim osvrtom na odabiranje i obrazovanje naučnog podmlatka (The Condition and Problems of Scientific Research Staff in Bosnia and Hercegovina with a Special Review on the Selection and Education of Scientific Cadres), *Bilten Univerziteta u Sarajevu*, Sarajevo, 1969, No. 31, pp. 79—96.

Research work in independent scientific research organizations in the Republic of Bosnia and Hercegovina, in the words of the author, is being performed not by scientific but rather by technical cadres. This can be established on the basis of analysis of the wage structure of these institutions, where the greater part (with a tendency toward increase) comes from technical services and an incomparably lesser part — from the realization of scientific investigations. However, it is the author's opinion that scientific institutions can accept and realize scientific assignments only when suitable scientific cadres are available. He then shows, with the aid of tables, the ratio of scientific and technical cadres at faculties, stating that it is 1 : 10. The author then gives a review of the procedure and manner of resolving this problem, and presents some experiences in this connection. In conclusion, he offers a suggestion for the

effective solution of the problem of educating scientific cadres, stressing that it is necessary to change the present policy of financing research work at the University.

III. DEVELOPMENT OF EDUCATION

10. BRAZDA, Mirko: Slobodne geografske aktivnosti u osnovnoj školi (Leisure Activities in Geography in the Elementary School), *Pedagoški rad*, Zagreb, 1968, No. 9—10, pp. 404—409.

Leisure activities as a form of extracurricular work have taken an important place in the life of almost every school. This form of work is favorable for all subjects, including geography. It is important to introduce this form of work into geography for the following reasons: a) elementary school pupils have a high interest and ability for work in "young geographer groups" (as these pupil groups are usually called); b) work in geography groups contributes to expanding the geographical conception of the world — the home of all people; c) initiative and the need for higher interest is developed by the pupils for extracurricular geography; d) the desire for greater knowledge of subject-matter is developed than is the case in regular teaching; e) in group work a feeling is created for the collective responsibility of carrying out an assignment. Ideally, the group members should meet once a week, but work in these groups can be maintained on a twice weekly basis. This is especially suitable for schools with an insufficient teaching staff so that leisure activities work can partially compensate for the lack of regular teaching.

11. Č. M.: Pred osnivanje Zajednice osnovnih škola Srbije (Preparation for Founding of the Community of Elementary Schools of Serbia), *Prosvetni pregled*, Beograd, 1969, No. 1, p. 8.

The Institute for Elementary Education and Teacher Training of the Socialist Republic of Serbia brought up the formation of a Republican Community of Elementary Schools. An Initiatory Board was set up for the purpose of making all the preparations for calling a founding assembly of the Community. At its first meeting, the Board also considered the Draft of the Proposal for the Statute of the Community. The Draft of the statute has several sections, but the foremost place is occupied by that section dealing with the goals and tasks of the Community, some of which are: a) that from the standpoint of present and future needs of elementary education, give opinions and proposals on the development and improvement of the system of education in Yugoslavia; b) that socio-political communities, their organs, and professional services suggest adequate measures for the advancement, modernization, and rationalization of the educational work of elementary schools

and schools for adult education, and to participate as much as possible in the realization of these measures; c) to offer criticisms and suggestions to corresponding organs and institutes for the purpose of supplementing and improving syllabi and curricula for elementary education as well as for textbooks; d) that suggestions and proposals influence the formation of realistic educational costs and the consistent application of the principle of compensation according to work results; e) that, in accordance with the needs for modernization and rationalization of educational work in the schools, proposals be made for the improvement of the system of education and further teacher training; f) to consider the problem of illiteracy and the complete elementary education of adults, and suggest measures for the effective resolution of these problems.

12. FURLAN, Ivan: Kako doći do školskih pedagoga? (The School Pedagog), *Školske novine*, Zagreb, 1969, No. 6, p. 4.

Modernization of the elementary school is being realized by, among other things, the introduction of a new professional service — the school pedagog. Since the issuing of the Law on Elementary Schools four years ago, we have witnessed that this service has given very valuable results, that the school pedagogs have solved a number of problems in the schools in which they work. However, there is a lack of qualified pedagogs for carrying out these activities. The Institute for the Advancement of Elementary Education of the Socialist Republic of Croatia has deliberated this problem and, by way of solution, has presented a proposal for two-year studies which would offer interested candidates the title of school pedagog and the status of advanced school graduate. This should not be misinterpreted as shortened studies for the title of professor of education as the school pedagog is not the same as a professor of education: the school pedagog should have functional and operational knowledge in those educational disciplines which are important for resolving important educational problems connected with school practice, while the professor of education should be familiar with overall educational theory, its history, and its association with other scientific fields. The school pedagog who completes two-year educational studies after graduation from a school of education and several years of teaching experience should have the same rights offered after completion of studies at an advanced educational institution.

13. JOVOVIĆ, Radoje: Jugoslovenski simpozijum o osnovnoj školi (The Yugoslav Symposium on Elementary Schools), *Prosvjetni rad*, Titograd, 1969, No. 5, p. 1.

The Yugoslav Institute for Educational Research, in cooperation with republican and provincial institutes, organized a symposium on the occasion of the tenth anniversary of the

elementary school reform. The present condition of elementary education, value assessments of the schools and the level of their performance, and directions for their further modernization were all described in the major report "Realization of the Conception and Further Modernization of Elementary Schools" and in a number of minor reports and communications. Much discussion was devoted to individual questions which should form the basis of the action program; it was established that there is a serious need for improving the relationship between preschool and elementary education, i.e., that the work in preschool institutions be more closely connected with initial teaching in the elementary school. The need to create better syllabi integration between elementary and secondary education was also emphasized. Of the number of possibilities for practically solving the problem of unburdening the pupil, it was considered most favorable to establish educational standards which are defined as "agreed upon, minimal subject-matter presented in the form of specific facts, processes, regularities, connections, and specific level of ability development."

14. OGNJANOVIĆ, Dragutin: Slobodni radni dan — racionalizovanje vremena (The Five-Day School Week — More Effective Use of Time), *Prosvetni pregled*, Beograd, 1969, No. 8, p. 8.

This article begins with the fact that in modern social conditions, on the level of higher technical and scientific achievements, the problem of introducing the five-day school week should be thought of as a realistic prospect of Yugoslav theory and practice. The author further states that insofar as this is organized along the principle of more effective use of time and high-quality form of works, this shortening of the work time can only contribute to the progress of teaching and to better and more effective preparation for it. It is stressed that the five-day work week in the school should be looked upon as an attempt to realize, with the use of subjective teaching forces and resources for the modernization of teaching, those scientific principles serving as the basis for investigation of new forms which will yield better results.

15. PODGORSKI, Ivica: Kako obrazovati školske pedagoge za osnovnu školu (The Education of School Pedagogues for Work in the Elementary School), *Školske novine*, Zagreb, 1969, No. 2, p. 4.

School pedagogues are now being trained through educational studies at university schools of philosophy — as full-time and part-time students. Until now, the existent forms of studies have not yielded significant results, a fact supported by the data on annual job post filling by qualified school pedagogues; it is clear that with the present organization of studies and limited enrollment opportunities, and recognition of previous educational training at higher teacher training schools, the

present and future needs for elementary school pedagogs cannot be fulfilled. Consideration given to this problem at the Institute for the Advancement of Elementary Education of the Socialist Republic of Croatia has shown that, in addition to the present full-time and part-time forms of study, there exist several other opportunities for rapid, effective, and high-quality educational studies: 1. the organization of two-year part-time studies at the School of Philosophy (prerequisite: completed higher school of education or school of education, professional examination, and at least five years of teaching practice); 2. the organization of two-year part-time educational studies at the Advanced Industrial-Educational School in Rijeka or at another advanced education institution (prerequisite: same as under 1.); 3. the formation of a new type of advanced school of education which would accept candidates with a completed higher school of education for part-time or full-time studies of two-year duration.

16. RELIĆ, Ratko: Vidno osipanje učenika u završnim razredima (Greater Pupil Drop-Outs in Higher Grades), *Školske novine*, Zagreb, 1969, No. 9, p. 7.

It is stated in this article that the number of pupil drop-outs in the higher grades of elementary schools in the Benkovac Municipality is increasing from year to year, especially in the eighth grade. Data is presented for the 1967/68 school year, according to which the drop-outs in the higher grades of elementary schools in this municipality were: in the fifth grade — 1046; in the sixth grade — 884; in the seventh grade — 739; and in the eighth grade — 473 pupils. The author of the article cites several reasons for this. Firstly, and not of small significance, is that the children from far-removed villages attend central schools and that the conditions for their schooling are very poor. These children do not go on to further schooling and, under these difficult conditions, are not even motivated to complete eight-year schooling. Finally, in many cases, the higher-grade pupils in this area represent a major labor force in the family and therefore their parents are not interested in having them complete compulsory education.

17. Rezolucija o zajedničkim osnovama srednjeg obrazovanja (Resolution on Joint Bases of Secondary Education), *Prosvetni glasnik*, Beograd, 1969, No. 1, pp. 79—82.

The Assembly of the Socialist Republic of Serbia, at a meeting of the Republican Council and the Educational-Cultural Council held on 12 November 1968, adopted the Resolution on Joint Bases of Secondary Education — which serves as the foundation for the elaboration and issuance of syllabi and curricula for all types of secondary schools. The first part of the Resolution explains the reasons for its coming about. The

second part states that, under present conditions, scientific-technical advancement and intensive commerce, as well as the development of self-government, are making increasing demands on workers for many-sided abilities. Therefore, it is necessary, in light of the syllabus content for secondary education, to provide all pupils on this level of education with joint educational bases, regardless of the type and profile of school which they attend. In its content, the joint bases of secondary education — as an integral part of the syllabus structure of the secondary level — should include: general culture, socio-economic education, natural sciences, mathematics and technical-production education, and physical-health training. The third part of the Resolution discusses what is necessary to be contained in the educational activities of a school, in light of syllabus, so that the joint bases of secondary education can be realized.

IV. SCHOOL REFORM

18. MILJKOVIĆ, Vlastimir: Savetovanje i godišnja skupština Zajednice učiteljskih i vaspitačkih škola SR Srbije (Symposium and Annual Assembly of the Community of Schools for Training Nursery and Lower-Grade Elementary School Teachers in the Socialist Republic of Serbia), *Prosvetni pregled*, Beograd, 1968, No. 40—41, p. 8.

This article describes the symposium and annual assembly of the Community of Schools for Training Nursery and Lower-Grade Elementary School Teachers in Serbia. This gathering gave its full support to the Themes on the Development and Improvement of the System of Education in Yugoslavia. The fact that the Themes envisage only higher and advanced level education for teacher training was considered very positive. The acute need for ideological-political, methodological-pedagogical, psychological, and socio-economic education for teachers in all types of schools was especially emphasized. Much attention was devoted at this meeting to the Themes for the Law on Schools of Education for Training Grade Teachers. It was stated that the essence of this new concept of a school of education is that this institution for training grade teachers would, in light of its structure, be unique in its six-year duration — with a four-year preparatory level and a two-year completion level. The school of education would have two departments: one for grade teaching and one for nursery school teachers. It could, however, open individual departments for subject teaching as well as special departments for nursery school teachers. They would simultaneously be able to assist all teachers who have completed four- or five-year training schools to — either by full-time or part-time studies — raise their education to a higher level.

19. Zajednica o sistemu obrazovanja (The Community on the System of Education), *Kulturni život*, Beograd, 1968, No. 11—12, pp. 776—779.

This article concerns the Community of Cultural-Educational Organizations of Yugoslavia. At a meeting held on 3 October 1968, the chairmanship of the Community unanimously stated the need for the Community to join the public discussion on the Themes on the Development and Improvement of the System of Education, and submit its opinions and viewpoints to the Federal Assembly. The chairmanship of the Community fundamentally accepted the proposed document and agreed with the statement given in the Themes that the following phenomena are present in the current system of education: unplanned development of the school network; insufficient connection between different levels of education; expansion of the school network, which is not always accompanied by improvement in education; and poor coordination of the syllabi and curricula of many types of schools with the needs of our times. It was stressed, however, that the Themes were worked out before June, and that the June student demonstrations were partly a social criticism of the Themes. Many contradictions in the Themes were also pointed out (compulsory education and educational opportunity). The uniform stand was taken that modern secondary education should be conceived on a higher-quality level. It was also stated that some of the failures of the previous reform were caused by the poor economic base of the majority of municipalities, and that this problem should be elaborated in more detail in the Themes.

V. TEACHER TRAINING AND TEACHING STAFF

20. B. J. Važan korak naprijed (An Important Step Forward), *Školske novine*, Zagreb, 1969, No. 1, p. 8.

For the first time in our country, an advanced education institution for teacher training, the School of Education in Zagreb, opened its doors for the education of staff for preschool institutions, thus, enabling these teachers to have more education for their profession. By having elementary school and preschool teachers studying at the same advanced education institution, the School of Education, we will eliminate, among other things, the differences which exist between elementary schools and preschool institutions. The earlier situation was such that grade teachers were educated at schools of education, i.e., on a higher level, and preschool teachers received their training on an intermediate level. Many talented, hardworking, and able graduates of schools for training nursery teachers continued their education at schools of education or faculties, and after completion of studies they did not return to work in preschool institutions. Before embarking upon the education

of staff for preschool institutions, the School of Education was conscious that it had to overcome a number of difficulties, from organizational to professional-staff problems, but counted on support from the public and from corresponding organs, organizations, and forums.

21. ČORDAŠIĆ, Milan: Nastavnici, učenici i dački roditelji o nastavničkom pozivu (Teachers, Pupils, and Pupils' Parents on the Teaching Profession), *Prosvetni pregled*, Beograd, 11 December 1968, Vol. 24, No. 38, p. 5.

As a part of the discussion initiated by the editorial board of this periodical on whether or not it is justified to make a code of moral norms for educators, a questionnaire was distributed to 30 teachers, 100 pupils, and 50 pupils' parents of the "Veljko Dugošević" Elementary School. In answer to the question: which positive characteristics should a good teacher possess, the teachers cited 43 various characteristics — love of children took first place with 63%, professional ability took second place with 59%, etc. Ninety-three percent of the pupils were in favor of strict but fair teachers who, at the same time, should be bright and spirited. The pupils cited teacher inadequacies in the following order: unfairness, haughtiness, forgetfulness, inconsistency, and disorderliness. The teachers put down, superficiality in the first place, then poor professional ability, nonobjectiveness, etc. In answer to the question of whether or not they would like to be teachers, 19% of the pupils answered positively and 81% negatively. A similar ratio was given by the parents: 20% wished their children to be teachers and the other 80% answered negatively. The most frequent motive for this opinion was the social and material position of teachers. Of the thirty teachers questioned, 18 were in favor of the code and 12 stated that this was unnecessary as every individual has his own moral norms.

22. GRUBEROVIĆ, Ana: Uspio seminar za domaćinstvo (The Success of the Seminar on Home Economics), *Školske novine*, Zagreb, 1968, No. 22, p. 12.

The Institute for the Advancement of Elementary Education of the Socialist Republic of Croatia organized a six-day seminar for eighth-grade elementary school home economics teachers. An analysis was made at the seminar of the home economics syllabus for the eighth grade, and modern teaching aids, methods, and forms of work in teaching home economics, besides theoretical preparation, were finely expressed in the practical lectures held by these teachers in different Zagreb schools. A practical home economics assignment was also presented: 16 pupils, in groups of two, prepared eight types of dishes from cereals and cereal products. The preparation of the dishes was carried out with the aid of teaching sheets containing the assignment, equipment, material, and proce-

ture; a written answer was sought in connection with this assignment and at the end of the lesson five minutes was left for this purpose — check-up of knowledge. Homework consisted of compulsory and free-choice work. The seminar was very successful and it was the opinion of the participants that professional groups should hold more frequent meetings which would serve as the source for information and exchange of opinion.

23. HRANISAVLJEVIĆ, Stavra: Opšte didaktički seminar za nastavnike stručnih škola (General Seminar on Didactics for Vocational School Teachers), *Pedagoška stvarnost*, Novi Sad, No. 1, pp. 59—63.

In accordance with the endeavors being made to improve and perfect educational work in secondary schools, an attempt has been made to introduce more systems on the level of further teacher training and to devote more attention to the processes of classroom teaching. For this reason the matter was considered at a meeting of a group of educational advisers in Vojvodina who are studying the work of vocational schools in Vojvodina. The conclusion was drawn at the meeting that there is a high need for further teacher training in education, psychology, and didactics for vocational teachers of specialized subjects, and that further training should include all teachers — regardless of their work experience in teaching. The first seminar was then organized, and reports and discussions were held on the following themes: 1. planning subject-matter and preparation of staff for teaching; 2. the process of gaining knowledge, developing skills, and education of teachers; 3. teaching methods and types of lessons in teaching vocational subjects; 4. check-up of pupils' knowledge and marking of pupils. Thirty-four teachers participated in the seminar. Experts from the Faculty of Philosophy of the University of Novi Sad and from the Institute for the Improvement of General and Vocational Education of Vojvodina were engaged in the elaboration of the themes. The seminar participants stated that in future seminars of this type a treatment should be sought from the lecturers whereby educational, psychological, and didactical regularity patterns could be more concretely applied in vocational teaching.

24. IVANČEVIĆ, Slavko: Opterećenje nastavnika fizičkog vaspitanja u redovnoj nastavi i ostalim aktivnostima (The Work-Load of Physical Education Teachers in the Regular Curriculum and Other Activities), *Fizička kultura*, Beograd, 1968, No. 7—8, pp. 228—336.

By use of the questionnaire method data was gathered from a number of physical education teachers in Belgrade on their weekly lesson fund, average number of pupils at a lesson, total number of pupils and classes to whom physical education is taught, what kind of records are kept, marking of pupils, forms of organizing teaching, participation in extracurricular

and other activities, etc. The questionnaire contained 50 questions grouped according to the character of the problems treated; 122 teachers participated (78 high school teachers, 28 elementary school teachers, and 16 vocational teachers) from 46 schools (21 elementary schools, 13 gymnasiums, and 12 secondary vocational schools). Analysis of the data shows that a large number of teachers have a full lesson fund in the regular curriculum and 43.45% have extra classes; 61 teachers have 30 and more pupils at a lesson; 79 teachers stated that they teach more than 9 classrooms, and 58 teach 300 and more pupils. It is therefore understandable that the keeping of necessary records is a very large job: 110 of the teachers questioned stated that they keep daily records, and 48 keep personal dossiers on the pupils. Concerning the marking of pupils, 92 teachers mark on a curve, 60 on the basis of comparison, and 58 on the basis of tests.

25. KOSIĆ, Zlatibor: Treća godina rada Centra za hemiju (The Third Year of Work of the Center for Chemistry), *Prosvetni pregled*, Beograd, 1968, No. 39, p. 9.

Three years ago, on the initiative of the Cultural-Educational Council in Belgrade, the Center for Chemistry was founded with the aim of providing further professional and educational training for elementary and secondary school teachers. Lectures are held regularly once a week in the Center (for five lesson periods). The lecturers are leading university and secondary school professors and other experts. The first part of the work entails listening to lectures and carrying out laboratory exercises; in the second part the pupils themselves hold lectures on certain method units. The seminar was first organized for teachers holding classes in technology of material with chemistry in schools for apprentices with practical training. This was done because the teachers in these schools have differing professional and educational backgrounds — which is undoubtedly reflected in their teaching. In the course of the last school year gymnasium and secondary vocational school teachers attended the seminar. During this school year about thirty elementary school chemistry teachers are attending the seminar. In addition to the lectures, the work of the seminar has provided for the organization of visits to factories in Belgrade and its surroundings, as well as study trips including visits to factories in other locations. At the end of the work of each group, the Educational Council organizes foreign study trips lasting about eight days for the seminar participants.

26. KUREŠIĆ, Nikola: Problem deficitarnosti profesora fizičkog vaspitanja u SR Srbiji i perspektiva njegovog rešavanja (The Problem of Lack of Physical Education Teachers in the Socialist Republic of Serbia and the Prospects of Its Solution), *Nastava i vaspitanje*, Beograd, 1968, No. 5, pp. 563—567.

