

Education Policy

1945–1946

The Experience Of Montenegro

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Although during the reconstruction not everything that was planned could be implemented, solid results were achieved, especially given the financial possibilities of Montenegrin society and the profound lack of professional staff in all fields.

Introduction

THE TERM “reconstruction” in the postwar development of the Yugoslav socialist state extends chronologically from the liberation of Yugoslavia in 1945 to the adoption of the First Five-Year Economic Development Plan in 1947. The Yugoslav population was decimated by the war, with more than a million victims, while the scale of destruction in the country was one of the biggest in Europe, just behind that in the Soviet Union and Poland. One of the most important issues for the new government and its core, the Communist Party of Yugoslavia (KPJ), was the issue of the postwar reconstruction of the country. The reconstruction work in Yugoslavia and the Federal Republic of Montenegro included the alleviation of the devastating effects of the war, the initiation of economic flows and the provision of the most essential financial basis for the transition to planned production and social activities in the next phase,

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over which the state would have an economic monopoly, whereas state property would be the predominant form of property. The model for centralized governance and the seizure of private property was found in the experience of the Soviet Union, but in Yugoslavia it was implemented at a faster rate compared to the other socialist countries. By 1949, the measures of confiscation, nationalization, agricultural reform and colonization undertaken by the state and the KPJ had eradicated private property. After the liberation, the government blocked and suppressed any kind of black market, profiteering, unrest, etc. Reconstruction had to begin immediately, although there was an obvious shortage of everything needed: housing, professional staff of various profiles (reduced by 35–40% during the war), machines and roads for normal traffic and the movement of people and goods. The estimated war damage caused to Yugoslavia amounted to 46.9 billion dollars calculated in the prices of 1938. According to the estimated loss expressed in annual national income, Yugoslavia had the largest financial losses of the Second World War, ahead of Poland and the Soviet Union (Petranović 1988, 79-80; Bilandžić 1979, 111–113).

Postwar reconstruction plans began to be contemplated while the war was still in progress. When the National Committee for the Liberation of Yugoslavia (NKOJ) was established as the executive body of the new government, the Commission for Economic Reconstruction was set up under it in order to develop basic concepts and plans for the postwar reconstruction of the country. The Commission itself had the task of organizing bodies for the reconstruction of the country in the Yugoslav republics. The Presidency of the Montenegrin Anti-Fascist Assembly of National Liberation (CASNO) set up the Department for Economic Reconstruction at its first session held in Kolašin on 17 July 1944. At the seventh session of the Presidency of the CASNO, held in Cetinje on 27 December 1944, in place of the Department for Economic Reconstruction, the Presidency established the Commission for Economic Reconstruction, which would operate as a body of the newly-formed Economic Council. The Presidency of the CASNO envisaged two stages of economic reconstruction of the country: the war and the postwar stage. The war stage mainly involved the most necessary work, which would serve the needs of the army and the bare minimum needs of the population. At this stage, the reconstruction of only the most important enterprises (e.g., sawmills) was foreseen, and the issue of rebuilding destroyed and burned buildings and flats, primarily flats for the families of fallen soldiers, disabled persons, internees and families of soldiers and rear-line workers imposed itself as necessary. In order to define the postwar reconstruction plan as precisely as possible and identify priorities, on 7 October 1944 the CASNO Presidency sent a letter to all district national liberation committees, i.e., their departments for economic reconstruction, in which it requested that

they provide it with data on the number of enterprises in each district (*srez*), the actions that needed to be taken for the purpose of their reconstruction, the number of various tools each region needed, the measures necessary for the reconstruction of agriculture, transport, postal services and the provision of food for the population, the raw materials that were to be purchased, as well as to collect data for the reconstruction of cities, the colonization and the decolonization, and to prepare a clear overview of the available workforce. All requested data had to be submitted to the Department for Economic Reconstruction no later than 10 November 1944 (Lakić 1975, doc. no. 14, 20, 56).