Prior to the war, there was not even one advanced education institution for the training of physical education teachers in Yugoslavia. The founding of the Advanced School for Physical Education in Belgrade in 1946 (and later in Zagreb, Ljubljana, and Sarajevo) represents the first step in the solution of this acute problem. Therefore, it is understandable why secondary schools, both in Serbia as well as in the other republics, have still not solved all their problems in this field, i.e., why all secondary schools are still not equipped with this staff. The increase in number of pupils and network of secondary schools has added to the problem. Up to the 1967/68 school year the secondary schools in the Socialist Republic of Serbia had only 44.8% of the existent job posts filled with persons having satisfactory qualifications. This, of course, differs greatly from area to area. For example, in Belgrade the percentage is 82.1, while in Kosmet it is only 33.3%. For the purpose of rapid advancement of physical education in Serbia, staff policy in the following period should take the following course: 1. More intensive substitution of unskilled staff with persons having the necessary qualifications. For this purpose the republican and municipal organs should increase their aid to centers operating on this level; 2. Improve the effectiveness of studying physical education on the university level; 3. Attract new students, and stimulate those already majoring in physical education to remain in the profession, by offering scholarships and loans.

27. MUSELINOVIĆ, P.: Stručno osposobljavanje nastavnika u Pančevu (Professional Teacher Training in Pančevo), *Prosvetni pregled*, Beograd, 1969, No. 6, p. 6.

This article describes the activities of the Cultural-Educational Institute in Pančevo (an inter-municipal institution in Southern Banat), from the time of its founding until the present, in the area of further training for schoolteachers. Many difficulties of a practical nature were encountered in the realization of this task, beginning with choice of content, forms, opportunities for assembling, right up to varied material and other problems. Work on further professional training began through the teaching collectives in municipalities, and in the last three years it has gained some permanent seminar and other similar forms. Also, as the need presents itself, work is organized on additional qualifications for teachers at centers intended for this purpose. There is only one other such center in operation now — for the area of physical and health training in cooperation with the Higher School of Education in Novi Sad. Work on further training is primarily done during the winter and summer school holidays if the conditions are amenable to this. Special attention is given to further training for beginners, offering concrete assistance to these teachers and their training in educational disciplines. The author states that this article is

not only of an informative nature, but also an invitation to exchange experiences and to encourage those organizations which are interested in this and similar problems.

28. Obaveza sticanja pedagoškog obrazovanja za nastavnike srednjih škola u Sloveniji (Compulsory Educational Training for Secondary School Teachers in Slovenia), *Naša stručna škola*, Beograd, January 1969, Vol. 18, No. 1, p. 4.

The Republican Secretary for Education of the Socialist Republic of Slovenia issued a Regulation on the Manner of Obtaining Educational Training for Secondary School Teachers and Teachers' Helpers in the Dorms of These Schools. According to this Regulation, persons who perform educational work in secondary schools and in the pupils' dorms of these schools, either part-time or full-time, must have educational training. A diploma from an advanced school which, in the framework of its curriculum, offers educational training is sufficient. Educational training can also be obtained through corresponding studies and special exam-taking at advanced schools, art academies, and faculties which, in the framework of their curricula, offer educational training. Persons with secondary and higher education obtain educational training at schools of educations.

29. PERIŠIĆ, Negovan: Visoko obrazovanje — zahtev vremena (Advanced Education — A Demand of the Times), *Prosvetni pregled*, Beograd, 18 December 1968, Vol. 24. No. 39, p. 5.

This article contains an excerpt from a report which the author, the Principal of the Higher School for Education in Belgrade, read to a meeting of the Community of Higher Schools of Education. The introductory part gives an evaluation of the present condition of teaching staff, the place and significance of the elementary school in the system of education, and characteristics of elementary school teachers. The author attempted to answer the question of whether or not elementary school teachers should have advanced education and are the conditions ripe for this changeover in our country. In stating that, according to UNESCO data, in most European countries grade and subject teachers obtain their education on a university level and the tendency to realize this is very strong in countries which have not yet made the changeover, the author states that the Yugoslav public has accepted the viewpoint that secondary school education for grade teachers is insufficient and that subject teachers should have advanced education. In answer to the question of whether this education should be in one special type of school or in different advanced schools, faculties, and art academies, the author expressed the opinion that in our system it is necessary to have special types of advanced schools for the education of elementary school teachers.

30. **Prihvaćene Teze za zakon o pedagoškim akademijama (Adoption of the Bill of Law on Schools of Education), *Prosvetni pregled*, Beograd, 1969, No. 4, p. 1.**

This article presents a review of the Bill of Law on Schools of Education for the training of grade teachers, about which a special discussion was conducted at a meeting of the Educational-Cultural Council of the Assembly of Serbia on 30 January. The Bill envisages, among other things, that schools of education for the training of grade teachers be uniform in their structure and of six-year duration (four years of preparatory work and two years of completion level). Both levels would be so linked organizationally and syllabus-wise that they would provide continuity of education for lower-grade elementary school staff. This six-year school would give the teachers with five-year teacher training school the opportunity, by way of part-time or full-time studies, to easily supplement their education on a higher level. The syllabus of the present five-year teacher training school is similar to the syllabus conceived for the uniform schools of education, and this means that only a syllabus difference would have to be mastered (the attainment of higher education would be founded entirely on a volunteer basis). The Educational-Cultural Council of the Assembly of the Socialist Republic of Serbia stated that, in spite of certain criticisms and reserves expressed at the discussion, the Bill could serve as the basis for elaborating legislature on schools of education, and that this should be proceeded with as soon as possible.

31. **Program pedagoškog usavršavanja nastavnika osnovne škole (Program for Further Educational Training for Elementary School Teachers), *Bilten Zavoda za osnovno obrazovanje i obrazovanje nastavnika*, Beograd, 1968, No. 4, pp. 17—68.**

This program is intended primarily for teachers as assistance in their endeavors for individual further training. It can aid the teacher in the selection of current educational problems, educational literature, and as a guide for work in studying certain themes. The program contains four groups of problems. The first group concerns some themes which relate to the preparatory phase of educational work in the school. The second group covers some of the themes concerning the actual teaching process in the classroom and other school activities. The third group concerns problems of follow-up, measuring, and marking of teaching results. The fourth group includes innovations in educational theory and practice about which all elementary school teachers should be informed. The structure of the themes contained in the program for further educational training of elementary school teachers, besides didactical and pedagogical problems, relates to problems of the teaching

process in the classroom and other school activities. Several problems of educational methods in the school have been isolated as separate study themes.

32. REPAC, Vera: Program stručnog usavršavanja učitelja i nastavnika osnovne škole koji izvode nastavu poznavanja društva (A Program for Further Training of Elementary School Social Studies Teachers), *Bilten Zavoda za osnovno obrazovanje i obrazovanje nastavnika SR Srbije*, Beograd, 1968, No. 2, pp. 21—54.

It is stated that certain forms of work on the further training of social studies teachers have been applied frequently until now — seminars, symposiums, discussion meetings, practical lectures, methodological-instructional work at test and other schools and teaching centers — and that the choice of content, organization, and work methods have been varied and effective. Several reasons are presented for the elaboration of a program for further training of social studies teachers: a) social studies, as a newly-introduced teaching field in the fourth and fifth grades of elementary school, the syllabus of which still presents a problem to some teachers; b) differences in the professional backgrounds of social studies teachers (fourth-grade teachers, history teachers, geography teachers, and teachers of other subjects in the fifth grade — heterogeneity of professional groups); c) the non-existence of syllabus methods for teaching social studies; d) lack of professional and other handbook literature coordinated with the syllabus; e) lack of equipment in schools and the still inadequate production of suitable teaching aids which are necessary for the realization of social studies syllabus.

33. SIMIĆ, Milisav: Mogućnosti budućih učitelja i nastavnika za sticanje pedagoške i psihološke kulture u nastavničkim školama (The Opportunities for Future Elementary School Teachers to Obtain Educational and Psychological Backgrounds in Teacher Training Schools), *Naša škola*, Sarajevo, 1969, No. 1—2, pp. 100—105.

It is the author's opinion that teaching performance in the education of elementary school children is determined by the professional and ideological-political quality of the teacher. The professional, psychological-educational, and ideological-political sciences represent three sources of content for the education of all teachers. At the same time, these are also three personality components of the elementary school teacher. The author goes on to say that the teacher's educational-psychological and social physiognomy, his outlook on the world, knowledge, skills, innovations, and ability to educate pupils depend upon the developmental relationship of these three components and the teacher's personality. The relationship of these abilities and the degree of their development are determined by the education attained by the teacher, the syllabus and curriculum of the teacher training school, and the organization of teaching

in the school. As our elementary school teaching staff is still being trained in two different types of schools (secondary teacher training schools — for first to fourth grade teachers; and higher schools of education — for fifth to eighth grade teachers), thus teacher training is not uniform and, as such, is pedagogically inconsistent in its influence on pupils. As the collective of a school should be uniform, it is necessary to create a uniform school for the education of teachers in which, besides other important questions, there would be a proper solution to the problem of the relationship of educational-psychological background toward professional education. In addition to a detailed description of the two abovementioned schools, the author also suggests a work program for the new school.

VI. 1. Preschool Education

34. Normativi prostora, nameštaja i opreme za predškolske ustanove (Norms for Area, Furniture, and Equipment in Preschool Institutions), *Prosvetni glasnik*, Beograd, 1969, No. 1, pp. 43—60.

The norms for area, furniture, and equipment in preschool institutions were adopted by the Educational Council of the Socialist Republic of Serbia. The norms were worked out completely and in minute detail as they relate to the area, furniture, and other equipment and aids for the educational operations of preschool institutions. Their grouping was carried out in seven sections. Section 1 covers introductory comments; Section 2 — area; Section 3 — furniture and other equipment; Section 4 — installations; Section 5 — visual aids — which are used most of all; Section 6 — toys; Section 7 — various supplies, without which the activities of children in various educational situations could not be conceived. Minimal and expanded equipment programs for preschool institutions are also given.

35. Program vaspitno-obrazovnog rada u predškolskoj ustanovi (Program for Educational Work in Preschool Institutions), *Prosvetni glasnik*, Beograd, 1969, No. 1, pp. 1—43.

This program for educational work in preschool institutions was prepared by the Cultural Council of Socialist Republic of Serbia, and its application will begin on 1 September 1969. The first section of this program deals with the importance, goals, and tasks of preschool education. It was stated, among other things, that numerous factors contribute to the realization of preschool education tasks, primarily the family, but that more complete educational influence on children is more adequately implemented in the specially organized preschool institution — the nursery school. The nursery school

is a preschool institution carrying out the social training and education of children from the age of three until enrollment in school. Nursery schools can have different and flexible internal organization: all-day, half-day, or two-shift schedules — with or without food. The program further presents the fundamental activities of the children and the basic forms of educational work in nursery schools, and also contains educational tasks, organization, and work content for three groups of children (3—4 years of age, 4—5 years of age, and from the age of 5 up to enrollment in school). The program is accompanied by instructions for its realization.

VI. 2. Elementary Education

36. ANUCOJIĆ, Andjel: Veliki radni uspjesi škole "Nikola Kole Rašić" u Nišu (The High Work Achievements of the "Nikola Kole Rašić" School in Niš), *Prosvetni pregled*, Beograd, 1969, No. 8.

The author of this article informs us that the "Nikola Kole Rašić" Elementary School in Niš celebrated School Day at the end of February. During the celebration, at which many guests were present, members of the school council and pupils' parents spoke about the good work results of the school and distributed awards to teachers who showed exceptional results in the course of the last school year. The author states that this school ranks second in achievement among 50 elementary schools in the Inter-Municipal Educational Community of Niš, and that it received 4370 new dinars as a special reward for its work. The author further states that the collective of this school rewarded and commended many of the pupils' parents for their great efforts in offering assistance to the school.

37. CVETKOVIĆ, Miodrag: Kupatilo u osnovnoj školi u Surduku (Personal Hygiene in the Elementary School in Surduk), *Prosvetni pregled*, Beograd, 1969, No. 8. p. 9.

The author of this article states that the "Jovan Jovanović Zmaj" Elementary School in Surduk was among the first in the Srem area to install bathing facilities for pupils in its building — thus providing all conditions necessary for maintaining personal hygiene. Now work is being done on the building of a physical culture hall and a workshop for general technical education. This school is one of the best-equipped in its municipality. The school collective has invested high funds in the adaptation and modernization of the school area. A hall has been remade into a reading room for which new furniture has been purchased. This room also contains a television, radio, and tape recorder; here the pupils can find almost all children's and daily papers, besides using books from the school library.

38. ILIČKOVIĆ, Branka and BOŠKOVIĆ, Ivan: Anketa o upisu djece u prvi razred osnovne škole (Investigation on Enrollment of Children in the First Grade of Elementary School), *Prosvjetni rad*, Titograd, 15 December 1968, Vol. 17, No. 20, pp. 4—5.

The investigation was organized for the purpose of considering, on the basis of analyses of past experience, the problem of whether or not it is necessary for children to enroll in the first grade of elementary school at six years of age and the feasibilities for this. The investigation covered 23 schools in Montenegro. The results of the investigation showed that: a — the schools were unanimous in the opinion that it is necessary to confirm the physical and psychological maturity of children under seven before starting school; b — the schools were also in accord in expressing the ineffectiveness of the manner of confirming maturity and abilities; c — differences exist on whether or not children under seven are mentally and physically grown up enough for school, the degree of their maturity for social adaptation in the pupil collective and for contact with teachers; d — in answer to the question on whether or not differences exist in pupil achievement in dependence upon their age, ten schools stated that there were no differences (or they were insignificant); eleven schools stated that differences do exist which represent a more permanent change, i.e., they do not occur only in the first grade of elementary school but later on as well. It is the author's conclusion that it is necessary to have legal regulations which will determine the enrollment of children in elementary school and continue to maintain present conditions.

39. KONČNIK, Drago: Družbene osnove individualizacije pouka (The Social Basis for Individualization of Teaching), *Prosvetni delavec*, Ljubljana, 1969, No. 4, pp. 1 and 2.

The Law on Elementary Schools, for the purpose of individualization of teaching, envisages in Article 28 such an organization of educational work which will provide advancement for pupils lagging behind and slowly developing, as well as accelerated development for gifted pupils.

40. Potreban je program obavezne škole koji u svim sredinama mora biti materijalno osiguran (The Necessity for a Program of Compulsory Education Which Must Be Financially Ensured in Vll Environments), *Školske novine*, Zagreb, 1969, No. 5. p. 2.

This article sums up the report given by Drago Desput, Vice-President of the Executive Council of the Assembly of Croatia, at a plenum of the Community of Elementary Schools of Croatia. A proposal to the law on financing education was discussed at this meeting. In his report, Desput especially stressed the fact that the system to which we are aspiring demands changes in all fields, not only in education. In the

proposed law changes are sought in the relations toward education — everywhere, in all activities, among all working people, and for this reason it is believed that it is just this law which creates a concrete association between education and the destiny of every individual in our society. In speaking of a uniform elementary school, Desput stated that this is not the same as identical compensation or wages, but rather a compulsory elementary school program which must be financially ensured in all environments. At the end of the discussion, Desput stated that there will obviously be difficulties in the undertaking of this job but that we cannot maintain the old system, and that the Draft offers realistic hope of overcoming the educational crisis.

41. Strineka, Pero: Imaju li opravdanja popravni ispiti u osnovnoj školi? (Is There Justification for Make-Up Exams in the Elementary School?), *Školske novine*, Zagreb, 1969, No. 6, p. 5.

One of the tasks of the elementary school is to offer each pupil, through satisfactory forms and methods of work, assistance in attaining the minimal knowledge necessary for work in the next grade. The make-up exam is one of the forms of work which help elementary school pupils to successfully complete a grade and continue schooling. Some teachers state that a well-organized system of work in the school can help pupils to attain minimal knowledge and complete a grade through their regular work; well-organized supplemental and extended teaching enable systematic aid to pupils throughout the entire school year; teachers in some schools drew the conclusion that make-up exams should be eliminated in the elementary school. Other teachers are in favor of maintaining these exams and believe that they represent a realistic opportunity for the pupil to gain the knowledge in one or two subjects so that he can be promoted to the next grade; that the actual situation in which the pupil is placed enables him to think about his poor achievement and to actively, with more attention, make efforts to remedy this condition. It is undoubtedly necessary to make an analysis of the problems of make-up exams and to give a professional-educational assessment.

VI. 3. Secondary Education

42. NIKOLIĆ, M.: U ovoj godini novi nastavni planovi i programi za većinu srednjih škola (New Syllabi and Curricula This Year for Most Secondary Schools), *Prosvetni pregled*, Beograd, 1969, No. 6, p. 2.

According to the Law on Secondary Education, the Educational Council of the Socialist Republic of Serbia is obliged to make new syllabi and curricula for all secondary schools by the

beginning of the 1970/71 school year. For this reason the syllabi and curricula for individual types of secondary schools occupy a central position in the work program of the Educational Council this year. Syllabi and curricula should be elaborated this year for schools for skilled metal workers, electrotechnical, chemical, textile, construction, agricultural, woodworking, forestry, fur, and glass trades, as well as for schools for the education of skilled chauffeurs, hairdressers, barbers, cosmeticians, and butchers. In addition to this, the Educational Council will make new syllabi and curricula for general technical schools, gymnasiums with socio-language and science-mathematics courses, mathematics gymnasiums, schools for nursery teachers, machine trades schools, medical, economics, administrative, office techniques and financial schools, schools for industrial construction, schools for fine arts technicians, chemical-technological, construction, and woodworking technical schools, schools for librarians and book store personnel, electrotechnical schools, metal trades, forestry, graphics, textile, and traffic safety technical schools. The content for final exams will be regulated in the framework of the new syllabi and curricula. Also, where changes are indicated, supplements to present regulations on professional training and profiles of teaching staff for individual types of secondary schools will be made. For those schools which will use the new syllabi and curricula, norms will be made for school accommodations, equipment, and teaching aids. Plans will also be prepared for the approval of textbooks for these types of secondary schools.

43. PALOV, Dr. Mihailo: Novi oblici usavršavanja II stupnja obrazovanja (New Forms of Improving Secondary Education), *Prosvetni pregled*, Beograd, 1968, No. 38, p. 8.

As one of a number of activities envisaged in the joint program of republican and provincial school councils and the Yugoslav Institute for Educational Research, a two-day symposium was held in Zagreb on new trends and forms of work in secondary education institutions. Numerous questions were raised, and opinions and experiences were related on attempts to improve the work in certain secondary education institutions. The majority of these opinions and questions can be classified within the frameworks of the following subjects: 1) Themes on the Development and Improvement of the Educational System; 2) Economic Bases and Policies of Education; 3) Secondary Education (system and content) — the need for improvement of educational syllabi as well as for essential engagement in the educational structure was stressed. It was stated that the character, function, and content of differentiation of general education, either on the same level or for different courses, should be studied. Also emphasized was the need for making concepts for joint bases of secondary education, greater and

more concrete correlation of educational content, and the need for defining educational standards; 4) The Need for Investigations in Secondary Education — systematic, organized, and coordinated investigations of essential problems in the field of secondary education.

VI. 3a. Gymnasium

44. BOGOJEVIĆ, Rajko: Za jedinstvenu jugoslovensku gimnaziju (For a Uniform Yugoslav Gymnasium), *Prosvjetni rad*, Titograd, 1969, No. 5, p. 3.

Recently the permanent commission of Yugoslav gymnasiums published a special book containing its viewpoints, opinions, and proposals concerning the Themes on the Development and Improvement of the Education System. In addition to the opinions of the republican communities of gymnasiums and a larger number of gymnasium collectives, this book also contains the conclusions drawn by the last conference of the Community of Yugoslav Gymnasiums. It was stated that the new syllabus and curriculum enable permanent and complete cooperation with elementary and advanced schools and a certain continuity which is imperative in the uniform school system of the country. The opinion was expressed that the new curriculum, due to its uniformity, represents a basis for lasting inter-republican cooperation on all professional and educational affairs, offers wider opportunities for the permanent improvement and modernization of gymnasium teaching, for the unification of the professional forces of all republics toward improving the syllabus, enables better and more professional quality and rationalization of teaching work, higher quality and more economic manufacture of teaching aids, the use of the best, uniform textbooks, and constant improvement of teaching staff.

45. KRIČKOVIĆ, Jovan: Gimnazijada u čast pedesetgodišnjice SKJ (Gymnasium Contests Celebrating the Fiftieth Anniversary of the Yugoslav League of Communists), *Prosvetni pregled*, Beograd, 1969, No. 9, p. 6.

The author of this article informs us that, as a part of the celebration of the fiftieth anniversary of the Yugoslav League of Communists, gymnasium contests will be held in many cities in the Socialist Republic of Serbia. Over 900 pupils from 14 gymnasiums will participate in these contests. The author further states that 65 pupils from 15 cities will participate in contests on knowledge of the history of the League of Communists, literature, mathematics, music, material from several extracurricular fields, and several branches of sports. The

contests begin on 16 March and will go by the system of elimination in two meetings, as a visiting team and a home team.

VI. 3b. Vocational Schools

46. MILIVOJČEV, Bora: Od zanatlijske škole u XIX veku do obrazovanja za velikoserijsku proizvodnju (From Trade Schools in the Nineteenth Century to Education for High-Series Production), *Naša stručna škola*, Beograd, January 1969, Vol. 8, No. 1, pp. 5—6.

In the history of the development of education and business enterprises, a significant place is held by the "Crvena zastava" Factory in Kragujevac — where the factory system of education was founded in 1854 with the opening of the Trade School. This school, later called the Industrial School, operated without interruption until 1941, when it was closed due to the occupation of the country. It was opened again in 1946 as a Metal Trades School with practical training. There years later a Technical School for the Education of Machine and Electric Technicians was founded with a three-year schooling duration. In 1952 a three-year Masters School was opened for the education of highly skilled masters, but in 1964 it became the School for Highly Skilled Workers. The decision on the present system of education in the Factory was made at a Workers' Council meeting held in August 1965, when the Center for the Vocational Education of Workers and Adults was founded. The Center has three educational units: Technical School for Adolescents, School for Adults, and a Live-In School. The article describes in detail the organization and work of these units, as well as the financing of education in the "Crvena zastava" Factory.

47. MILOVANOVIĆ, Sveta: Rasadnik građevinskih stručnjaka (Center for Construction Workers), *Prosvetni pregled*, Beograd, 1969, No. 4, p. 8.

This article is a review of the Construction School for Skilled Workers in Belgrade. In this school 97 percent of the pupils successfully complete their schooling. For each pupil in this school construction enterprises from all over country offer scholarships for room and board in the dorm, remuneration for transportation costs and social insurance, as well as for other disbursements. This speaks of the care taken by enterprises and of the significance of cadres coming out of this school. Until two years ago only three vocations were studied in the school, bricklayer, carpenter, and reinforcer. Now there are 13 vocations in which the construction enterprises are interested. Practical work in the construction season is carried out by pupils on construction sites. Summer practice is of 75 day

duration. The work of the pupils is paid for and the funds are distributed in the following way: 60% goes into the pupil collective for improving the pupil standard; 30% for the material provision of teaching in subject classrooms and workshops; and only 10% for the teaching staff distinguished in the process of pupil production work. This school has grown into a modern institution for training cadres for Belgrade construction companies. It educates and trains not only in the teaching process, but also through cultural and entire activities, the organization of pupil trips to theaters, movies, the Youth Center, excursions, and even to dances.

VI. 4. Higher Education

48. Kako do objektivnih uvjeta za upis na studije? — za suradnju srednjeg i visokog školstva (Objective Prerequisites for University Enrollment — Greater Cooperation between Secondary and Advanced Education), *Školske novine*, Zagreb, 1969, No. 6, p. 5.

The Teaching Board of the University Council in Zagreb elaborated a proposal entitled "Prerequisite for First-Year Enrollment at the University of Zagreb." It was suggested that all the faculties of the University of Zagreb adopt these principles in determining enrollment prerequisites. Some of the principles are: 1) Student enrollment at the first year of studies is, in principle, "free" — which means that anyone who has passed a final exam in a general education secondary school or corresponding secondary vocational school can enroll. Each faculty must announce which secondary schools satisfy their prerequisites. Faculties which are able to accept only a limited number of students at first-year studies must determine that number in advance. This decision is made by the faculty council on a proposal by the teachers' council, and the decision must be announced at the time of first-year enrollment. 2) Faculties which have limited enrollment must make enrollment announcement with the exact number of candidates to be accepted, and with the exact competition conditions and criteria according to which the candidates will be ranked. 3) Faculties with limited enrollment are obligated to, after completion of the prescribed acceptance procedure, announce the list of candidates, whereby they will be accepted. 4) The list of candidates is prepared according to the number of points made in the competition procedure.

49. O reformi univerziteta (On the University Reform), *Bilten Univerziteta u Sarajevu*, Sarajevo, 1968, No. 3, pp. 10—25.

In his speech at a meeting of the Open University Tribunal held in Sarajevo on 11 October 1968, Veljko Vlahović posed a number of questions for the purpose of encouraging discussion on the university reform. He first imparted the informa-

tion that the League of Communists is preparing a Theme on the University Reform which will probably be completed by the beginning of November and which should serve as a basis for public discussion. Among other things, he spoke about the need: for advanced education to become a component part of the system of continuous education; for science and the society, the League of Communists, and other socio-political organizations to have identical interests; to have university life coordinated with the life and needs of the society; for politicians and scientists to make efforts to resolve, through normal discussion, the conflict situation caused by the student disturbances in June, and which was characterized as normal in a democratic socialist society; to explain who and what is financing not only advanced education but education as a whole, i.e., to explain the financing of the system of education. In this connection, the need was stated to exactly determine the obligations of professors and students and to increase their work and material responsibility. Federal and republican legislature should give greater autonomy to the advanced schools in solving statutory and other problems.

50. Odluka o uslovima nastavljanja studija na Ekonomskom fakultetu u Beogradu lica koja su završila više škole ekonomskog smera (The Decision on Conditions for Continuing Studies at the School of Economics of the University of Belgrade for Graduates of Higher Schools of Economics), *Glasnik Univerziteta u Beogradu*, Beograd, 30 October 1968, No. 36, pp. 959—963.

This article presents the complete text of the Decision made by the Council of the School of Economics in Belgrade at a meeting held on 11 September 1968. Article 1 of this Decision clarifies that higher schools of economics are: 1) Higher Economics-Commercial School; 2) Higher School for Foreign Trade; 3) Higher Financial-Bookkeeping School; 4) Higher School for Statistics. Articles 2 and 3 explain the conditions which must be fulfilled by the pupils of the abovementioned schools in order for them to enroll at a certain level of university study. Article 4 states which examinations are recognized for the graduates of these schools, as well as which examinations will have to be taken in order to qualify for enrollment at the School of Economics. Article 5 states that the program for taking supplemental examinations for certain subjects be established by a commission for teaching affairs on a proposal by the corresponding department.

51. Preporuka o merama za rešavanje aktuelnih problema vanrednih studija na visokoškolskim ustanovama (Proposal on Measures for Solving Current Problems Concerning Part-Time Studies at Advanced Education Institutions), *Prosvetni glasnik*, Beograd, 1968, No. 11—12, pp. 471—472.

The Educational-Cultural Council of the Assembly of the Socialist Republic of Serbia, at a meeting held on 29 July 1968, considered current problems of part-time studies in Serbia. It was established at that time that in the area of part-time studies there are a large number of problems which must be resolved. Beginning with the fact that part-time studies as an institution should exist, it is necessary — in the further work on development and improvement of advanced education — to work out a conception of part-time studies, of the position of this form of advanced education, and of its social role. In evaluating the social significance of resolving the problems of part-time studies, and of the role of the advanced education institutions in solving these problems, the Educational-Cultural Council proposed the following measures, among others, to advanced education institutions in the Socialist Republic of Serbia: 1. part-time studies should become a component part of the fundamental activities of faculties and higher schools; 2. advanced education institutions should provide high-quality part-time studies, especially when it is a matter of teaching in part-time study centers; 3. that the present organs increase their supervision over the work and regularity of center functions.

VI. 5. Adult Education

52. APOSTOLSKI, Tomo: Neki problemi obrazovanja odraslih u SR Makedoniji (Some Problems of Adult Education in the Socialist Republic of Macedonia), *Nastava i vaspitanje*, Beograd, 1968, No. 5, pp. 568—571.

In the Socialist Republic of Macedonia there are more than 250,000 illiterate persons, and 880,000 with unfinished fifth-grade elementary school. A large number of illiterate persons are adolescents (about 14,000). However, there are about 50,000 illiterates between the ages of 20 and 34. Generations of school drop-outs increase the ranks of illiterates. However, there are a large number of institutions which are organizing elementary education for adults and employed persons. Today there are 21 institutions with about 3000 persons in attendance or 1.2% of the total number with 8467 listeners. Recently efforts have been made to assign special resources for the schooling of working people. Toward this end, programs are being implemented to raise the educational level of workers. Classes for adults have been opened at many workers evening schools, thus systematically reducing the number of illiterate and insufficiently literate workers. Secondary education institutions occupy an important place in the formation of vocational cadres. This is achieved in school and non-school institutions for the education of vocational cadres and additional schooling in enterprises. In terms of creating a skilled labor force, prac-

tice has shown that the best results were obtained by those enterprises which organized education in their own environment. On this level, valuable results have been achieved by school centers. In the course of 1965 school centers organized 63 courses with 1380 listeners for vocational training. Also, there were 68 courses with 1465 listeners internally organized by enterprises for offering higher skills. Twenty-seven seminars were organized with 408 pupils for obtaining skills and further training. Finally, highly developed enterprises formed personnel services including a service for adult education. Today in Macedonia there are 24 enterprises with such services, most of them industrial and mining organizations.

53. DAŠIĆ, Milenko: Škola u Braničevu uključila se u akciju "Prvih sto sela bez nepismenih" (The School in Braničevo Joined the Program "The First One Hundred Villages without Illiteracy"), *Prosvetni pregled*, Beograd, 1969, No. 12, p. 6.

The author states that the teachers' council of the "Veljko Dugošević" Elementary School in Braničevo accepted the invitation of the collective of the school from Gornja Badnja to join the program "The First One Hundred Villages without Illiteracy." It decided to have this literacy program include persons over 35, if they are willing, as there is very little illiteracy among the younger generation. The author of the article states that this program will be carried out on the entire school territory in Braničevo. It is stated at the end of the article that the school has been trying for two years to prevent pupil drop-outs from the higher grades and, toward this end, a bus was purchased to transport the children living in remote villages.

54. MILJKOVIĆ, Petar: Obrazovanje odraslih na radničkom univerzitetu u Sremskoj Mitrovici (The Education of Adults at the Workers' Evening School in Sremska Mitrovica), *Obrazovanje odraslih*, Zagreb, 1968, No. 5—6, pp. 64—65.

In recent years the Workers' Evening School has been gaining increasing affirmation in its work on vocational education at enterprises and with individuals. It operates through the following forms of work: school, seminars, courses, lectures; it organizes examinations for internally recognized skills as well as for those recognized by the society; it offers vocational training and further training and organizes the education of workers so that they can take vocational examinations for certain professions. Of the school forms, three classes have been opened: the first, second, and third years of the Administration School for Adults, and one class in the School of Economics — Bookkeeping Department. The system of teaching is so organized that the pupils attend a specific number of subject classes in the course of one semester or throughout the whole school year, and after that have the right to take examinations. In the course of one school year 500 lessons are held for each

class. The examinations are taken before commissions made up of 3 to 4 experts. The cost of schooling one candidate for an entire year is 1200—1300 new dinars. The majority of enterprises pay the costs of schooling their employees in either partial or complete amounts. The teaching is done by skilled secondary school co-worker-instructors as well as skilled staff hired from business enterprises.

55. **Savremena andragoška teorija i praksa u Jugoslaviji** (Contemporary Adult Education Theory and Practice in Yugoslavia), Zagreb, *Savez narodnih i radničkih sveučilišta SRH*, 1969. p. 308.

The First Congress of Yugoslav Adult Educators was held in Belgrade on 27 and 28 May 1968. This book publishes almost all the professional contributions prepared for this Congress. These are the works of 70 Yugoslav adult educators. The contributions are classified into four sections. The first contains the report read by Dr. Borivoj Samolovčev at the Congress: The Social Function of Adult Education in Yugoslavia and the Tasks of the League of Adult Education Societies of Yugoslavia; Dr. Ilija Mrmak: The Condition of Our Adult Education Theory and the Methodological Problems of Further Affirmation of Adult Education as a Science; Vlada Velčić: Adult Education Staff; Žarko Popov: Coordination of the Work of Institutions and Organizations for Adult Education. The other sections contain reports and questions for discussion by the Commission for Adult Education Affairs; reports and questions for discussion by the Commission for Didactic-Methodological Affairs.

56. **VELČIĆ, Vlado: Andragoški kadrovi** (Adult Education Staff), *Obrazovanje odraslih*, Zagreb, 1968, No. 7—10, pp. 39—56.

Adult education staff can be divided into the following groups: 1) Adult education staff in business enterprises and social services (a. staff in educational services in business organizations and social services; b. staff in educational institutions; c. staff for recreation and the organization of cultural life); 2) Adult education staff in workers evening schools (a. the supervisors of institutions, schools, and centers for education; b. supervisors of professional services; c. professional co-workers at schools, centers, and professional services; d. outside co-workers: instructional-teaching staff and educational group leaders); 3) Adult education staff in national evening schools (a. permanent professional staff; b. permanent outside professional co-workers; c. temporary professional co-workers); 4) Adult education staff in schools for adults; 5) Adult education staff in other institutions for the education of adults; 6) Adult education staff in socio-political organizations, various associations and organizations, TV and radio stations. Concerning the future activities of adult education staff, the author points out the following groups of problems: 1. intensive work on studying the problem of adult education staff in light of investigating

this phenomenon, including all its details, and the demand made by adult education practice to have this profession take a firm place in our society. 2. the development of an adequate system of preparation and further training of adult educators. 3. the development of scientific research work in the field of adult education — an essential principle for the development of adult education and, especially, for adult education staff.

VI. 6. Education of the Handicapped

57. MARKOVSKA, N.: Potrebe i mogućnosti daljeg razvoja (The Needs and Opportunities for Further Development), *Naš glas*, Beograd, December 1968, No. 12, pp. 1—2.

The first Yugoslav symposium dedicated to the problems of welfare and rehabilitation of persons with impaired hearing and speech was held in Skoplje on 24—26 November. The symposium was organized by the Federal Board of the Yugoslav League for the Deaf and the Section for Education of the Deaf of the League of Defectology Societies. About 200 delegates from the entire country were in attendance, among them audiologists, defectologists, otorhinolaryngologists, psychologists, linguistics experts, and phonetics experts. Work at the symposium was done in professional commissions formed according to the problems under discussion. There were a total of five commissions: for preschool problems, for education of deaf and hard-of-hearing children, for vocational guidance and rehabilitation, for professional-scientific affairs concerning welfare and rehabilitation, and for economic-legal problems.

58. Roditelji protiv odvojenih škola (Parents Against Separate Schools), *Naš glas*, Beograd, January 1969, No. 1, pp. 1—2.

The Section of Parents of Hard-of-Hearing Children of the City Organization of the Serbian League for the Deaf in Belgrade forwarded its proposal to the Educational-Cultural Council of the Federal Assembly in connection with the Themes on the Development and Improvement of the System of Education in Yugoslavia. After a thorough analysis of the hitherto system of educating hard-of-hearing children, the following proposals were given for reform of the system: 1. the rehabilitation of hard-of-hearing children from three to seven years of age should be compulsory so that the majority of rehabilitated children could become a part of regular schools; 2. separate schools should be abolished, and the opening of special classes in the composition of regular schools should enable hard-of-hearing children to attain basic education; 3. legislature should regulate the level of professional qualifications of teachers for classes with hard-of-hearing children; 4. legislature should

provide for having schools and homes for the deaf single out children with hearing remainder and developed speech so that they can obtain further education in regular schools, etc.

VII. CURRICULA AND SYLLABI

59. FRLJAK, Hamza: Za osavremenjivanje novim sadržajima (For the Modernization of New Contents), *Prosvjetni list*, Sarajevo, 1969, No. 334, p. 1.

The author states that this is the fifth year since the present Syllabus and Curriculum has been in effect in the elementary schools of Bosnia and Hercegovina. It is the opinion that after this period a review should be made in order to establish how much has been achieved in the realization of both general principles and concrete demands in particular educational areas. In support of this it is stated that for the last five years in Yugoslav professional periodicals and other literature, as well as in practice, many innovations have been introduced and recognized, but these are lacking in the official Syllabus and Curriculum. The Serbo-Croatian language is given as an example — film culture has been added in the three highest grades; new forms in the area of oral and written expression.

60. Iz rada Pedagoškog savjeta SR Crne Gore (The Work of the Educational Council of the Socialist Republic of Montenegro), *Bilten Republičkog zavoda za unapređivanje školstva*, Titograd, 1969, Vol. 1, pp. 96—103.

This article describes the work of the Educational Council of Montenegro according to its 1968 program. It is cited, among other things, that the Council in the course of that year elaborated bases for the following syllabi and curricula for: elementary schools for blind and poor-sighted children; schools for elementary adult education; schools for the education of (adult) skilled metal workers; schools for the education of highly skilled metal workers; schools for the education of skilled chauffeurs; schools for the education of highly skilled chauffeurs; schools for the education of (adult) skilled commercial workers; schools for the education of highly skilled commercial workers; schools for the education of (adult) skilled hotel and restaurant workers; and schools for the education of highly skilled hotel and restaurant workers. The syllabi and curricula for these schools are also cited in the article.

61. M. P.: Usvojen novi nastavni plan i program za učiteljske škole (The Adoption of a New Syllabus and Curriculum for Teachers Training Schools), *Prosvetni pregled*, Beograd, 1968, No. 38, p. 6.

The Educational Council of the Socialist Republic of Serbia adopted a new syllabus and curriculum for teachers training schools which was elaborated on the Joint Bases for Secondary

Education and the Law on Secondary Education. This is the first syllabus presented for adoption to this organ; by the end of 1970 the syllabi and curricula for all other secondary schools will be submitted. Besides the forthcoming reforms which will help to raise the level of education of elementary school teachers and of teacher candidates in the higher and advanced schools, it was necessary to make an improvement in the syllabi of the existent teacher training schools as they will continue to operate for a certain period of time — parallelly with the schools which are organizing higher and advanced teacher education. The newly-adopted syllabus and curriculum have given a significant place to the native language and mathematics subjects as fundamental disciplines of special importance in the grade teaching of the elementary school. The curriculum provides for a more effective lesson distribution by grades in light of continuity in studying certain subjects. A categorization has also been made of certain teaching disciplines; for example, a suitable place has been given to health education, now a separate teaching discipline.

62. Predlog nastavnog plana i programa za upravnu školu (Proposal for a Syllabus and Curriculum for Administration School), *Prosvetni vjesnik*, Službeni organ Republičkog sekretarijata za prosvetu, kulturu i fizičku kulturu SR Hrvatske, 1969, No. 1, pp. 1—25.

Administration school is a four-year secondary vocational school. It is aimed at the preparation of secondary-level administration personnel who, as a rule, perform operations at specific job posts: administration jobs, administration-office jobs, and technical jobs. The teaching content in the administration school is classified into four areas: 1. general education (covers 38.2% of the teaching); 2. administration-office (covers 32.1% of the teaching); 3. technical (covers 20.6% of the teaching); and 4. physical training and premilitary training (covers 9.1% of the teaching). Teaching in the administration school is theoretical and practical and is carried out according to the principle of combining theory and practice. At the end of the fourth grade the pupils must take a compulsory final examination. According to the curriculum, the weekly lesson fund by grades is as follows: in the first and second grades — 32 each; in the third grade — 33; and in the fourth grade — 34. Thirty days of practice for pupils in the third grade is mandatory in administration organs, institutions, and enterprises.

VIII. AUDIO-VISUAL AIDS

63. P. R.: Važan činilac u osavremenjivanju nastave (An Important Factor in Modernizing Teaching), *Prosvetni pregled*, Beograd, 1969, No. 1, p. 6.

The Yugoslav Center for Teaching and Educational-Cultural Films was founded in 1956 for the purpose of purchasing and producing educational films — the basis of its present operations. Prior to purchasing or producing films, the Center prepares a list of necessary films on the basis of school syllabi which are in current use. This list is a reliable source from which to select the needed films from the wide world production of educational films and from Yugoslav documentaries. Foreign films purchased by Yugoslavia are synchronized in our language and copied; the choice of domestic films is usually made during film festivals. For each film a catalogue sheet is made which contains the complete contents of the film and states the subject, teaching unit, or extracurricular activity for which the film can be used. The sheet also states whether or not the film is suitable for preparing a new theme or for repeating already worked-on subject-matter — which is of great value to the teacher. In the course of 1968 the Center succeeded, with the use of its own funds, in financing the production of 8 short color films treating the subject of mathematics.

64. VUJANIĆ, Jelena: Televizijske emisije u drugom razredu osnovne škole (Television Programs in the Second Grade of Elementary School), *Život i škola*, Osijek, 1968, No. 9—10, pp. 464—466.