The reconstruction process in Montenegro was primarily designed to rebuild, as soon as possible, the transport infrastructure, economic enterprises and educational and cultural institutions that had been damaged in the war. Given that the territory of Montenegro was liberated in January 1945, and the entire territory of Yugoslavia in May 1945, the preparation and execution of reconstruction work began in different time periods in the liberated territories. The reconstruction as a whole consisted of two phases: the first phase included the reconstruction from the liberation of the country until March 1946, which was carried out without a general plan and without a sufficiently developed organization, while the second phase lasted between March 1946 and April 1947, when the first Five-Year Plan was adopted. For objective reasons, the reconstruction plan was intended to achieve the greatest possible impact with the modest financial resources available. For this reason, it was necessary to use voluntary unpaid work as much as possible, primarily members of the People's Front. The establishment of the Fund for the Reconstruction of the Country and Aid to the Affected Regions on 8 July 1945 was an important milestone for the financing of the reconstruction of the country (Petranović and Štrbac 1977, doc. no. 94). The financing of the reconstruction was carried out by allocating funds to the republics, which transferred them further to the national committees. As early as the beginning of January 1945, elections were held for the district and party leadership, and as a result, the People's Government of Montenegro was formed in April 1945. The government of the federal state was formed in March 1945 under the name of the Government of the Democratic Federal Yugoslavia (DFJ). Following the adoption of the Constitution in 1946, it changed its name to the Government of the Federal People's Republic of Yugoslavia (FPRY). The formation of local government bodies and the formation of republic and federal governments made possible the institutional action of the state authorities that directed the process of reconstruction through laws and regulations. In 1945, the Government of Montenegro approved 58,934,477 dinars for reconstruction, while the Government of the FPRY allocated 80 million dinars to Montenegro for 1946 in the form of a loan from the Reconstruc-

tion Fund (Marović 1987, 37). In addition to relying on own forces and sources, significant help came through the United Nations Relief and Rehabilitation Administration (UNRRA), which was founded in 1943 with the aim of providing reconstruction assistance to countries that did not have the means to rebuild themselves. The UNRRA sent significant aid to Yugoslavia in terms of transport, hospital equipment and professional personnel, totaling more than 2.5 million tons of goods for the period 1945–1946 (Petranović 1988, 80–84).

State Measures to Stabilize Educational Conditions

AFTER THE liberation in 1945, the KPJ policy in the field of education in Yugoslavia sought to increase the number of secondary and lower vocational schools, especially technical and agricultural ones. The greatest shortage concerned the teaching staff. It was necessary, on the one hand, to satisfy the great desire of the population for study and education and for new primary schools. On the other hand, the pre-war legacy was such that, following the liberation of Yugoslavia, around 45% of the population was illiterate. In 1946, the number of children included in primary education in Yugoslavia doubled compared to the prewar period. The authorities particularly tried to change the social structure (composition) of the students, which had been unfavorable for the children of workers and peasants in prewar Yugoslavia (Petranović 1988, 142–146).

In order to understand the magnitude of the task that faced the Yugoslav authorities with respect to the reconstruction of the school system, consideration should be given to the extent of the destruction caused by the war and the infrastructure damage suffered in the domains of education and culture. In particular, Yugoslavia lost 65% of the buildings used for primary, secondary and higher education, out of the 11,000 that existed before the war. The buildings of almost all faculties in Belgrade, Zagreb, Ljubljana, Skopje, and Subotica were devastated. All theaters in the country were looted, while archives, museums and libraries also suffered enormous damage due to looting and destruction (Doknić, Petrović, and Hofman 2009, 20). In Montenegro, 290 primary school buildings sustained war damage amounting to 85 million dinars. Grammar school buildings and collections, teachers' and civic schools, teachers' libraries suffered damage worth 104,800,000 dinars (DACG, f. MPNRCG, folder 3, doc. no. 272/2/1945). A total of 320 school buildings in Montenegro were damaged or destroyed (Kovačević 1986, 33). Owing to the quickly completed work on the renovation of school buildings, the school year of 1945/1946 saw

570 primary and extension schools and 13 grammar schools operating in Montenegro (*Statistički 1955*, 186–194).

While carrying out activities on the renovation of school facilities, the Ministry of Education did not neglect other activities that were supposed to advance the teaching process and improve educational conditions. As early as August 1945, the Ministry of Education proposed a single curriculum for primary and secondary schools. The proposed curricula were not to be ideologically oriented; however, the Party and the new government did not approach this issue in a consistent manner. The ideological guidance of students was visibly present in the curricula for the subjects of history and the Serbian language, where special attention was devoted to the study of the role and development of the KPJ in the interwar period and during the Second World War. For instance, Serbian language lessons required students to learn by heart the songs glorifying the role of the KPJ in the war. History classes went one step further. Although other areas of national and general history were also represented, it was easy to see that the history curriculum gave particular prominence to the history of the KPJ, its ideological and partisan struggle and its role in the war. In the desire to present the Party and the new government in the best possible light and to show the importance they had in their historical development, there were some discrepancies in the curricula, such as chronological inconsistency in the approach to thematic lessons. Thus, for example, the Year 3 history curriculum first explored the Second World War with special emphasis on the situation in Montenegro, only to teach the historical development of Montenegro in the Middle Ages afterwards. Later interventions by the Ministry of Education gradually removed inconsistencies and irregularities from the curricula, although the subjects of history and the Serbian language could never be completely freed from ideological influence in teaching. Subjects in the field of natural sciences and foreign languages, as well as the subjects of singing, calligraphy, physical exercises, drawing and agricultural lessons, were not burdened with ideological content. There was no religious teaching in the curriculum. There was only an option for a religious studies teacher to define a religious education curriculum as a subject if parents decided to send their children to religious education (*Nastavni plan i program 1945*, 6–7, 16). Given that most social activities were under Party control and with strong ideological overtones, it was considered that there was no room for the old religion next to the “new religion” of communism. The population in Montenegro slowly drifted away from the church, which was especially manifest among the Orthodox population, even though the state passed laws that were the same for all three confessions in Yugoslavia and Montenegro. The Yugoslav and Montenegrin Constitutions adopted in 1946 separated the state from the church; religion was declared a private matter, which freed the

state from religion intervening in its activities, which meant the same for other areas of social activity: education, science, culture (Kovačević 1986, 276–277). Religious education in Montenegro was initially provided on an elective basis, and as such it was almost never provided. Already in the 1945/1946 school year religious teaching was not foreseen in the curriculum. At the Fourth Session of the Ministerial Council of Montenegro held on 16 March 1946, it was decided to abolish religious education in Montenegro (Bojović 1989, 93).

The reconstruction of the school system meant not only the repair of school buildings, but also the opening of new schools and the introduction of new forms of education. The transition to seven-year compulsory education took place without significant legal rigor, because eight-year education had been introduced in some federal republics even before the war (Slovenia, Croatia, Vojvodina). On 26 October 1945, the Provisional National Assembly of the DRJ passed the Law on Compulsory Seven-Year Education. In accordance with the federal law, during 1946 the republics were to pass laws on seven-year schooling, which would have a positive effect on the further development of primary and secondary education (Petranović 1988, 146–147). The Constitution of the FPRY, adopted by the assembly on 31 January 1946, provided a framework for the institutional consolidation of schools, cultural and other educational institutions (*Ustav FNRJ 1946*, Article 38).

Particular attention in the reconstruction of the school system was given to the literacy of the population. Following the war, the literacy rate in Yugoslavia was about 45%. In the Kingdom of Yugoslavia, before the beginning of the Second World War, Montenegro occupied the third place after Macedonia and Bosnia and Herzegovina in terms of the number of illiterate people. Archival data suggest that after the liberation, there were 79,741 illiterate people in Montenegro, out of a total population estimated at around 371,000. Of that number, 6,000 became literate in 1945, and another 6,293 in 1946—a total of 12,293 inhabitants. In the winter literacy campaign (November 1946–March 1947), another 17,071 people were included until the end of January 1947, which was 25.30% of all illiterates. This reduced the number of illiterate people to 50,377. Of that number, there were 23,000 people over the age of 69 who were not eligible for literacy programs due to their age. Therefore, in 1947, there were still 27,377 persons left for literacy programs (DACG, f. MPNRCG, doc. no. 1; 1/1947). From December 1945 to the middle of February 1946, 226,289 dinars were collected for literacy programs in districts and towns (back then there were 17 districts and three towns) in Montenegro. In addition, 708 lectures, 282 events and 510 conferences were held in the entire Republic during one week (1–7 January 1946) with the aim of popularizing the work on general education, presenting it as a general problem, as a national priority, which

in truth it was. Thanks to the adoption of the working week, 943 students were introduced to schools, people who otherwise would have been forced to attend literacy seminars and courses (AJ, f. 315–20–42, doc. no. 20–121/1946). Considering the objective difficulties of Montenegrin society, the process of literacy development in the population suffered from improvisations and haphazard work, so some problems were repeated. In the battle against illiteracy, special attention was paid to the youth, i.e., their literacy and their greater involvement in the educational process. In November and early December 1946, an average of 15 new literacy courses were opened in each district (six in Danilovgrad, 14 in Nikšić, 17 in Titograd). Between 10 November and 20 December 1946, the number of people enrolled in courses increased by 3% of the total number of illiterates. In each region, an average of 10 new reading groups were formed, and groups that almost dissolved during the summer due to irregular meetings were reactivated (DACG, OSOAGP, f. PK KPJ CG, no doc. no./1946). Considering the results achieved in the literacy campaign, the National Youth District Committees of Cetinje and Berane predicted that during this campaign all illiterate youth would become literate, which still turned out to be an overly optimistic prediction. For the 1946/1947 school year, a total of 227 multi-education courses were planned for the districts and towns of Montenegro: the town of Cetinje—63, the district of Bijelo Polje—44, the district of Bar—38, the district of Kolašin—34, the town of Nikšić—33, and the district of Danilovgrad—15 courses (DACG, f. MPNRCG, folder 86, doc. no. 22; 2/1947).