It is the author's impression that television teaching, although a very recent occurrence, creates a feeling of authenticity and directness, and is also of great assistance to the teacher provided that a suitable atmosphere for reception is evident in the classroom — thus allowing the children to learn as much as possible. However, it is necessary that the schools obtain the television program schedule by 1 September, at the latest, so that they can coordinate their curricula with the television programs. It is also necessary to obtain the television program schedule for the entire school year, and not only for the first semester, at the beginning of the school year. It is the author's opinion that the programs for elementary school, especially those for the lower grades, are very well done — although often short. The author proposed that the music programs be of longer duration (at least once every 14 days for an entire hour) so that the pupils can learn the songs on the program. The author also thinks that programs dedicated to some significant event or holiday are also very worthwhile, but that they should be shown a day or two before the holiday or on that day itself. In conclusion, the author presents his judgment on programs for the second grade of elementary school for the following subjects: Serbo-Croatian language, nature and social studies, and music education.

IX. MOTIVATION

65. TEODOSIĆ, Slobodan: Razvijanje aktivnog odnosa u radu učenika (The Development of Active Relations in Pupil Work), *Prosvjetni rad*, Titograd, 15 December 1968, Vol. 17, No. 20, p. 6.

In this article an analysis is given of some elements which, in the author's opinion, develop an active relationship toward work by the pupil. In the first place, this is complete concentration of attention. The attention of a pupil is in direct connection with his interest and desire for learning. When a pupil pays attention and when he satisfies his interest in the course of the lesson, then he experiences a pleasant feeling — a kind of satisfaction which encourages him to consciously and intentionally make efforts to master the subject-matter. In order to increase a pupil's interest in the lesson and in mastering subject-matter, it is necessary to: apply visual aids in teaching, more frequently organize exercises for the purpose of awakening the thinking activities of the pupil (several examples of this are enumerated), train the pupil to ask questions connected with the subject-matter which he has already learned or which he is about to learn, and develop critical thinking and imagination, i.e., give the pupils assignments in which they themselves can create, construct, and combine.

XI. SELF-EDUCATION

66. D. G. Broj učeničkih zadruga stagnira (The Number of Pupil Coops Is Stagnating), *Prosvjetni list*, Sarajevo, 1969, No. 335, p. 2.

This article states that a symposium organized by the Coordination Board of Pupil Coops of Bosnia and Hercegovina was held in Sarajevo on the place and role of pupil coops in the life of the school. At that time the high contribution of pupil coops in the formation of young personalities was again emphasized. It was stated, however, that in spite of their recognized high values, the number of pupil coops is at a standstill. A description is given of the everyday problems of pupil coops, their high contribution to modernizing teaching, to the linking of teaching theory with practice, in the organization of cultural-recreational life, excursions, in associating the schools with economic and social organizations, etc. The need was expressed to have teaching collectives offer more assistance to pupil coops by direct engagement, as well as the need to greater popularize the work of pupil coops and plan mutual bases for programming work. In conclusion, it was proposed, among other things, that such a symposium be also held in the field so that a greater number of educational workers can become familiar with the importance and role of pupil coops for affirmation of the school.

67. RADOVIĆ, Slobodan: U Titovom Užicu sve manje učeničkih zadruga (Less Pupil Coops in Titovo Užice), *Prosvetni pregled*, Beograd, 1969, No. 4, p. 5.

Of the 19 elementary schools in the Municipality of Titovo Užice only 7 have pupil coops. This shows that the number of these coops has fallen significantly in the last few years. It is therefore logical to ask why this has occurred. The reasons cited in the schools are quite different and sometimes unconvincing. The lack of material conditions, unsatisfactory evaluation of this work, and various subjective reasons are often cited. Of the existent seven coops, three are agricultural, one is an industrial-trade, and the others are of a supply-demand nature. The work in pupil coops covers about 1300 pupils which, in relationship to the total number of pupils on the area of the municipality, is only 13%. There are especially few coops in village elementary schools.

XII. PHYSICAL EDUCATION

68. ILIĆ, Stefan: Neke mogućnosti škole da zadovolje individualne potrebe i interese učenika u fizičkoj kulturi — iskustvo gimnazije iz Kragujevca (Some Opportunities of the School to Satisfy the Individual Needs and Interests of Pupils in Physical Culture — The Experience of the Kragujevac Gymnasium), *Fizička kultura*, Beograd, 1968, No. 7—8, pp. 215—219.

The Kragujevac Gymnasium, with the desire to continue the introduction of innovations, started an experimental physical education course in the 1964/65 school year. The purpose of this experiment, among other things, was: 1. to determine the condition and changes in the physical abilities of pupils under the influence of work in certain branches of *elective curricula*; 2. to determine the condition and changes in sports-technical knowledge under the influence of work in certain branches of *elective curricula*; 3. to determine the degree to which the individual needs, desires, and interests of the pupils are satisfied through elective teaching. In preparing the plan and program of work the principle was used that elective teaching should be organized in such a way that the pupils see in it the opportunity to satisfy their desires, interests, and needs. For this reason, the physical education course was organized outside the regular lesson schedule, i.e., during the pupils' free time. Three lessons weekly were held in all grades. The desires of the pupils in light of lesson content were made known with the use of a questionnaire, and their abilities were measured by tests. The test results showed that there was an improvement in the physical abilities of the pupils, and the answers to another questionnaire showed that the majority of pupils were satisfied with the elective curricula.

69. JUGOVIĆ, Aleksandar: Neka iskustva iz rada školskih društava za fizičku kulturu opštine Osijek (Some Experiences from the Work of School Societies for Physical Culture in the Osijek Municipality), *Fizička kultura*, Beograd, 1968, No. 5—6, pp. 183—187.

Since 1962, when the Municipal Board of School Societies for Physical Culture was founded as a coordinating body of school societies in Osijek, 37 school physical culture societies have been formed in that municipality. Twenty thousand pupils are active in these societies. When a new school is opened the municipal board operates as the initiator in forming a school society in cooperation with the school administration and the physical education teacher. The most important activity of the municipal board of school societies for physical culture in Osijek is the organization and implementation of contests between the school societies. The contests are held in 13 sports disciplines: soccer, handball, basketball, volley ball, athletics, lacrosse, chess, table tennis, marksmanship, gymnastics, swimming, bicycling, and skiing. The contests are held on Sunday, but inter-grade contests are organized during the week. At the beginning of the school year membership fees are collected from all active society members, most frequently all school pupils. In addition to these funds, some societies (for the most part, village ones) obtain financial assistance from school budgets. The organization of such programs has helped to set off the bad influence of hanging out on the streets. The supervisory board of the school societies is elected at annual assemblies. The work of the school society is supervised by the Management Board, which is composed of a president, vice-president, secretary, financial officer, and selectors of school representations. These are usually parents, teachers, pupils, and active trainers. In almost all the societies the president is a pupil. With the wide activities of the school societies for physical culture there is the problem of financing, especially of contests on local, republican, and federal levels. One solution to this problem is that the republic finance regional and republican contests, and that the federal government be responsible for the financing of contests held on the federal level.

70. JURAS, Vjekoslav: Uticaj sportskih igara na neke odgojne varijable učenika srednjih škola (The Influence of Sports Games on Some Training Variables of Secondary School Pupils), *Fizička kultura*, Beograd, 1968, No. 9—10, pp. 296—298.

The social and educational significance of sports games and the opportunity to resolve sociological, educational, and psychological problems which may arise in connection with different methods of work organization and variously defined training goals in sports organizations are the subjects of this study. The investigation initiated for this purpose should give us some insight into the educational value of sports games from the aspect of a pupil's achievement in school, his social

involvement, the level of his general knowledge, and knowledge of physical culture and sports — especially the influence of sports games on the structure of attitudes during the phase of personality formation. The investigation began with the hypothesis that the systematic pursuit of sports games necessarily leads to certain educational consequences which would have to be in accordance with the principles of the goals of physical culture, goals which have been publicly proclaimed and for which the society is investing funds. At the end of the article, the author gives detailed data on the results of the investigation.

71. M. B.: Više pažnje posvetiti fizičkom vaspitanju u školama (More Attention to Physical Training in the School), *Prosvetni pregled*, Beograd, 11 November 1968, No. 38, p. 3.

At a meeting of the Educational-Cultural Council of the Assembly of Serbia, held on 5 December in Belgrade, the Proposal on Measures for Solving Current Problems of Physical Training in the School was adopted. This should be forwarded to socio-political communities, educational organs, and schools. The Educational-Cultural Council recommends that the joint efforts of municipalities and local organs provide the necessary conditions for physical and health training in preschool institutions and better material and staff conditions in schools for nursery teachers. It is proposed that the cultural-educational institutes take measures for complete implementation of the official physical training program in the lower grades of elementary school, report to municipal organs on the condition of physical and health training, and suggest measure for its improvement. The republican and provincial organs should take steps in teachers training schools to improve the conditions for educating physical training teachers. The educational community should, in the course of 1969 and 1970, offer much more assistance to schools for skilled workers — which are in the most unfavorable situation in terms of funds and personnel structure. It is suggested that higher and advanced schools educating teaching staff introduce theoretical and practical physical training teaching.

72. RADIVOJEVIĆ, Djurdje and LEŠIĆ, Valentin: Sadržaj i metoda praćenja i vrednovanja rezultata fizičkog razvitka i fizičkih sposobnosti učenika — iskustvo Zavoda za fizičku kulturu Bosne i Hercegovine (The Content and Method of Studying and Evaluating the Physical Development and Physical Abilities of Pupils — The Experience of the Institute for Physical Culture of Bosnia and Hercegovina), *Fizička kultura*, Beograd, 1968, No. 7—8, pp. 240—244.

Beginning with the principle that the essence of physical training is active movement learning which stimulates and develops a child's abilities, directs his activity, and gives him the knowledge, habits, and experience which enable him to

independently guide and develop, the authors of this article have directed their efforts toward creating conditions under which the process of physical training is directed toward the harmonic development of physical abilities to learn. This is realized through the fundamental principles of active training. At several meetings held in Banja Luka, Tuzla, and Sarajevo, the authors acquainted physical training teachers with their method of studying and evaluating the physical development and physical abilities of pupils. This article describes in detail the type of methods applied and the manner in which they were elaborated. The results attained with the application of these methods are presented in the conclusion.

73. RAJNOVIĆ, Gordana: Jedan primer ocenjivanja u XII beogradskoj gimnaziji (An Example of Marking in the XIIth Belgrade Gymnasium), *Fizička kultura*, Beograd, 1968, No. 7—8, pp. 245—252.

The author of this article begins by raising the question of how to mark physical education, in which way should improvement be recorded, and which criteria should be applied in marking. The author then describes his own practical experience in marking gymnasium pupils. When marking, the pupil should be studied as a whole, and therefore three criteria are used: a) educational — what the pupil mastered from the envisaged syllabus and curriculum, adapted to the conditions of the school concerned; b) physical ability; c) the standpoint of the pupil toward the subject of physical education. The author gives a detailed description of which exercises are required for certain marks. The final mark is taken from all the marks given for individual types of exercises. The author states that the final mark is not represented only as the sum total of all marks, but rather it is jointly and publicly discussed before being decided upon.

74. VIDOVIĆ, Zvonko: Iskustva u nastavi plivanja sa učenicima zagrebačkih škola (Experience in Teaching Swimming to Pupils of Zagreb Schools), *Fizička kultura*, Beograd, 1968, No. 7—8, pp. 203—207.

The training of pupils in swimming in about 50 Zagreb elementary schools started ten years ago and each year includes about 5000 pupils in the program. More than 20,000 pupils have received swimming diplomas, and still others have learned to swim but have not received diplomas. Many pupils have gotten into the habit of regularly going to the swimming pool in their free time, and most of them have already attained fundamental swimming techniques which they will improve upon. In the course of the school year each pupil-swimmer goes to the pool for 14 one-hour sessions every other week, and the untrained swimmer goes every week for one hour. The swimmers go to the pool in the course of two school years, and the non-swimmers go only in the course of one semester. Children from 11—12 years of age attend the swimming school. The basic

reason for this decision was the fact that these pupils, for the first time in the course of their schooling, are in the hands of trained physical education teachers and not just the grade teachers who previously worked with them, and the opinion that children on this age-level are sufficiently mature to join a program which is a supplement to the regular curriculum and obligations.

75. ŽIVANOVIĆ, Živadin: Za i protiv izdavanja časova telesnog vežbanja iz redovnog školskog rasporeda u višim razredima osnovnih škola Beograda (For and Against the Isolation of Physical Training Lessons from the Regular School Schedule in the Higher Grades of Elementary Schools in Belgrade), *Fizička kultura*, Beograd, 1968, No. 5—6, pp. 177—180.

The experience of different Belgrade elementary schools has pointed out the possibility of isolating physical training lessons from the schedule of other subjects and having the lessons while the pupils are free from other class obligations. The article describes the advantages and disadvantages of this method of work. The advantages are: 1. better utilization of facilities for holding lessons, both inside and outside the school; 2. the lessons can be longer as the entire 45 minutes are used for exercising; 3. the pupils prepare more for these lessons and their attention is better concentrated on this activity; 4. the teacher can devote more attention to pupil hygiene; 5. conditions exist for the formation of new groups of pupils from different classes in the same grade. The disadvantages are: 1. with this organization of teaching there is no opportunity to satisfy the educational demand for physical training after intellectual effort, i.e., a form of unburdening; 2. in this case, not enough attention is paid to the leisure activities of the pupils; 3. pupils must come to school twice daily; 4. this is also true for the teachers. It is the author's opinion that discussion must be initiated on this problem with more participation by experts.

XIII. PROBLEMS IN EDUCATION

76. BOGOVAC, Tomislav: Kočnice uspjeha u bjelopoljskim školama (A Handicap to Success in Bijelo Polje Schools), *Prosvjetni rad*, Titograd, January 1969, Vol. 18, No. 1—2, p. 5.

After a study on the condition of schools, and on the basis of discussions organized in some collectives, the Educational Advisory Service Institute in Bijelo Polje drew the conclusion that in this area the primary factors causing unsatisfactory achievement are: the poor material base of the schools, bad working conditions for pupils, the negative influence of the environment, low-quality teaching, syllabus, and textbooks, and low pupil performance. In this article the author describes

the present condition of schools in the territory of the Bijelo Polje County. The schools do not have sufficient funds to realize the syllabus demands. Thus, in fourteen schools there exist only two physical culture gyms and two workshops for teaching general technical education. The classrooms are not functional, and most of them do not even satisfy the most elementary of hygienic, educational, and esthetic demands (the "D. Korać" School should accommodate 42 classes in 20 classrooms, of which 8 are no larger than 16 m²). Teaching aids, supplies, and textbooks are scarce, especially in the village schools. The wages of the school staff are very low, practically minimal, housing problems remain unsolved, and the opportunities for entertainment, cultural life, and further professional training are almost nonexistent.

77. CRNIČKI, Marija: Uloga školskog pedagoga u rješavanju odgojnih problema (The Role of the School Pedagog in Resolving Training Problems), *Pedagoški rad*, Zagreb, 1968, No. 1—2, pp. 19—24.

In everyday school practice we encounter a number of different attitudes toward one problem: 1) Every school and every teacher has its own yardstick for evaluating deportment, and therefore this evaluation neither motivates or excites the pupils, parents, and teachers toward achieving better results; 2) Agreement has still not been reached on just what is a disciplinary offense and what is a child's prank; 3) In spite of the statement that we are paying more attention to education, marks on knowledge are much lower than average marks for deportment, perhaps because we do not know what we are actually marking when we evaluate deportment; 4) Meetings of grade and teachers' councils are mainly dedicated to the problems of education, and although the work of the school is discussed, training and the systematic planning of training work is not treated. As these problems are common to all schools, school pedagogs — in cooperation with the Institute for Education of the City of Zagreb — decided to embark upon a joint action. This action has the task of systematically studying and resolving certain problems concerning neglected and "problem children" in Zagreb. Firstly, questionnaire sheets were prepared for keeping records on such pupils; in some categories the teachers were also examined. In the next phase of work the group will pursue training and educational treatment of these pupils.

78. ČAKIĆ, Manojlo: Sednica Odbora za prosvetu i kulturu (Meeting of the Board for Education and Culture), *Komuna*, Beograd, December 1968, No. 12, pp. 43—44.

The first meeting of the Board of the Permanent Commission of Cities for Education and Culture was held in Belgrade on 19 December 1968. This meeting gave consideration to the Themes on the Development and Improvement of the System

of Education in Yugoslavia, which was prepared by the Federal Assembly. In the discussion conducted at the meeting it was established that: there must be consistent application of the constitutional principle whereby the municipality independently establishes its revenue and manages it freely — which enables the creation of a material base for the envisaged (in the Themes) reform of the system of education. It was further established that the present state of preschool education is lagging behind actual needs and this presents a serious problem to the society. In terms of elementary education, it was stated that a minimum of elementary education must be defined which would be ensured in all municipalities, but that the level of education can be even higher in dependence upon the financial ability of the municipality. Municipalities which cannot provide the minimum should be assisted with funds from republican educational communities or from the republican budget. It was the opinion of the Board that the concept of secondary education should be made clearer and the activities of secondary schools should be better coordinated with social needs. Concerning adult education, the Board was of the opinion that it should be more broadly expanded and that it should not be isolated from education of youth. Vocational education and further teacher training should be followed through to the maximum.

79. ČORDAŠIĆ, Milan: Petodnevna radna nedelja osvaja subotičke škole (The Adoption of the Five-Day School Week by Subotica Schools), *Prosvetni pregled*, Beograd, 15 January 1969, Vol. 25, No. 2—3, p. 6.

In the course of last year several Subotica schools, in cooperation with the Cultural-Educational Institute, considered the possibility of introducing the five-day school week. The problem was raised of how to realize the 210 compulsory working days and carry out the existent syllabus and curriculum (envisaged for a six-day work week) without increasing the daily number of lessons when changing over to the five-day week. There were several possibilities for changing the school calendar. The solution was adopted whereby the school year would start earlier, the winter vacation would be shortened, and the end of the year would be changed from the 25th to the 30th of June. As these changes resulted in only 200 working days, it was decided that the first Saturday in every month would be a working day (the other three would be free), and if there were five weeks in the month then the first two Saturdays would be working days and the remaining three would be days off. The careful study of all changes noticed in the course of the year, as well as the testing of parents and pupils, made it possible to carry out analyses in experimental schools at the end of the school year. The analyses showed that the five-day work week is not only feasible but that it positively reflects on the overall organization of work. The experience of

these schools and the results realized stirred high interest among other schools who, in turn, referred to the Cultural-Educational Council for permission to change over to a five-day school week. Approval was received only by those schools which carried out solid preparations. In the course of this school year, twelve elementary and two secondary schools are on a five-day work week in the Subotica Municipality.

80. DJUKIĆ, Slobodan: Opšte programsko-metodsko uputstvo za vaspitni rad u školi (A General Program-Methodological Instruction for Training in the School), *Mlado pokolenje*, Beograd, 1968, p. 127.

The general program-methodological Instruction given in this publication is primarily intended for elementary and secondary schools as an orientation for training and a basis for elaborating syllabi and curricula for training activities in the schools. However, this Instruction can be used by all those concerned with educational affairs. The work is based on three fundamental sources: the requirements of our socialist society, the achievements of education and other sciences, and the experience of teachers or the work and achievements attained by our schools in training activities. The Instruction relates to the overall life and educational-training work of the school. Following the introductory comments, which explain how the Instruction came about, the author presents the basic training values, tasks and content of training activities. This includes work training, training for self-government and social activities, socialist humanism, socialist patriotism and internationalism, health and physical training, and esthetic training. The third section deals with the persons carrying out training tasks and their work in the school. The fourth section offers examples of a syllabus for training activities in the school (the annual training activities syllabus and class syllabi for training work and activities).

81. DJUKIĆ, Slobodan: Uloga Saveza pionira u ostvarivanju programa vaspitnog rada škole (The Role of the League of Pioneers in Realizing the Training Program of the School), *Bilten Zavoda za osnovno obrazovanje i obrazovanje nastavnika*, Beograd, 1963, No. 1, pp. 1—17.

The League of Pioneers is an organization which, on the one hand, gathers its members on the basis of their interest in certain affairs and has its organizational program and principles; on the other hand, it represents a socialist children's movement which gathers all children and works on their training. Its members, according to their interests, are also members of other children's organizations (scouts, mountaineers, young Red Cross, various cultural, technical, sports and other societies, clubs, and guilds). Membership in these organizations does not imply membership in the Pioneers. On the contrary, work in these organizations aids to realize the tasks

of the League of Pioneers. Specialized children's Pioneer organizations pursue those activities which especially interest children, and the League of Pioneers is concerned with the general problems and interests of the Pioneers. An important feature of the work of the League of Pioneers in the school is the development of Pioneer self-government. Without a certain degree of self-government the League of Pioneers would not be a children's organization but rather an organization for children. In order for the League of Pioneers in the school to participate in realizing the training program it is necessary to possess still another characteristic — to be dynamic. Work methods and forms must be elastic. They must be constantly adapted to the children's age-levels and interests. For example, the contents and forms of contests are frequently changed so that they are always new and attractive to the Pioneers. As we have seen, the League of Pioneers must be a collective which is constantly adapting to the conditions of the school, the ages of the pupils, and other changes.

82. JANKOVIĆ, Radenko: *Deca i saobraćajno vaspitanje* (Children and Traffic Safety Training), *Prosvetni pregled*, Beograd, 1969, No. 1, p. 8.

The Museum of Education in Belgrade and the Safety Administration of the Secretary of the Interior, Belgrade, jointly organized an exhibition entitled "Children in Traffic and Traffic Education." This exhibition was a contribution to the formation of "traffic consciousness," one of the forms of behavior in an urban civilization. Traffic safety training in the elementary school is not a separate subject, but rather only a part of general technical education and nature and social studies. It is necessary to emphasize that in a great many cases not even the parents themselves are able to introduce their children to the norms of city living, especially concerning the complicated traffic regulations and details of street orientation. This is one of the reasons for more complete understanding of the need to constantly train children in the complexity of all this material. The exhibition which attracted high interest and numerous visitors, will be made into a mobile exhibition which will later tour all the larger cities in Serbia. In this way it will escape from firm, institutionalized forms and grow into an operation which will play an important role in the dynamic development of traffic.

83. KOBOLA, A.: *Republičko savjetovanje u metodici rada školskih pedagoga i psihologa* (Republican Symposium on the Work Methods of School Pedagogues and Psychologists), *Školske novine*, Zagreb, 1968, No. 22, p. 13.

The Symposium of Elementary School Pedagogues and Psychologists of the Socialist Republic of Croatia was held at the School of Education in Zagreb. About 160 participants were

in attendance. The basic aim of this Symposium was to present and exchange experiences on the work of school pedagogs and psychologists, primarily in the teaching fields including the following affairs: a) resolving problems at the beginning of children's schooling; b) work examples for improving teaching; c) efforts toward the realization of training-educational tasks. In the reports submitted it was stated that, according to the Law on Elementary Schools, each school which has 16 or more classes has the right to a school pedagog and psychologist service. There are 378 such elementary schools in Croatia (157 elementary schools with 16—20 classes and 221 with 21 and more classes). There are 39 graduate pedagogs and 12 psychologists working in these schools. In addition to this, the job of school pedagog is being done by 15 high school teachers of various professions, 110 higher-grade elementary school teachers, and 22 lower-grade elementary school teachers. It may be seen from these data that the school pedagog and psychologist service has been introduced into 198 elementary schools with 16 and more classes, i.e., 52% of those which have the right to this service according to the Law on Elementary Schools.

84. MIRKOVIĆ-LEBL, Divna: *Omladina i omladinske organizacije* (Youth and Youth Organizations), Izdavač Narodna armija, Beograd, 1969, p. 113.

The purpose of this publication is to offer accurate and complete information on youth organizations, their role in the life of our adolescents and in our society, their influence on the formation of adolescent personalities, why and when the adolescents experience crises, what kind of problems do young people encounter in their lives and in their organizations, etc. The answers to all these questions may be found in the following chapters of this publication: I — The Socio-Historical Conditioning of the Rise and Development of Youth Movements and Organizations; II — The Socio-Political and Educational Role of Youth Organizations and Movements in Our Country; III — The Character, Tasks, Organizational Structure, and Work-Content of Youth Organizations and Movements in Our Country; The Yugoslav League of Youth, Organization for Physical Culture, League of Marksmen, Partizans, Mountain-Climbing League, Skiing League, Horseback-Riding League, Organization for National Technology, Automobile Club, Boating Club, Air Club, League of Amateur Radio Hams, Youth of the Yugoslav Red Cross, and Yugoslav Youth for Music; IV — Joint Activity of Youth Organizations; and V — Several More Opinions on the Theme: The Society and Youth Organizations, Youth and Adults.

85. MLADEN, Stjepan: *Odgojna uloga učeničkih organizacija* (The Training Role of Pupil Organizations), *Pedagoška iskustva*, Zagreb, 1968, No. 2, pp. 1—16.

The Institute for the Advancement of Elementary Education in Zagreb carried out an investigation on the problems of pupil organizations in schools. This investigation covered all pupil organizations which operate within schools and which have their own regulations and pupil management. The investigation was carried out in June 1966 and included 24 schools in the City of Zagreb. This article presents the analysis of results of the investigation. According to questionnaire data, an elaboration was made on the basic problems concerning the work and development of pupil organizations and the specific problems of pupil organizations in elementary schools. The data obtained in this investigation show, among other things, the need to devote more attention to the training of teaching staff for work with pupil organizations during teacher training, and to offer assistance to present teaching staff for this activity through additional training programs. In order to have satisfactory cooperation between teachers and pupil organizations within the school, it is necessary to: create socialistic-humanitarian and educational relations between the teachers themselves as well as between teachers and pupils; create a favorable atmosphere for self-government in the school, not only for worker self-government but for pupil self-government as well; define and popularize progressive endeavors and the successful results of civil work by pupils, and give public recognition to deserving workers and pupils.

86. PERIŠIĆ, Negovan: Jedno ispitivanje stavova mladih (An Investigation on Adolescent Viewpoints), *Pedagoška stvarnost*, Novi Sad, 1969, No. 1, pp. 13—23.

This article describes an investigation for the purpose of finding out the viewpoints of students on alcoholism, and to determine the degree to which this is influenced by certain educational factors. At the same time, this served as an introduction to scientific investigation methodology for the students who were tested (students of the Higher School of Education). On the basis of these viewpoints toward alcoholism we wished to see what could be anticipated from the students as future teachers and social service employees concerning a sober life in general, the elimination of alcoholism, as well as what the schools training these future teachers should do in developing these viewpoints. An anonymous questionnaire was used in the investigation. Through an analysis of the questionnaire sheets it was established that the students took a serious approach to this assignment and that they gave honest answers.

87. PREDRAG, Dr. Zlatko: Estetsko obilježje škole i života u njoj (The Esthetic Characteristics of the School and Life in It), *Pedagoški rad*, Zagreb, 1969, No. 1—2, pp. 1—8.

The Institute for the Advancement of Elementary Education of the Socialist Republic of Croatia, in cooperation with the

Association of Fine Arts Teachers of the Socialist Republic of Croatia, the Community of Elementary Schools of the Socialist Republic of Croatia, and regional institutes for elementary education in Osijek, Rijeka, Split, and Zagreb, organized a program for "The Esthetic Arrangement of Elementary Schools." This article gives instructions for "The Evaluation of Different Elements in the Program for the Esthetic Appearance of Elementary Schools." The elements for evaluation are divided into three groups: for the valorization of the decorative-esthetic arrangement of school buildings, for the valorization of health-hygienic conditions and facilities in the school, and for the valorization of horticultural and biological subject classrooms in the school and these elements in the school surroundings. These three groups are very closely connected and actually form an entity in which esthetic elements are dominant. The posing of certain demands for the esthetic arrangement of schools and life in it, in addition to esthetic training and education in the framework of leisure activities, expands and enriches the efforts of the school to raise the general esthetic culture of the pupils.

88. SEČUJSKI, Radivoj: Mesto i uloga saveza pionira u procesu društvenog vaspitanja dece (The Place and Role of the League of Pioneers in the Social Training of Children), *Pedagoška stvarnost*, Novi Sad, 1968, No. 9, pp. 529—539.

The social training work of the League of Pioneers, which is most frequently organically connected with the school, most completely coordinates the efforts of all educational factors, practically links the activities of the Pioneers themselves with the engagement of adults in the educational direction of the work of Pioneer collectives. The League of Pioneers is completely identified with the school in its goals and tasks, but operates differently in the methods of their realization. It especially contributes to the materialization of general training goals by the fulfillment of specific tasks, the organization of leisure time for Pioneers, and by preparing the Pioneers for life and work in the community. It is very difficult to describe all the organizational forms in which Pioneer activities are manifested in the elementary school, but still they can be placed into several categories: — grade Pioneer collectives are the most massive form of organization of Pioneer activity and self-government — they include lower- and higher-grade pupils; — *subject groups* — in which the knowledge obtained in the classroom is expanded and deepened; — *specialized Pioneer collectives* (sections, guilds, clubs) although these are varied forms of Pioneer activities, they can be placed into three basic categories: *sports, technology and art* — all functioning in the form of leisure activities for pupils.

XV. MANAGEMENT AND FINANCING

89. JANOŠI, Gabor: Solidarnost, kao zajednička potreba, interes i odgovornost (Solidarity As a Mutual Need, Interest, and Responsibility), *Prosvetni pregled*, Beograd, 1969, No. 6, p. 5.

In connection with the discussion on the draft of the law on financing education in the Socialist Republic of Croatia, the author of this article considers the problem of solidarity — keeping in mind the following three groups of problems: 1. solidarity in principle; 2. solidarity in public discussion; and 3. solidarity in practical legislative activity. The author interprets the concept "solidarity in principle" as the same concept explained in the text of the Themes on Further Development and Improvement of the System of Education. The second group covers problems which arose from the public discussion on the Themes, in which special attention was devoted to solidarity. In explaining solidarity in practical legislative activity, the author of the article states that solidarity, as a consciousness of the need for mutual responsibility, *expresses* in feeling the connection between personal aspirations and the broad interests of the collective, and is *manifested* as a readiness to coordinate these mutual goals with personal activity and behavior. The author further adds that under the development of the system of social self-government, where working people will increasingly manage the funds which they create, the concept of "solidarity" is enriched by still two more essential components. The first is that solidarity becomes a *corrective* for differences in educational conditions, in the function of decreasing the various financial positions of individuals and areas (as an economic necessity); and secondly, that we can justly speak only of *socialist* solidarity, as a collective, self-governing power under conditions of limited funds for education and the elimination of the negative consequences of economic inequalities among families and areas (as a need to strengthen the resources for social consumption). In conclusion, the author mentions that the draft of the law in the Socialist Republic of Croatia establishes a *republican fund of solidarity* as a basic form of the organizational expression of socialist solidarity, and states that under today's conditions, and even more so in the future, this represents the most acceptable solution.

90. KOLAROV, Vojislav: Delatnost medjuopštinske zajednice obrazovanja u Novom Sadu (The Activities of the Inter-Municipal Educational Community in Novi Sad), *Komuna*, Beograd, December 1968, No. 12, pp. 26—27.

This Community covers five municipalities in the south Bačka region: Novi Sad, Beočin, Žabalj, Temerin, and Titel. The Community includes all preschool institutions, elementary and secondary schools with a total of 52,500 pupils, as well as all

educational activities (live-in schools, evening schools, Inter-Municipal Cultural-Educational Institute). The Community planned funds of over 77 million new dinars in 1968 for the needs of education and investments. The following chapters of this article discuss the activities and problems of this Community: Joint Interests and Obligations; Underdeveloped Relations; Still Unregulated Relations — Significant Difficulties; Evaluations of Hitherto Experience.

91. M. B.: Usvojen Nacrt zakona o prosvetno-pedagoškoj inspekciji (Adoption of the Draft of the Law on Cultural-Educational Inspection), *Prosvetni pregled*, Beograd, 11 November 1968, No. 38, p. 5.

The Educational-Cultural Council of the Assembly of Serbia, at a meeting held on 5 December, adopted this Draft — the basic intention of which is to take supervisory-administrative affairs out of the competence of the cultural-educational institutes and place them in the hands of administration. According to this new concept, the cultural-educational institutes would be oriented primarily toward: professional-educational work and professional assistance to schools and educational communities, research work, affairs in connection with measuring the educational results of school work, vocational guidance for pupils, studying the results of experiments and test schools, aid in the further professional training of teaching staff, etc. Although several members expressed doubt as to whether or not it was at all necessary to make such a law as they believe that supervisory-administrative affairs can continue to be carried out by the cultural-educational institutes, the Council still adopted the proposed draft of the law with the condition that another discussion would be held on this when the proposal of the law is submitted.

92. NEDELJKOVIĆ, Čedo: Teškoće u formiranju posebnih zajednica obrazovanja (Difficulties in the Formation of Special Education Communities), *Prosvetni pregled*, Beograd, 1969, No. 6, p. 7.

In his report, the author begins with the fact that special educational communities, as institutions, are defined by law and that explanations of them have been given to all interested parties. He states that, in spite of this, the significant role intended for these communities has not been realized as, except for some exceptions, these special communities still do not exist. Vocational, secondary, higher, and advanced schooling, included in territorial educational communities and financed through them, should be associated with economic and other organizations into special branch communities. Through these communities industry could directly influence the number and profile of vocational cadres according to its needs. Personnel policy in the framework of one branch of the economy could be jointly conducted by enterprises which have membership in

a special community. Industry could establish a school network, allot funds for education in accordance with the share of education in increased productivity, and, on the basis of joint programs, help to obtain uniform cadres for their identical needs. On the other hand, through the special communities the schools would obtain financial security and the opportunity to adapt their syllabi and content to the needs of the economy. Thus, the schools could directly influence production, the increase of wages in enterprises, and their own revenue as well. In this way an integration between education and the economy would be created, and educational institutions would be socially evaluated in dependence upon their actual value and role. Therefore, the idea of special communities is socially justified as the economy, even where there is a clear financial situation (the territorial community is responsible for financing school costs), will not join special communities. Before forming branch communities, personnel needs should be studied over a longer period, needed profiles of cadres should be determined, financial obligations should be distributed among the territorial communities and the enterprises, and schools should be placed in a secure financial position. Only under these conditions would the school agree to form special communities.

93. Program rada Prosvetnog saveta Socijalističke Republike Srbije za 1969. godinu. (The Work Program of the Educational Council of the Socialist Republic of Serbia for 1969), *Prosvetni glasnik*, Beograd, 1969, No. 1, pp. 87—89.

The Educational Council of Serbia will be engaged in 1969 in making those regulations for which the Council is responsible in accordance with the Law on Secondary Education. Therefore, in 1969 the Council will establish syllabi and curricula for individual types of schools and, in this framework, the contents of the final exams to be held in these schools will also be regulated. In addition to this, the work program of the Educational Council includes making norms for school area, furniture, and teaching aids, as well as the approval of textbooks for use in elementary and secondary schools. The Council will also consider other affairs in the sphere of its work.

94. STAMENović, Vlasta: Društvena uloga, značaj i zadaci prosvetne inspekcije (The Social Role, Significance, and Tasks of Educational Inspection), *Prosvetni pregled*, Beograd, 1969, No 1, p. 5.

According to the Draft of the Law on Educational Inspection, the organs of educational inspection are obligated to carry out inspection at least once a year on the implementation of laws and other regulations in schools and other organizations which perform educational work. According to the Draft of the law, these organs are authorized to: check up on the implementation of laws and regulations and seek necessary data and reports; order the implementation of laws and regulations; order the

elimination of weakpoints caused by the application of illegal measures; forbid the implementation of illegal measures, initiate proceedings for the closing down or cessation of work of schools and other organizations. Penal measures have also been established against responsible persons or enterprises. The purpose of all this is to enable educational inspection to operate effectively and to eliminate irregularities — something which was not feasible in the present organization. At its last meeting the Republican Assembly adopted the Draft of the Law on Educational Inspection, expressing readiness to definitely pass decision on the proposal for the law simultaneously when giving consideration to the proposed concept for the development of organization of professional work in the area of education.

XVI. LEGISLATION

95. M. K.: Prosvetno-pedagoška služba — svetovalna in nadzorna (The Educational Advisory Service — Consultation and Inspection), *Prosvetni delavec*, Ljubljana, 1969, No. 4, p. 1.

In the Socialist Republic of Slovenia the Law on Changes and Supplements to the Law on the Educational Advisory Service is being prepared. This should fill the void in the present law and more accurately determine the tasks and responsibilities of this service. The educational advisory service should, furthermore, be the backbone of all educational activity and therefore the society should assign it a greater consultation and inspection role. These two roles are intertwined and therefore cannot be divided. Of the tasks envisaged for this service by the new Law, of special importance is the follow-up, study, and improvement of educational institutions, as well as consultation and assistance to teachers and preschool teachers for further teacher training. Also, the need is even greater for inspection on carrying out the regulations on organization and educational content. The new Law envisages that, due to its social significance, the institutes for educational advisory service cannot be self-governing as they were before. The educational advisory service should be organized in a republican institute as an independent management organ and should work in accordance with programs decided upon by the Republican Institute for Education. Organizationally, it should be somewhat dependent upon the Assembly of the Socialist Republic of Slovenia. The Law makes two proposals for financing. The first is that this work be financed by the republican educational community, and by the second — by the republic. The Law has made stricter demands for educational advisors, and reelection for them is also planned.

96. **Pravilnik o polaganju završnog ispita u stručnim školama** (The Regulation on Final Exams in Vocational Schools), *Službeni list SR Crne Gore*, Titograd, 1968, No. 27, pp. 253—259.

According to this Regulation, the purpose of the final exam is to confirm the results of the general, professional-theoretical, and practical knowledge attained by the candidate in school. The final exam is a component part of the schooling period. As a part of full-time studies the final exam is taken once, but several times when part-time studies are in question. This exam is taken in June but, in justifiable cases, can also be taken in August of the same year in the school where the candidate completed schooling. A special examination board is formed in each school for the final exam. This exam includes: a) vocational examination work with oral dissertation and defense; b) written work in the Serbo-Croatian language; c) an oral examination in one of the vocational subjects, to be chosen freely by the candidate from the group of narrowed down vocational subjects determined by the teachers council of the school. It is considered that the candidate has passed the final exam if he obtains positive marks on all parts of the exam. The candidate who passes the final exam receives a certificate attesting to this.

97. **Pravilnik o stručnim ispitima nastavnog i vaspitnog osoblja** (The Regulation on Professional Exams for Teachers), *Službeni list SR Crne Gore*, Titograd, 1968, No. 26.

The purpose of the professional examination is to establish the degree to which teaching personnel in schools and other educational institutions can practically apply the theoretical knowledge obtained in their professional training, the degree to which they have attained practical skill and assuredness in applying fundamental psychological and educational regularities in teaching, and whether or not they are familiar with the educational system and work organization in their schools or other educational institutions. Teachers have the right to take a professional exam after two years of teaching work in schools or other educational institutions. The professional exam consists of a general and specific part. Teachers are obligated to take this exam within a period of five years from the time they are hired for work in a school or other educational institution. Persons who pass the professional examination receive a certificate attesting to this.

98. **Zakon o stručnim ispitima nastavnika u Crnoj Gori** (The Law on Professional Examinations for Teachers in Montenegro), *Naša stručna škola*, Beograd, 1968, No. 12, p. 7.

The Assembly of the Socialist Republic of Montenegro issued the Law on Professional Examinations for Educational Staff. After two years of teaching in schools and other educational institutions, teaching staff have the right to take a professional

examination. This examination can also be taken by persons who do not actually teach but have the necessary practice, as well as by persons who have spent at least four years at educational jobs after completion of teacher training school. The examination consists of a general and a specific part. The general part covers the socio-political system, work on education legislature; the specific part covers theoretical knowledge in practice with the methods of the major subject and the bases of modern educational theory. The general and specific parts of the professional examination are regulated by the Educational Council of the Socialist Republic of Montenegro on a proposal made by the Republican Institute for Educational Advancement. The examination is taken before a commission of experts which, on the proposal of the Republican Institute for Educational Advancement, is formed by the Republican Secretary for Education, Culture, and Science.

XVII. EDUCATION STATISTICS

99. MUJOVIĆ, Blagoje: Pojave osipanja učenika (Pupil Drop-Outs), *Prosvjetni rad*, Titograd, 15 December 1966, Vol. 17, No. 20, p. 7.

Statistical data for the Socialist Republic of Montenegro show that of 14,261 pupils enrolled in the first grade of elementary school in the 1959/60 school year, 1626 pupils (11.5%) dropped out by the fifth grade and 6195 (34.5%) dropped out by the eighth grade. A great number of these pupils were not dropped out entirely but they were not able to complete elementary school in the normal time period due to repeating one or two grades. Drop-outs, however, are much higher among female children. Of 7033 female pupils in this generation, 1033 (14.8%) dropped out by the fifth grade and 3601 (51.5%) — by the eighth grade. The author ascribes these drop-outs to the following: long distances between pupils' homes and schools (especially in some municipalities); overburdening of pupils with syllabus and curriculum; lack of qualified teaching staff (of the total of 148 elementary schools in this Republic only 40 (27%) have complete professional teaching staff); and the mistaken conception of parents concerning the need for educating children, especially female children.

100. Osnovne i srednje škole — kraj 1966/67 (Elementary and Secondary Schools at the End of the 1966—67 School Year), *Statistički bilten* 537, Savezni zavod za statistiku, Beograd, October 1968, p. 72.

This bulletin publishes data on the number of schools, school centers, classes, pupils, and teachers at the end of the 1966—67 school year. The data on school development is presented in such a way that it provides a comparison with data from preceding school years published in earlier bulletins, i.e., by years — from the 1960—61 to the 1966—67 school year. Thus, for

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example, we see that in the 1960—61 school year there were 374 technical and other vocational schools with 108,023 pupils, and in 1966—67 school year — 545 of these schools with 196,462 pupils. A separate table gives a review of schools, classes, pupils, and teachers by republics. The data cover all types of schools. In addition to other things, the bulletin also gives information on schools in light of level of development, achievement of full-time pupils according to types of schools, teaching language used in the schools, full-time and part-time graduates according to types of schools, vocations and sections, scholarships, etc.

Izdavač

IZDAVAČKO PREDUZEĆE „NOLIT“, BEOGRAD, TERAZIJE 27/II

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TABLE OF CONTENTS

I. History of Education	5
II. Education Research	6
III. Development of Education	7
IV. School Reform	9
V. Teacher Training and Teaching Staff	11
VI. School and Institutions (Not in this issue)	—
1. Preshool Education	13
2. Elementary Education	14
3. Secondary Education	17
a) Gymnasium (Not in this issue)	—
b) Vocational Schools	20
4. Higher Education	21
5. Adult Education	22
6. Education of the Handicapped (Not in this issue)	—
7. Vocational Guidance (Not in this issue)	—
VII. Curricula and Syllabi	23
VIII. Audio-Visual Aids	24
X. Motivation (Not in this issue)	—
XI. Self-Education	25
XII. Physical Education	25
XIII. Problems in Education	26
XIV. Hotels (Not in this issue)	—
XV. Management and Financy	28
XVI. Legislation	31
XVII. Education Statistics (Not in this issue)	—

I. HISTORY OF EDUCATION

101. BOGAVAC, Milovan: Deset godina rada Više pedagoške škole u Prištini (The Ten-Year History of the Teacher Training College in Priština), *Prosvetni pregled*, Beograd, 5 March 1969, No. 8.

The Teacher Training College in Priština was founded at the end of 1958 and recently celebrated its tenth anniversary. This school opened a branch class in Prizren in 1961 which, in 1963, grew into an independent teacher training college using Albanian as the language of instruction. Today the Teacher Training College in Priština has 8 teaching groups with 29 classes, of which 16 are taught in the Albanian language, 12 in Serbo-Croatian, and 1 in Turkish. In the ten-year history of this school a total of 636 students have been graduated: 289 Serbs, 213 Albanians, 16 Turks, and 109 members of other nationalities. The school library contains almost 20,000 books.

102. Hronika rada Zavoda u prvoj polovini 1968. godine (The Activities of the Institute in the First Half of 1968), *Bilten Zavoda za osnovno obrazovanje i obrazovanje nastavnika SR Srbije*, Beograd, 1968, No. 3, pp. 67—70.

In the course of this period the Institute for Elementary and Teacher Education of the Socialist Republic of Serbia was concerned with the following important problems: 1. The preparation of norms for the professional training of teaching staff for the elementary and vocational schools in the Institute's competence. These norms are defined in special norm-making acts; 2. A completely new document, the Bases for Secondary Education, was prepared in cooperation with the Institute for Vocational Education; 3. On the basis of the Law on Secondary Schools and mutual bases for secondary education corrections were made on the syllabus and curriculum for gymnasiums and teacher training schools; 4. The Institute again this year prepared school tests and other evaluation instruments for grading some of the results of elementary school teaching; 5. With the use of knowledge tests the Institute carried out an objective check on teaching results in the fifth-grade of a certain number of teacher training schools, covering the following subjects: the Serbo-Croatian language, education, and mathematics.

103. LJUCAJ, Ljuca: Školstvo na albanskom jeziku u Crnoj Gori (Albanian as a Language of Instruction in Montenegro), *Prosvjetni rad*, Titograd, January 1969, Vol. 18, 1—2, p. 2.

Immediately following the liberation of Yugoslavia, fourth-grade elementary schools with Albanian as the language of

instruction were opened in Montenegro. Simultaneously, seventh-grade elementary schools were also founded. In the 1947—48 academic year the Lower Gymnasium in Ulcinj formed a class taught in Albanian, and the fourth-grade elementary school in Tuzima was transformed into a seventh-grade school. Today, however, on the territory of Montenegro inhabited by Albanians, there are 11 eighth-grade elementary schools with 45 branch classes, a total of 148 classrooms, seven workshops, nine meeting halls, and four gyms. A total of 3941 pupils attend schools where the language of instruction is Albanian. While in 1945 there was only one qualified teacher in the Montenegrin area inhabited by Albanians, now there are 121 qualified teachers, 6 vocational teachers, 29 higher-grade elementary school teachers (fifth to eighth grades), 5 degree candidates at teacher training colleges, 1 degree candidate at the School of Philosophy, and five unqualified teachers — making a grand total of 168 teachers. These cadres are trained by either regular schooling in teacher training schools in Kosmet and Skopje or by shortened schooling at courses and seminars. Subject teachers are trained at teacher training colleges.

104. MARKOVIĆ, Dr. Vida: Četiri decenije katedre za engleski jezik i književnost (The Forty-Year History of the Department for English Language and Literature), *Prosvetni pregled*, Beograd, January 1960, Vol. 25, No. 2—3.

In January of this year the English Department celebrated the fortieth anniversary of its founding. In accordance with a Decision made by the Council of the School of Philosophy on 30 July 1929, the Department for English Language and Literature was founded at the University of Belgrade, headed by Professor Vladeta Popović and his wife, Mary Stansfield-Popović. The first generation of students were graduated in 1932, and up to the beginning of the war (1941) 68 students had been graduated from the Department for English Language and Literature. The war interrupted the work of this Department but the number of students dynamically increased after WW II, and was more than 1500 in 1952. Today there are 754 students majoring in English and 500 students taking it as a minor subject. The teaching staff of this Department includes 28 members, as well as two librarians caring for 18,000 books. To date, 1534 students have been graduated from this Department, 20 have received their Masters Degree, and 8 have their Doctorates.

II. EDUCATION RESEARCH

105. MURADBEGOVIĆ, Dr. Muhamed: Kompleksni i monografski postupak u početnom čitanju (The Complex and Monographic Approach in Beginning Reading), *Zavod za izdavanje udžbenika SR Srbije*, Beograd, 1968, p. 177.

This study has an expressed experimental character. It was written on the basis of an investigation carried out for the purpose of studying the problem of beginning reading, which is handled in two different ways: complex and monograph. Therefore, the use of the experimental method on the principle of parallel groups was imperative. The investigation showed, among other things, that the complex approach, with its organization of learning letters and reading in entirety, definitely makes use of prior knowledge. Therefore, the learning continues from the level of knowledge brought from the preschool period. The complex approach offers exceptionally broad opportunities for the development of a pupil's individual abilities. The results of the investigation further showed that learning to read by the complex method was much more economical and, on the average, cuts the learning time in half as compared to the monographic approach. Work according to the complex method encourages the teacher to be more active in the organization and performance of teaching, in follow-up and in studying the mental development of pupils, motivates him toward certain research tendencies and the constant endeavor to find an up-to-date solution for the problem of beginning reading. All this aids the improvement and modernization of teaching practice and theory.

III. DEVELOPMENT OF EDUCATION

106. BIČANIĆ, Nikola: Suradnja ugostitelja i gimnazije (Cooperation between Hotel and Restaurant Enterprises and the Hvar Gymnasium), *Školske novine*, Zagreb, 1969, No. 10, p. 10.

In the City of Hvar there is good cooperation and an understanding relationship between the Gymnasium and hotel and restaurant enterprises. As Hvar is a center of intensive and frequent tourism, the hotels and restaurants have a constant need for schooled and skilled cadres. It is their intention to satisfy a great part of this need through the additional schooling and training of Gymnasium graduates, the first generation of which will complete school this summer. There is also the opportunity to employ many Gymnasium graduates in the tourist economy as guides, interpreters, hotel receptionists, etc. For this reason the hotel and restaurant enterprises suggested that the Gymnasium introduce an elective language subject (Italian) in addition to the two foreign languages (English and French) being regularly learned as a part of the syllabus and curriculum. It is anticipated that the hotel and restaurant enterprises will assist the Gymnasium in solving some current problems relating to school area, the construction of a gym hall, etc.

107. Sprovođenje preporuke o nastavi stranih jezika (Implementing the Recommendation on Teaching Foreign Languages), *Bilten Zavoda za osnovno obrazovanje nastavnika SR Srbije*, Beograd, 1969, No. 4, pp. 69—73.

In february of this year the Educational-Cultural Council of the Assembly of the Socialist Republic of Serbia issued the Recommendation on the Organization of Teaching Foreign Languages in Elementary and Secondary Schools. In addition to the problem of which languages should be learned in light of their use throughout the world and the significance which they have for our country, the Recommendation also points out the need for higher quality in teaching foreign languages as a whole. The implementation of this Recommendation was embarked upon by the competent republican educational organs immediately upon its adoption so that the realization of the proposed reorientation could be started in the 1968—69 school year. This is being done along two lines: long-term planning of the organization of teaching all four foreign languages in a certain area; making concrete decisions and measures for realizing the intentions of the Recommendation concerning improvement of the place, role, and quality of teaching foreign languages. The article also exhaustively treats the manner in which the Recommendation is being put into practice, the repercussions which it had on the position of already employed foreign language teachers, and the role of the competent educational organs in raising the quality of foreign language teaching.

108. SUBOTIĆ, Mladen: Rad škole-nastavnog centra na problemu pismenosti (The Work of the School-Teaching Center on the Problem of Illiteracy), *Život i škola*, Osijek, 1969, No. 1—2, pp. 38—48.

In the system of further professional training for teachers and improvement of the teaching process, school-teaching centers have become increasingly important in recent times. These are institutions which cooperate with institutes for the improvement of elementary education for the advancement of education. This work is carried out on the basis of the annual school plan and the work program of the Institute for a specific time period. Teaching centers are actually a higher form of work by the educational advisory service and the cooperation of this service with the school. Problems are resolved according to the needs of the school-teaching center, and not according to assignment made by the Institute. This is a new quality in the work of the school-teaching center. This article presents the program of the Institute for the Improvement of Elementary Education in Osijek, which treats the work of teaching centers concerned with the teaching of the Serbo-Croatian language. The following problems will be treated in

the current year: 1. organized work by grade and subject teachers for the Serbo-Croatian language for the purpose of eliminating spelling and grammatical illiteracy; 2. follow-up of the realization of the program in periods throughout the school year; 3. Leisure activities and how they can be used in learning the native language. The results of the follow-up of these problems will be submitted in written form to all native language teachers. For each follow-up assignment in the teaching center, educational counselors and teachers will prepare a work program and methodology for following-up results.

109. U Hrvatskoj osnovan fond za nagrađivanje značajnih ostvarenja u oblasti vaspitanja i obrazovanja (The Establishment of an Awards Fund for Significant Achievements in the Field of Education in Croatia), *Naša stručna škola*, April 1969.

With the Law on the "Ivan Filipović" Republican Fund, finances have been provided for achievement awards to be made in the field of scientific research work in education, the advancement of educational theory and practice, the organization and improvement of the overall system of education, and for achievements which represent lifelong dedication by educators. The Fund will make this annual award on 28 October, the anniversary of the death of Ivan Filipović.

IV. SCHOOL REFORM

110. BUBLE, Vinko: Zašto će opština Trogir reorganizovati mrežu škola (Reorganization of the School Network in the Trogir Municipality), *Školski vjesnik*, Split, 1969, No. 1—2, pp. 20—25.

In addition to a historical review of the development of the school system in the Trogir Municipality, the author also gives us a brief look at the socio-economic development of this area. He then goes on to an analysis of the condition of secondary schools in the Trogir Municipality, presenting the following observations: dualism exists in education on the secondary level; there is an adequate amount of unutilized school space (classrooms), but not a sufficient amount for practical seminars, workshops, etc; certain schools have a small capacity as enrolment interest for some schools is declining (gymnasiums have only one class each for the first and second grades); working conditions in gymnasiums are very poor, and their maintenance is high; certain professors in some schools are not being maximally utilized. In order to eliminate some of these weak-points, the Commission of the Council for Education submitted a proposal for the formation of a secondary school center. The author explains the advantages of this form of organization of secondary education.

111. **Deveti kongres SKJ o obrazovanju** (The Ninth Congress of the Yugoslav League of Communists on the Subject of Education), *Prosvetni pregled*, Beograd, 1969, No. 10—11, 19 March 1969.

The Resolution of the Ninth Congress of the Yugoslav League of Communists for the Socialist Development of Yugoslavia on the Bases of Self-Government contains sections which relate to education, science, and culture. In this document the Congress speaks in favor of the development of a system of education which would be founded on the principle of continuous and integral education and self-education with the condition that every level of education, subsequent to elementary education — must offer knowledge and develop abilities which would make employment or further education possible. The need was emphasized for the more rapid realization of conditions for the development of all forms of education and on-the-job training, as well as for the establishment of long-term programs for the development of the school system. It was stated that the standard of elementary education cannot be exclusively dependent upon the level of development of the environment in which the school is located. Elementary education for adults and literacy programs should become the direct concern of enterprises, communities, republics, and the entire society. Education above the level of elementary school should develop in accordance with the needs and developmental prospects of production forces and social relations, and should correspond to the trends and creative abilities of the younger generations and all working people. It was stressed that the modernization of the educational system can not be successfully realized without the active role and organized activity of pupils and students — who must become an integral factor in all processes of self-government decision-making in schools, universities, and educational communities. Advanced education should cooperate more closely with scientific research endeavors, and increase the feeling of responsibility among teachers and students for the results of their own work. Socio-economic relations in education can be realized only on the basis of income and cost of education — which should also contain funds for expanded reproduction. The Yugoslav League of Communists will support the application of the principle of solidarity in the system of education, which will thus decrease the influence of poor financial conditions of the environment and the status of the family, especially laborer families, on educational opportunity. Economic conditions as well as the abilities and results of those being educated should serve as the basis for policy-making on scholarships, loans, and other forms of financial assistance.

112. **DJURIN, MIROSLAV: Splitski školski integracioni zahvat** (School Integration in Split), *Školski vjesnik*, Split, 1969, No. 1—2, pp. 3—12.

A radical and revolutionary undertaking in Split is approaching its termination: 11 school centers have been formed from 23 secondary schools according to the concepts of the Themes on the Development and Improvement of the System of Education. This idea first came up in 1965 as an attempt to have the so-called rationalization of the school network (decrease in number of schools, school integration) unburden the municipal budget and thus more easily support this non-economic of activity. The author gives the characteristic of the 11 school centers: building, chemistry, trade, commercial, economic-administrative, health, hotel and restaurant, maritime, agricultural, metal-electric-shipbuilding, pedagogical.

113. Osnovni zaključci iz javne diskusije o Tezama o razvoju i usavršavanju sistema obrazovanja i vaspitanja u SFRJ (Basic Conclusions Drawn from the Public Discussion on the Themes for the Development and Improvement of the System of Education in Yugoslavia), *Revija školstva i prosvetna dokumentacija*, Beograd, 1969, No. 1.

The Yugoslav Institute for Educational Research followed the public discussion on the Themes for the Development and Improvement of the System of Education in Yugoslavia, and after making analyses on various opinions, criticisms, and proposals the Institute prepared an "Analytical Review" and "Summing-Up Report" on this discussion. At the end of the Report, conclusions on the content and viewpoints brought out in the discussion are presented. Among other things, it is stated in the Conclusions that the following topics were points of special attention in the public discussion: the socio-economic (material) status of education, the cost of education, secondary education, elementary education — including pre-school education, and the status, education, and further training of teaching staff. The viewpoints of the majority of discussion participants concerning different points of the Themes are also presented. It was stated that on the basis of reports on the discussion and other source material the conclusion can be drawn that the majority of discussion participants accepted the Themes, in principle, as a document which offers new prospects for the further development of education.

V. TEACHER TRAINING AND TEACHING STAFF

114. BOŠNJAK, Tane: Seminari održani u toku zimskog raspusta 1968-69. godine (Seminars Held during the Winter Vacation of the 1968-69 School Year), *Život i škola*, Osijek, 1969, No. 3-4, pp. 218-223. In order to make the best possible use of the winter vacation, the Institute for the Advancement of Elementary Education organized several seminars. Some seminars and symposia were also organized with the aid of other working organizati-

ons. The work was concentrated on those problems which are most frequently encountered by teachers. Seventeen seminars were held on the following subjects: 1. Seminar for English language teachers; 2. Seminar for Serbo-Croatian language teachers; 3. Symposium for Serbo-Croatian and grade teachers; 4. Symposium for teachers in schools where the language of instruction is Hungarian; 5. Seminar for physics teachers; 6. Seminar for mathematics teachers; 7. Seminar on music education in grade teaching; 8. Seminar on learning traffic regulations in grade teaching; 9. Seminar on technical and production education in grade teaching; 10. Seminar for teachers of technical and production education; 11. Symposium on the use of audio-visual aids; 12. Symposium on the educational function of homework; 13. Seminar for teachers in special schools; 14. Symposium on vocational guidance for pupils; 15. Symposium on current problems in teaching; 16. Symposium on teaching mathematics in the lower grades; 17. Symposium on current problems in teaching.

115. HASANOVIĆ, Hajrudin: Kakve su nam pedagoške akademije potrebne (What Kind of Teacher Training Colleges Are Needed), *Prosvjetni list*, Sarajevo, 1969, No. 331, p. 2.

As Teacher Training Colleges will be soon founded in the Socialist Republic of Bosnia and Hercegovina, it is the author's opinion that the following factors should be taken into consideration: 1. There is no need to have more than four Teacher Training Colleges in the Republic, and these institutions should reflect the actual needs of the regions in which they are located; 2. All Teacher Training Colleges should have courses for grade teaching, and it should be established at the republican level just which groups for subject teaching should be opened at the Colleges; 3. The doors of these institutions should be open to all candidates who are secondary school graduates as it is better to have an elementary school teaching staff with varied prior educational background; 4. Every Teacher Training College must have its own exercise room as well as a special elementary school which will be used for the didactic-methodological education of the future teachers; 5. The syllabi must occupy a central position in the preparations for establishing Teacher Training Colleges; 6. The new Teacher Training Colleges should also educate cadres for work in pre-school institutions, as well as cadres for professional-practical teaching in vocational schools.

116. Pravilnik o obaveznom stručnom usavršavanju nastavnika u Sloveniji (The Regulation on Compulsory Further Professional Training for Teachers in Slovenia), *Naša stručna škola*, Beograd, January 1969, Vol. 18, No. 1, p. 4.

The Republican Secretary for Education and Culture of the Socialist Republic of Slovenia issued this Regulation, which

covers professional, educational-psychological, and ideological further training. Further professional training is carried out according to syllabi prepared by the republican educational advisory service and is organized, for the most part, during the summer vacation. It can be organized for preschool and elementary school teachers according to individual fields or for all teachers together, either for the entire republic or for individual, smaller areas. Further training for the heads of educational institutions must be organized at least once every two years, and at least once every five years for preschool and elementary school teachers.

117. SVRDLIN, Djuro: za odgovarajuću specijalizaciju nastavnika budućih pedagoških akademija (Suitable Training for Teachers in Future Teacher Training Colleges), *Prosvjetni list*, Sarajevo, 1969, No. 331, p. 3.

In considering the conception of future Teacher Training Colleges the problem of staff in these schools should be taken into consideration. Of the many problems which appear in this connection, the author believes the following to be among the most important: 1. The specialization of education teachers for certain subjects (it is envisaged that the Colleges will have three educational disciplines: general pedagogy, didactics, and the history of education. It is therefore understandable that each discipline should be lectured by a teacher who is especially prepared for this subject); 2. The education of teachers for methodology, both in courses for subject and grade teaching in the College. The teachers of these subjects could be effectively prepared for this by attending courses which the School of Philosophy could organize. The preparation and organization of specialization would include the following tasks: 1. Elaboration of specialization syllabus. Syllabi would be prepared by the Department with the cooperation of the Republican Secretariat for Education and Culture and the Republican Institute for the Advancement of Education. The syllabi would then be approved by the Teachers' Council of the School of Philosophy; 2. Choice of candidates for specialization; 3. Precise definition of certain problems concerning the organization of courses; 4. Planning finances for the functioning of these courses.

VI 1. Preschool Education

118. Potpuna zdravstvena zaštita za decu predškolskog uzrasta (Complete Health Protection for Preschool Age Children), *Politika*, 21 March 1969.

At a joint meeting of the Federal and Social-Health Council of the Federal Assembly on 20 March 1969, where considera-

tion was given to the Draft of the General Law on Health Insurance and the Provision of Compulsory Forms of Health Protection for the Population, it was agreed that free health protection for newborn infants and all preschool age children should be provided.

VI 2. Elementary Education

119. ANDRAŠ, David: Obrazovanje učenika pripadnika narodnosti u SR Sloveniji (The Education of Minority Pupils in the Socialist Republic of Slovenia), *Pedagoška stvarnost*, Novi Sad, No. 2, 1969, pp. 81—87.

Pupils in schools near the Hungarian border whose native language is Hungarian learn, in addition to their mother tongue, the Slovenian language in the first through eighth grades. Both languages are compulsory for all pupils and share complete equality as languages of instruction. From the fifth to eighth grades of elementary school the number of subjects taught in the Hungarian language is decreased, while those taught in Slovenian are increased. In the last grade of elementary school two-thirds of the teaching is done in the Slovenian language. This manner of work is explained by the need to solidly prepare pupils for secondary schools, where teaching is done exclusively in the Slovenian language. The educational activities of the schools are carried out on the basis of specially accepted and approved syllabi and curricula. The weekly lesson fund contains only one lesson more than in schools where the language of instruction is Slovenian, and up to the fifth grade there are five lessons in the native language, but physical and art education, general technical education, and home economics are decreased by one lesson.

120. ČESKO, Nikica: Oblici rada Kulturno-umetničkog društva u Osnovnoj školi "Rajka i Zdenka Baković" u Zagrebu (The Activities of the Cultural-Arts Society in the "Rajka i Zdenka Baković" Elementary School in Zagreb), *Pedagoška iskustva*, Zagreb, 1968, No. 2, pp. 16—21.

The work and organization of all the sections of this Society are primarily founded on the pupils' freedom of choice, self-government, and the self-initiative of the members in choosing their leaders and preparing the annual work plan. The Cultural-Arts Society in this school is composed of the following sections: 1. a section for young composers, fifth- to seventh-grade pupils, which meets one hour weekly; 2. an orchestra composed of sixth- to eighth-grade pupils which meets once a week for two hours; 3. a string section which is divided into beginner and advanced groups; 4. a fine arts group which visits cultural

instructions, exhibits, museums, etc.; 5. a dramatics group which is very popular; 6. a recitation group composed of five to eight year old pupils; 7. a literary group whose work plan includes writings by the pupils as well as elaboration of selected texts; 8. a book-lovers club for young pupils (second, third, and fourth grades). The purpose of this club is to become familiar with books, with the work of the library, and to develop a love of literature. The rich and varied activities of this Society were made possible, the author states, only by the self-sacrificing work of an especially good teaching collective.

121. Dva uspješna savjetovanja (Two Successful Symposia), *Školske novine*, Zagreb, 1969, No. 10, p. 4.

The Ivanić-Grad Experimental Elementary School, in order to demonstrate its activities and make closer contact with parents and other interested parties in the community, organized symposia covering certain areas. The first one was the "Symposium on Physical and Health Education of Pupils," with about 350 parents, teachers, and other citizens in attendance. The reports and sub-reports covered the following themes: 1) The Condition and Problems of Physical and Health Education for Pupils; 2) How to Influence the Health Condition of Pupils; 3) The Pupil and Leisure Activities Outside the School; 4) The Young Peoples' Red Cross and Its Role in the Health Welfare of Pupils; 5) Home Economics and the Role of the School Kitchen in the Health of Pupils. The second symposium organized by this school was entitled "Symposium on Technical and Production Training." The following themes were treated: 1) Role of Technical and Production Training in Raising the General Culture of Man; 2) Teaching Technical and Production Training in the Seventh and Eighth Grades; 3) The Pupil and Technical Culture in Leisure Activities. The reports were given by teachers and school co-workers; exhibitions of pupils' work were held during the symposia.

122. Nastavnici — specijalisti za produženi boravak (Teachers — Specialists for All-Day Schools), *Školske novine*, Zagreb, 1969, No. 10, p. 6.

The Institute for the Advancement of Elementary Education for the City of Zagreb and the Community of Elementary Schools held a symposium on 15 April 1969 concerning all-day elementary schools. School principals, school educational advisers, and representatives of teacher groups employed in all-day schools were present at the symposium. Three reports were given on the following themes: 1. The Significance, Tasks, and Forms of All-Day Elementary Schools; 2. Some Problems of Learning and Free-Time in the All-Day School; 3. The Organization of Life and Work in the All-Day Elementary School. This symposium was of great importance as it was held at a time when all-day elementary schools were being rapidly introduced in Zagreb.

The need was expressed to have each class-group work with a special teacher for whom all-day activities would be a basic, and not supplementary, task. Efforts should be made to have the highest quality teachers included in this work. As there is still no special teaching staff for all-day schools, or departments at teacher training colleges for the education of this staff, this is still a problem which remains unsolved. The quality of work in all-day schools is greatly dependent upon the professional training and abilities of these teachers.

123. STEVANOVIĆ, Marko: Uloga i sadržaj domaćih zadataka u osnovnoj školi (The Role and Content of Homework in the Elementary School), *Naša škola*, Sarajevo, 1969, No. 3—4, pp. 231—235.

In questionnaires answered by pupils on the question "When do you do your homework?" most pupils answered that they do it only occasionally and right before starting out for school. This shows that the role of homework is merely a formality and does not give the desired effect. It is the author's opinion that awakening the interest of pupils for independent work at home is, for the most part, influenced by the following factors: 1. the level and manner of material covered; 2. the extent and quality of instructions for independent work; 3. approachability and systematic work; 4. the position of homework in the weekly work plan; 5. general workload of pupils; 6. the degree of cooperation between family and school; 7. the form of homework; 8. pupil-teacher relationship; 9. the method of approaching homework. In assigning homework the following elements should be taken into consideration: 1. stating the goals of homework (form, time needed, manner, significance); 2. recording of specific examples (homework); 3. giving instructions for independent work (usually one example is given which is characteristic for all assignments); 4. a brief check on how the pupils comprehended the assignment.

124. SUDEC, Darija: Neka iskustva i rezultati rada učeničkih organizacija u osnovnoj školi "Miloje Pavlović" u Zagrebu (Some Experience and Results of the Work of Pupil Organizations in the "Miloje Pavlović" Elementary School in Zagreb), *Pedagoška stvarnost*, Zagreb, No. 2, pp. 21—23.

In this article the author describes the various activities of pupil organizations in this school. The Pioneer organization takes a central place in these activities. Besides its primary function — the realization of training goals — it is responsible for having all pupils take part in leisure activities. In addition to this organization, with which six teachers are working, the following pupil groups are also active in the school: Young People's Red Cross, Club for Young Technicians, Cultural-Artistic Society, School Sports Club, Scouts Troop, and Pupils' Coop. In leisure activities and pupil organizations the pupils work in groups. The Pupils' Coop is divided into the following

sections: horticulture, bookbinding, purchase-sale, handicrafts, and newspaper-publishing.

125. ŠIPKA, Žužana and SLADAČEK, Jan: Iskustva u prilagođavanju nastavnog programa u osnovnoj školi (The Adaptation of the Syllabus in the Elementary School), *Fizička kultura*, Beograd, 1968, 7—10, p. 266.

For the purpose of investigating the feasibility of establishing a specific syllabus, a review was made of the general condition of physical development and the physical and functional abilities of elementary school pupils. This specific syllabus would be founded on the already-existent syllabus, except that more attention would be paid to the needs of individual pupils. This means that the syllabus would be closer to the pupils, more effective and stimulative. The investigation was carried out in a school where the subject of physical education is taught under abnormal conditions. Sixth-grade pupils were used as the subjects in the investigation. Two groups were formed, of which one was an experimental and the other a control group. The first phase of work was the study of the condition of physical development and the physical and functional abilities of the pupils. The results obtained were divided into three groups: average, above-average, and below-average. As the purpose of this study was to improve psycho-physical abilities, especially among those pupils whose results were below-average, further investigation was directed toward the below-average group of pupils. The author believes that this manner of work is good and useful as, in spite of the poor material base, the experiment was entirely successful. There was an improvement in the psycho-physical abilities of the pupils and an increased interest in the subject of physical education.

VI. 3. Secondary Education

126. M., B.: Racionalizacija mreže srednjih škola (Rationalization of the Secondary School Network), *Prosvetni pregled*, Beograd, 1969, No. 9, p. 6.

The Educational-Cultural Council of the Assembly of Serbia, at a meeting held on 4 March, deliberated a proposal on measures for rationalization of the network of secondary schools in Serbia. This proposal was prepared by the Institute for Elementary and Teacher Education and the Institute for Vocational Education. Data show that in Serbia today there are 623 secondary schools with about 285,000 pupils. However, a fundamental characteristic of the development of the secondary school network is its noneffectiveness, which is reflected in: the poor developmental coordination among individual groups and types of technical schools; lagging behind in the development of the network of schools for skilled workers; stagnation in the development of technical and related schools; the con-

tinued expansion of gymnasiums; the unequal territorial distribution of certain types of secondary schools; non-economical use of capacity in a great number of schools, and the organizational structure of specific types of secondary schools. Opportunities for the rationalization of the secondary school network can be seen in: the creation of prerequisites for the rapid development of special (branch) educational communities; taking steps for the formation of broader regional (inter-municipal) educational communities; the establishment of norms to be taken as conditions for work in secondary schools; the strict and prompt application of the provisions of the Law on Secondary Education in light of norms for number of pupils, school space, equipment and teaching aids, and the professional training of the teaching staff.

127. MIMICA, Ante: Neka iskustva građevinskog školskog centra u reformi srednjeg obrazovanja (Some Experiences of the Construction School Center in the Reform of Secondary Education), *Školski vjesnik*, Split, 1969, No. 1—2, pp. 12—19.

The author first treats the causes leading to reform of the Center, enumerating the weakpoints in the present system: establishment on outdated, typically trade profiles, as well as lack of cooperation between the education of technicians and the direct producers. He then goes on to explain the manner of carrying out reorganization. The major characteristic of the school reorganization is that the education of both workers and technicians is divided into two phases. The first phase is implemented in a general secondary school and includes fundamental, preparatory, and mutual education for technicians and construction workers of all occupations. The author then goes on to describe the opportunities available to pupils after completion of the first phase: employment in production and training for specific job posts; entrance into a one-year school for construction workers and the preparation of pupils for bricklayers, carpenters, concrete-layers, etc.; entrance into a two-year construction-technical school, receiving the title of construction technician after completion. The article also presents the curricula for all three types of schools. In conclusion, the author describes the hitherto experiences (results and problems) of this Center.

128. MOLNAR, Geza and RAKIĆ, Nikola: Petodnevna radna nedelja u Učiteljskoj školi u Subotici (The Five-Day Work Week in the Teachers Training School in Subotica), *Pedagoška stvarnost*, Novi Sad, 1969, No. 2, pp. 120—130.

With the ever-increasing changeover of working organizations to the five-day work week, the teachers of this school began to seek various opportunities for the resolution of this problem. In doing so, they were guided by two basic factors: first, the pupils must be prepared in school for the work tempo awaiting them upon graduation; second, decreasing the work time of

pupils and teachers in the course of a week influences the increase of effect of overall educational work. In connection with the implementation of the new organization of work, the following tasks were set down: 1. to choose one or more variations for organizing the five-day work week; 2. to obtain the agreement of all interested parties for changeover to the new organization; 3. to sum up the attitudes and opinions on the new organization after it has been put into practice for a certain time; make measurements and comparisons of the work results before and after the new organization; 5. after a two-year period, again collect the opinions on the new organization, analyze work results, as well as the results of other schools so that a final evaluation can be made. The author treats in detail each of these points. At the end of the article, on the basis of all presented analyses, the conclusion is drawn that the five-day work week in this school could have a positive effect.

129. Testovsko ispitivanje učenika V razreda učiteljskih škola u Socijalističkoj Republici Srbiji (The Testing of Fifth-Grade Teacher Training School Pupils in the Socialist Republic of Serbia), *Bilten Zavoda za osnovno obrazovanje i obrazovanje nastavnika SR Srbije*, Beograd, 1968, No. 4, p. 1.

The Institute for Elementary and Teacher Education of the Socialist Republic of Serbia tested senior pupils in ten schools at the end of the 1967—68 school year (9 teacher training schools and 1 for nursery school teachers). The testing covered almost 50% of these schools in the Republic of Serbia. The testing was carried out on 16 and 17 May 1968 in 28 classes of the teacher training schools, and covered the following subjects: the Serbo-Croatian language, Education, and Mathematics. The article gives in detail the structure and characteristics of the tests for each of these subjects, the test results in each of the schools, school achievement according to groups of questions, and school achievement according to the number of points earned by the pupils. In conclusion, the author presents all the tests used for the three subjects.

130. NEŠKOVIĆ, Gliša: Savetovanje o novim oblicima obrazovanja na II stupnju (Symposium on New Forms of Secondary Education), *Problemi stručnog obrazovanja*, Beograd, 1969, No. 1, pp. 78—83.

Among the number of symposia held on the basis of an agreement between the Yugoslav Institute for Educational Research and republican institutes for the purpose of exchanging opinions and experiences, the Institute held an inter-republican symposium on 18 and 19 November 1968 on new forms of education and the improvement of the educational system on the secondary level. Present at the symposium were representatives of larger educational institutions, republican educational advisory services, some republican secretariats for education and culture, as well as representatives of school

collectives and economic chambers. The following lectures were held at the symposium: "The Syllabus Structure of Modern Secondary Education and Present Trends in Yugoslav Practice;" "New Forms of Secondary Education and the Problem of Further Improving Present Educational Systems!" "Some New Syllabus and Organizational Solutions in the System of Secondary Education;" "Problems of Educational Research Work on the Advancement and Improvement of the System of Education." After each of the lectures discussions were held with the participation of a large number of those in attendance.

131. **Upis učenika u srednje škole (Pupil Enrolment in Secondary Schools),** *Jugoslovenski pregled*, Beograd, 1969, No. 2, pp. 91—92.

It is stated in the article that the number of pupils who enroll in secondary schools upon completion of elementary school is constantly on the increase. This growth was especially evident in the 1967—68 school year when secondary school enrolment was higher by 11,000 in comparison with the preceding school year. At the same time the number of those pupils who do not continue their education in secondary schools was decreased. Viewing the situation by republics, the highest number of pupils continue education immediately after elementary school graduation in Montenegro and Serbia, and the lowest number — in Slovenia. The structure of the total number of pupils enrolled in the first grade of secondary school, according to previous educational background, shows that (in addition to the pupils who completed elementary school in the preceding year) there were a significant number of pupils who had completed elementary school in earlier years (in 1967—68 — over 18,000), a number of pupils with uncompleted other schools (in 1967—68 — over 1000), as well as a high number of pupils who repeated the first grade of secondary school (in 1967—68 — almost 23,000). The structure of the total number of enrolled pupils in the 1967—68 school year, according to type of school, shows that the highest number of pupils enroll in schools for skilled workers and less pupils attend technical and other related vocational schools, gymnasiums, teacher training schools, and others.

VI. 3b. Vocational Schools

132. **PETROVIĆ, M.: Rad Saveta roditelja Arhitektonske tehničke škole u Beogradu (The Work of the Parents' Council of the Architecture-Technical School in Belgrade),** *Problemi stručnog obrazovanja*, Beograd, 1969, No. 1. pp. 83—91.

Parents' councils are chosen at the beginning of the school year. The councils contain three to five members and are formed according to class attendance. The Parents' Councils are selected at a gathering of the parents of all first-grade pupils and the class councils of the second, third, and fourth

grades. At this meeting the old Parents' Council submits a report on its activities in the preceding academic year and then elects the new Parents' Council for the school. This is done according to Article 21 : 12 parents are selected and chosen by open vote of a teachers' plenum which, in turn, is delegated by the Teachers' Council and four pupils (representatives of the pupil body). The newly-elected Parents' Council takes the responsibility for realizing all the decisions and conclusion made at the meeting for developing various forms of parent-school cooperation, and for offering complete support to the Teachers' Council. Following this short explanation of the establishment of the Council, the author treats the detailed work plan of the Council of this school, the manner of decision-making, and responsibility for its functions.

VI. 4. Higher Education

133. P., M.: Svečano proslavljen Dan studenata (The Celebration of Students' Day), *Prosvetni pregled*, Beograd, 1969, No. 13, p. 7.
Students' Day, April 4th, was the cause of a gala celebration at the University of Belgrade. The celebration began on 2 April with the opening of an exhibiton of prize-winning works of fine and applied art done by Belgrade students. The next day a meeting was held at the Institute of Pathology of the School of Medicine, where speeches were made by students and professors. The most important part of the celebration was held on Students' Day itself in the Presidents' Hall. At a meeting of the University Board of the League of Students, the President of the Board and the President of the University of Belgrade made celebration speeches. In the presence of a large number of socio-political workers, professors, and students awards were made to the winners of traditional contests for literary achievement, creativeness in fine and applied art, socio-political activity, etc. The "July 4th" Award was given to 20 assistant professors for outstanding work and cooperation with students, and other awards were also made to student organizations. The Sixth International Seminar of Students — "April Encounters" — was also opened; the traditional debate contest was held at the School of Law, and then a reception was held at the Hall of Sports in New Belgrade.
134. Priznanje najboljim studentima (Recognition is Given to the Best Students), *Borba*, 29 March 1969.
A celebration was held on 28 March 1969 at the University of Niš, where 52 of the best students from the Universities of Ljubljana, Zagreb, Belgrade, and Niš — whose average marks were above 8 — received the traditional awards made by the Niš Electronics Industry. The awards were in the amounts of 1,000 to 2,500 dinars.

135. Strani studenti na univerzitetima Srbije (Foreign Students at Serbian Universities), *Politika*, 26 March 1969.

The Commission for International Cooperation of the Socialist Republic of Serbia pointed out the fact that the number of foreign students at our universities is increasing from year to year. A slight increase has also been recorded for foreign students receiving Yugoslav government scholarships. However, the number of foreign students paying for their own studies at our universities has shown a dynamic growth. They have increased three-fold in the last three years (in February 1957 — 500; in the 1968—69 school year — 1500 "private" foreign students). The greatest number of foreign students come from Jordan, Syria, and Iraq, followed by students from Bulgaria. There are a great deal less foreign students from the Western European countries and the U.S.A.

136. Studije prosečno traju sedam godina (The Average Length of University Studies Is Seven Years), *Politika*, 17 March 1969.

In considering the results of university studies (16 March 1969), the Assembly of the University of Belgrade concluded that the length of studies is increasing from year to year. The average length of studies was seven years for the 4500 University of Belgrade graduates in 1968. During that same year the University had 16,000 degree candidates on its records, of which more than half maintained this status for five years, and about 2000 students had been degree candidates for more than fourteen years. Many students do not take the exams for which they applied (about 38%). Forty-four percent of the total number of students had an average test mark of 6.

137. Ugovorni odnos između fakulteta i studenata (The Relationship between Universities and Students), *Borba*, 14 March 1969.

The document entitled "The Development of Advanced Education on the Bases of Self-Government," which was submitted as a contribution for public discussion on the eve of the Ninth Congress of the Yugoslav League of Communists, stresses that students must be made aware of the cost of university studies so that they can seek an adequate amount of knowledge corresponding to the funds with which they are provided by the society. Their knowledge of the amount of these funds will, among other things, contribute to the development of their feeling of responsibility to the society.

VI. 5. Adult Education

138. GROZDANOVIĆ, Dragutin: Rad i problemi Radničkog univerziteta "Kosta Stamenković" u Leskovcu (The Work and Problems of the "Kosta Stamenković" Workers' Evening School in Leskovac), *Andragogija*, Zagreb, 1969, No. 1—3, pp. 42—47.

The task of this institution is to work on the general, cultural, artistic, socio-economic, ideological-political, and vocational

education of workers and agricultural laborers, as well as civil defense training for the entire population. Its fundamental task on the training and social and academic education of working people is carried out through centers of education, of which there are six: for general education and culture, for socio-economic education, for vocational-technical education, for ideological-political and Marxist education, for national defense, and for village affairs. The second section of this article presents areas of education and the work content of each center for education individually. The article further treats cadres, the material base, and administration in this institution.

VII. CURRICULA AND SYLLABI

139. MARKOVIĆ, Veljko: Program i organizacija studija industrijske pedagogije (The Syllabus and Organization for Industrial Education), *Radnik i obrazovanje*, Zagreb, 1968, No. 4, pp. 1—16.

This syllabus is intended for regular and part-time students at the Higher School for Labor Organization — personnel course, at the "Moša Pijade" Workers' Evening School in Zagreb, which was founded in 1965. One of the tasks of this School is the systematic two-year education of persons engaged in personnel affairs in economic enterprises and other organizations concerned with the economy. The syllabus begins with a study of the place of industrial adult education in the system of adult education disciplines, and then goes on to cover the basic areas and problems of industrial adult education. The purpose of the syllabus is to have the students obtain basic knowledge in the field of industrial adult education and to adopt suitable viewpoints of education for use in the enterprise (factory training) and for educating personnel. The lesson fund for this subject is 120, and covers 14 themes and seminar exercises. As the focal point of industrial education studies is on problems of education in the enterprise, in regular and part-time studies special attention is devoted to the concept and methodology of factory training. Therefore, the organization of regular and part-time studies in industrial education has been elaborated.

140. Nastavni plan i program za učiteljsku školu (Syllabus and Curriculum for Teacher Training Schools), *Prosvetni glasnik*, Beograd, 1969, No. 2 and 3, pp. 133—306.

This syllabus relates to teacher training schools in the Socialist Republic of Serbia which prepare candidates for the profession of grade teacher (first to fifth grade) in the elementary school. All eight-year elementary school graduates are eligible for enrolment in this school. Training is of five-year duration. The syllabus and curriculum for teacher training schools should provide: general culture, professional training, pedagogical education, and ideological-political education for the candidates. The curriculum also envisages certain activities which, as

supplementary forms of work, will contribute to the more complete education of teaching cadres. Due to the especially significant function of the teacher, a dominant place in the syllabus has been given to training problems, both through teaching disciplines as well as to the special activities of the school as a whole. According to the curriculum, the number of weekly lessons for subjects in the different grades is: 33 in the first grade, 34 in the second, 34 in the third, 35 in the fourth, and 36 in the fifth grade. In the course of training the pupils are obligated to take thirty lessons in skiing and 30 lessons in swimming. The syllabus contains the teaching assignments for each subject as well as syllabus content for each individual grade.

VIII. AUDIO-VISUAL AIDS

141. BUKIĆ, Borivoje: Korišćenje epiprojektora u nastavi maternjeg jezika (The Use of the Microfilm Projector in Native Language Teaching), *Prosvetni pregled*, Beograd, 15 January 1969, Vol. 25, No. 2—3, p. 7.

This article describes some of the uses of the microfilm projector in native language teaching. This machine is a visual aid which projects still pictures, and its advantage over the slide projector is that it can show anything "put down" on paper (pictures or texts from newspapers, books, or pupils' notebooks). It can be used for the analysis of literary texts, writing assignments, literary-theoretical and literary-historical subject matter, written expression, and grammar. The author explains all this with the use of various examples.

142. DUDA, G.: Obavezni pedagoški standard u osnovnim školama (A Compulsory Educational Standard in Elementary Schools), *Školske novine*, Zagreb, 1969, No. 10.

At a plenary meeting of the Community of Elementary Schools of the Socialist Republic of Croatia (26 and 27 February) which deliberated the Draft of the Law on Financing Education the decision was made to establish a uniform educational program which would be compulsory for all elementary school pupils in this Republic and which the schools would be obliged to carry out. In order to realize this program, legislature would have to be made which would ensure minimal conditions, i.e., school area, equipment, teaching aids, staff, overhead, and other expenditures which would be contained in the cost of education. It was stated in the discussion that the syllabi and curricula being used now for each subject should indicate the key themes which must be treated in each school. It would also be desirable to define the extent of basic concepts in these themes, as well as to have knowledge tests — which would establish the results and achievement of work with pupils — based on the fundamental concepts of these key

themes. It was stated that entrance exams for secondary school would have to be based on these concepts.

XI. SELF-EDUCATION

143. **PODRAVEC, Dražen:** Školska radio-stanica u Jesenju Gornjem (The School Radio Station in Jesenje Gornje), *Školske novine*, Zagreb, 1969, No. 10.

The author of this article states that there is a 20 w local school radio station which has been operating for some time from Jesenje Gornje, a small town between Krapina and Trakošćani. The program of this radio station is listened to by people living in a part of the area between Ivančica and Ravna Gora, toward the City of Varaždin. The efforts of the teachers' council have made this program interesting and many-sided. Most of the material used is prepared by the pupils themselves with the aid of their teachers, and in this way they make practical use of the knowledge gained in school. The announcers are also pupils who are members of the literary group. In addition to the programs for children and agricultural workers, the most popular program is entitled "Wishes and Regards." Of the funds received from these programs the pupils enrich their record library as they still do not obtain free records from the Jugoton Company. The rest of the funds are used for the purchase of teaching aids for the school.

XII. PHYSICAL EDUCATION

144. **Iskustva na unapređenju fizičkog vaspitanja u mladim razredima osnovnih škola južnog Banata** (The Improvement of Physical Education in the Lower Grades of Elementary Schools in Southern Banat), *Fizička kultura*, Beograd, 1968, No. 9—10, pp. 299—310.

Due to the poor condition of physical education teaching in elementary schools caused by the inadequate training of teachers and their overburdening with a large number of subjects, the material base of the schools, and the attitude of teachers toward this subject, the Cultural-Educational Institute took measures in 1967 to solve this problem in Southern Banat. One of the first steps was to elaborate standards for establishing the results of teaching physical education. These standards were prepared for the purpose of guiding the teaching of this subject toward the solution of concrete assignments. At the beginning of June 1968 the schools received tests for determining the knowledge and abilities of fourth-grade pupils. The article treats in detail the realization of this action, the conclusions drawn, as well as proposals for the further improvement of teaching physical education and measuring achievement.

145. KURELIĆ, Dr. Nikola: Prilog proučavanju problema programiranja nastave fizičkog vaspitanja u stručnim školama (A Contribution to the Study of the Problem of programming Physical Education in Vocational Schools), *Fizička kultura*, Beograd, 1968, No. 9—10, pp. 257—265.

This article states that, according to number of schools and pupils, vocational education is at the head of the list both throughout the world as well as in Yugoslavia. In this connection, the problem is raised of physical education in these schools. The number of lessons, the syllabus, its implementation, methods, and the problem of whether or not there is a need for the same syllabus or a different one from that being used in gymnasiums are all subjects treated in this article. The author presents the results of an investigation of material and staff conditions in vocational schools in Serbia, which show that it is necessary to first establish "minimal norms for the teaching-material base of individual types of schools" in order to prepare and realize syllabi and curricula.

146. MARKOVIĆ, Dr. Miloš: Telesni odgoj kao faktor redukcije asocijalnog ponašanja omladine (Physical Training As a Factor in the Reduction of Asocial Behavior among Adolescents) *Fizička kultura*, Beograd, 1968, No. 9—10, p. 310.

The author begins with the statement that in Yugoslavia various measures are being taken, mostly preventive, to increase the resistance of individuals to the criminal influence. However, as the measures being taken for preventive or social purposes are obviously inadequate, the Advanced School for Physical Culture in Zagreb undertook a scientific study entitled "The Influence of Systematic Physical Exercising on the Juvenile Delinquent." The goal of the examination was to establish whether or not there is a scientific basis for accepting physical training as a permanent measure for the struggle against juvenile delinquency among persons with a specific personality structure. The article then treats the manner and results of the investigation. The author states that the results show that, with the application of measuring instruments, it is possible to differentiate the characteristics of the juvenile delinquent personality structure from that of the non-delinquent with an error of 18.8%.

XIII. PROBLEMS IN EDUCATION

147. DJORDJEVIĆ, Dr. Bosiljka: Orijentaciono uputstvo za organizaciju i rad psihološko-pedagoške službe u školama (Guidance Instructions for the Organization and Functions of the School Psychological-Educational Service), *Bilten zavoda za osnovno obrazovanje i obrazovanje nastavnika SR Srbije*, Beograd, 1968, No. 3, pp. 59—66.

The basic purpose of the work of the school psychologist or educational adviser is to assist the pupil in overcoming various

difficulties in work and education and to become an independent and well-adapted personality in the society. When we look at the role of the school psychologist or educational adviser, we see that their tasks can be classified in the following manner: 1) work with pupils; 2) cooperation with teachers; 3) cooperation with parents; 4) the participation of the psychologist in the work of the school. The psychologist or educational adviser make two types of work plans: the first plan is prepared according to problems and becomes a part of the annual work plan of the school; the second is the so-called operational plan, which distributes the selected assignments according to months. Here it is necessary to take care that the planned assignments are coordinated with the general work tempo of the school; besides this, work records must be kept. These records are composed of the following: 1) daily work record; 2) records on candidates proposed for special teaching; 3) records on lectures held for a) pupils, b) parents, c) teachers. The psychologist or educational adviser must also keep records on all tested pupils, in alphabetical order, and contain all data in connection with the pupils.

148. DJUKIĆ, Borivoje: Sadržaj rada filmskog odeljenskog kluba (The Work Content of a Film Club), *Naša škola*, Sarajevo, 1969, No. 3—4, pp. 182—184.

Pupils should voluntarily join various school clubs and sections; one of these could possibly be a film club consisting of the following: 1. The club members must first learn the basic values of a film, picture, oral-tone, sound effects, dramatic quality. This can be achieved by explanations with the aid of concrete film showings; 2. The club members should be trained to correctly understand a film story and to differentiate lies from the truth, true value as opposed to false value, and the dreaming experience. This could be done at discussion meetings after film-showings in the classroom or the projection room; 3. The members of this club could have a class film lesson which would discuss the films showed in the past and evaluate those films which will be shown in the future. Certain elements of a film could be explained, some short films or teaching films could be shown — followed by discussions. Between the film lessons, a class film newsletter could be published with the club members writing the articles. Various seminars could also be organized for the club members.

149. KOBE, Marjana: Mladi čitaoci u Sloveniji (Young Readers in Slovenia), *Kulturni život*, Beograd, 1969, No. 4, pp. 291—297.

The Pioneer Lending Library in Ljubljana has been supplying six to eighteen year-old readers with books for more than fifteen years. The basic intention of this library is not only to encourage children to read, study the habits of readers, or collect literary and historical data on books and authors, but rather to train the readers to enjoy and express their enjoy-

ment of books. There is a "Story Hour" for five to nine year-old children where groups of ten to twenty children listen to stories which are suitable for their age-group. For ten to thirteen year-old children two forms of literary activity are being carried out: "Literary Riddles" and "Seek and Find." For readers over the age of thirteen debates have shown themselves to be an effective means, such as "Talks on Books," which is held weekly and the theme is determined by the participants themselves. As the central institution for all school and pioneer libraries in Slovenia, the Pioneer Lending Library organizes an annual seminar for the purpose of encouraging similar literary-educational work among librarians — cadres who have taken upon themselves the responsibility of directly making young readers familiar with books.

150. PECO, Esad: Za uvođenje bod-sistema pri ocenjivanju učenika (For the Introduction of the Point System in Marking), *Prosvjetni list*, Sarajevo, 28 Novembar 1968, Vol. 16, No. 327.

In an attempt to find an answer to the question of whether or not the present system of marking is suitable or outdated, and should thus be changed, the author gives a critical review of the present marking system. He states that it does not reflect the pupil as a whole, but rather divides him up into as many parts as he has subjects. This is a cardinal error as frequently the pupil with an average mark of "god" (3) loses an entire year because he did not have "satisfactory" achievement in one subject. On the other hand, a pupil with an average mark of "passing" (2) can get by. It is irrational and inhuman to make a pupil repeat a whole year of study matter because he failed in one or eventually two subjects out of a total of 10—13 subjects. The failure represents only 1/13 of the subject-matter or 7.7% of the overall material envisaged for one year. The author makes some suggestions (that pupils be promoted with the condition that they master the material in the subject which they failed; marking according to the point system, etc.), but at the end he calls upon the institutes for educational research to study this problem from all aspects and to find a suitable solution.

XV. MANAGEMENT AND FINANCING

151. Finansiranje školstva — ko i kako? (Financing Education — Who and How?), *Politika*, 26 March 1969.

The assemblymen of the Educational-Cultural Council of the Assembly of Croatia, in discussing the Draft of the Law on Financing Education in Croatia (25 March 1969), agreed that the Law represents a step forward in comparison to the present condition as it resolves problems relating to the character and importance of the school system, founded on the principle of self-government and revenue, and thus establishes a

legal basis for the reform of education. Acceptance was given on a proposal to create a minimal elementary education program for the entire republic which would be financed by municipal assemblies and not by the citizens. On the basis of the cost of this minimal program, a tax rate would be determined in the solidarity fund. These funds would be used to co-finance elementary schools in underdeveloped areas in Croatia — which amount to about half of the total number of municipalities in this republic.

152. KOVAČEVIĆ, B. V.: Integracija škola u opštini Gornji Milanovac (School Integration in the Gornji Milanovac Municipality), *Prosvetni pregled*, Beograd, 15 January 1969, Vol. 25, No. 2—3, p. 7.

Last May the Educational Advisory Institute in Čačak received an assignment from the Educational Community to elaborate a program for the development of the school network and the organization of elementary education for the coming five-year period. The basic theme underlying all changes indicated by this program is the more effective utilization of finances and teaching staff, the creation of better conditions for more productive teaching, and that all school-age children attend an elementary school. For this reason it was suggested that of the 15 existent eight-year schools only five be formed. This will enable the teaching process to be more professionally represented. The higher grades in the Savinac and Ozren villages will be eliminated and transportation will be organized for these pupils to Takovo. All the proposed measures were discussed at meetings of educators, who unanimously approved and accepted the program. The program was adopted at the end of December 1968 by the Assembly of the Gornji Milanovac Municipality, which at that time made significant decisions which should contribute to the improvement of the financial status of education.

153. Osnovne škole u SR Hrvatskoj o načinu finansiranja (Elementary Schools in the Socialist Republic of Croatia on Financing), *Školske novine*, Zagreb, 1969, No. 6, 7 March 1969.

At the plenary meeting of the Community of Elementary Schools of Croatia (26 and 27 February 1969) conclusions were drawn on the Draft of the Law on Financing Education in Croatia. The basis for the formation of funds for financing compulsory elementary education is represented by the cost of education which, in turn, should contain material and functional expenditures, gross funds for wages, funds for the amortization of buildings and other basic assets, as well as financial resources for funds. The tax rate for various communities should be calculated on these bases. These funds should be established on the basis of economic (market) prices, and according to the various republican educational norms for school area, equipment, the school network, and other conditions. Also accepted was the possibility of a referendum

which would determine a tax rate which would be used for expanding school activities, for example — the organization of extended or all-day school accommodations, cafeteria conditions for pupils, learning of more foreign languages, expanded music and other education, etc.

154. Povlastice za prevoz djaka i studenata (Transportation Exemption for Pupils and Students), *Politika*, 28 March 1969.

The Provincial and Organizational-Political Council of the Assembly of Vojvodina, at a joint meeting (26 March 1969) called to deliberate the proposal to the Law on the Budget, again provided funds to cover transportation exemption for pupils and students up to the end of the 1968—69 school year.

155. RAŠOVIĆ, Dragiša V.: Poslanici o materijalnom položaju obrazovanja (Assemblymen on the Material Condition of Education), *Prosvjetni rad*, Titograd, 1969, No. 6, 15 March 1969.

The Republican and Educational-Cultural Council of the Assembly of Montenegro deliberated the application of the new system of financing education (4 March 1969), and at that time stated that the anticipated redistribution of reveue in favor of education had still not become a reality even though needs have increased rapidly - mainly for funds to cover the expanded activities of these institutions. It was proposed that the Law on Financing Education be amended, fuust of all from the aspect of the need for closer cooperation between education and the economy, as well as for the provision of dependable financial sources for education. Compulsory, permanent, and supplementary funds for education were then determined.

156. Uloga radnih organizacija u novom sistemu obrazovanja (The Role of Enterprises in the New System of Education), *Spektar*, Beograd, 30 May 1969.

The unions have already begun to make preparations for implementing the resolution on development of the system of education in Yugoslavia. It is anticipated that the Federal Assembly will adopt this resolution in June of this year. At a meeting of the commission of the Council for Education, Science, and Culture of the Yugoslav Federation of Unions, the need was pointed out to as quickly as possible elaborate a program for the introduction of a system of education which would be in accordance with the resolution. The unions emphasize the significant role which would be played here by the enterprises and their associations, a role which would be decisive in the new system of education — not only for the provision of funds but also for the establishment of forms, structure, and length of education. Republican and provincial centers will organize symposia on the application of the resolution for representatives of unions, the Socialist League, economic chambers, educational communities, and national and workers' evening schools. Similar such gatherings will also be held in municipalities.

XVI. LEGISLATION

157. BOJIĆ, M.: Usvojen Zakon o prosvetnoj inspekciji (Adoption of the Law on Educational Inspection), *Prosvetni pregled*, Beograd, 1969, No. 12, p. 1.

At a meeting held on 28 March the Republican, Organizational-Political, and Educational-Cultural Councils of the Assembly of Serbia adopted the Law on Educational Inspection. The Law envisages that the educational inspection service supervise the upholding of laws and other regulations relating to: the realization of compulsory education; conditions for the founding, operation, and closing down of schools and other institutions for elementary and secondary education; the organization of educational work (the organization of teaching in classes, number of teaching lessons, etc.); the application of prescribed syllabi and surricula, norms concerning school area, furniture, and teaching aids, as well as the approval of textbooks for use in elementary and secondary schools; norms on the professional training of teaching staff and regulations on professional exams for these cadres; welfare of the physical and mental health of pupils during school hours; prerequisites for enrolment, acceptance, marking, improvement, the use of commendations and disciplinary measures, as well as the rights and obligations on elementary and secondary school pupils; the supervision of regulations on school records and documentation.

158. Normativi školskog prostora, nameštaja i nastavnih sredstava za učiteljsku školu (Norms for School Area, Furniture, and Teaching Aids for Teacher Training Schools), *Prosvetni glasnik*, Beograd, 1969, No. 2—3, pp. 307—375.

The Educational Council of the Socialist Republic of Serbia prepared Norms for School Area, Furniture, and Teaching Aids for Teacher Training Schools which will be put into use in the 1969—70 school year. Teacher training schools train elementary school grade teachers (for the first through fifth grades). The Norms contain minimal pedagogical requirements and needs for the normal and effective functioning of teacher training schools. Optimal requirements are also given and are marked "maximum" in the text. These requirements are elective and represent a higher school standard. They are realized in accordance with the abilities of the founders, local conditions, and the materialization of the minimal requirements. The elaboration of these norms was based on the following principles: uniformity of educational tasks and work conditions; up-to-date educational requirements and work conditions; the economic functioning and rationality of the schools. On the basis of these principles norms were made for the material base of teacher training schools, which includes: I — School

Area (grounds and building); II — Furniture; III — Teaching Aids.

159. Ostvaruje se reforma univerziteta (Implementation of the University Reform), *Politika*, 16 March 1969.

The assembly of the Socialist Republic of Slovenia adopted the Law on Advanced Education (Ljubljana, 13 March 1969), which is the first republican law of its kind. The Law states that advanced education institutions are founded and suspended on the basis of legislature and not, as has been done up to now, in accordance with the wishes of social, working, and other organizations. This introduces a higher degree of stability for these institutions. Many provisions of the Law are concerned with the rationalization and improvement of teaching, the compulsory cooperation of advanced education institutions with economic enterprises in planning curricula, and the organization of various forms of supplementary education for professionals. As a rule, enrolment in advanced institutions is done by means of tender, and the entrance exam has been done away with due to the unequal conditions of secondary education. Student selection should be made after the first year of university study (the opportunity to repeat the first year is also envisaged). The Law also determines that a Doctor of Science degree is necessary in order to obtain all academic titles at advanced education institutions. Regular professors must be re-elected to their posts insofar as they are under sixty years of age. The Law defines the university as a "compulsory community of faculties," ensuring their successful cooperation by having the Teaching-Scientific Council of the University at the head.

160. Pravilnik o postupku i načinu donošenja nastavnih planova i programa, utvrđivanje normativa i odobravanje udžbenika (Regulation on the Procedure for Making Syllabi and Curricula, Establishing Norms, and Issuing Approval of Textbooks), *Prosvetni glasnik*, Beograd, 1969, No. 2—3, pp. 376—377.

This Regulation was made by the Educational Council of the Socialist Republic of Serbia. It regulates the procedure and manner of making syllabi and curricula, establishing norms for school area, furniture, and teaching aids, norms for the professional training of teaching staff and professional co-workers, as well as for the approval of textbooks for use in elementary and secondary schools. According to this Regulation, the syllabus and curriculum made by the Educational Council must, in terms of form and content, satisfy the requirements prescribed in the Law on Secondary Education in the Socialist Republic of Serbia. The third section of the Regulation states the contents of the norms for school area, furniture, and teaching aids; the fourth section treats the procedure for approving textbooks.

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