Tables 1 and 2 give a statistical representation of the literate population in the Federal People's Republic of Yugoslavia and Montenegro in the reconstruction period 1945–1946. The large percentage of the literate population in the FPRY indicates that the state, confronted with undeniably difficult financial and other circumstances, managed to significantly reduce the illiteracy rate in the population and prepare it for the next phase, which would be implemented in the First Five-Year Development Plan 1947–1952 (AJ, f. 317–50–73).

TABLE 1. NUMBER OF COURSES AND LECTURERS

People's Republic	Courses and lecturers	Numbers by years	
		1945/1946	1947
TOTAL in FPRY	Courses	17,584	31,470
	Lecturers	19,548	34,323
Serbia	Courses	9,235	12,318
	Lecturers	10,987	12,655
Croatia	Courses	1,750	7,632
	Lecturers	6,123	10,052

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Table 1—Continued

People's Republic	Courses and lecturers	Numbers by years	
		1945/1946	1947
Slovenia	Courses	–	6
	Lecturers	–	10
Bosnia and Herzegovina	Courses	5,091	8,319
	Lecturers	900	7,981
Macedonia	Courses	1,000	2,188
	Lecturers	1,030	2,315
Montenegro	Courses	508	1,007
	Lecturers	508	1,310

SOURCE: AJ, f. 317–50–73.

TABLE 2. NUMBER OF COURSE PARTICIPANTS MADE LITERATE

People's Republic	Participants and those who became literate	Numbers by years	
		1945/1946	1947
TOTAL in FPRY	Participants	464,341	678,962
	Became literate	319,203	455,077
	%	68.7	67.0
Serbia	Participants	231,584	284,058
	Became literate	171,213	211,751
	%	73.9	74.5
Croatia	Participants	52,000	102,049
	Became literate	35,350	59,861
	%	68.0	58.7
Slovenia	Participants	–	244
	Became literate	–	226
	%	–	92.6
Bosnia and Herzegovina	Participants	131,450	207,157
	Became literate	87,024	126,742
	%	66.2	61.2
Macedonia	Participants	32,307	60,973
	Became literate	13,323	37,411
	%	41.2	61.4
Montenegro	Participants	17,000	24,481
	Became literate	12,293	19,086
	%	72.3	78.0

SOURCE: AK, f. 317–50–73.

The literacy campaign continued in the following years and yielded good results. According to archival data, until 1950 the FPRY achieved good results in increasing the literacy of the population, as a still poor and underdeveloped country. In 1950, 24,000 illiterates were registered in Macedonia, 19,000 in Serbia, more than 17,000 in Bosnia and Herzegovina, no data were given for Croatia, while for Montenegro it was stated that there was almost no illiterate population anymore (AJ, f. CK KPJ, folder VIII, II/2-d-40/1950).

In accordance with the proclaimed goal of training the necessary professional staff, the state tried to endow the institutions of lower and higher education as soon as possible. The pre-war universities in Zagreb, Ljubljana and Belgrade began their work in November 1945, and, with the opening of the Faculty of Law in Sarajevo in October 1946, the foundations of the future University of Bosnia and Herzegovina were practically laid (Petranović 1988, 147–149). Since there were no higher education institutions in Montenegro, and there was a great need for professional staff in all fields, they immediately began to think about sending future students to larger education centers. Until October 1945, the following numbers of students from Montenegro applied for studies in Belgrade: 89 students for the Faculty of Philosophy, Faculty of Engineering—62, Faculty of Law—115, Agronomy—35, Pharmacy—30, Medicine—68, Higher Commercial School—44, Academy of Arts—1 and the Music Academy—1, a total of 445 (DACG, f. MPNRCG, folder 4, doc. no. 571; 1/1945). The orientation of Montenegrin students towards Belgrade and other major Yugoslav cities and university centers for the purpose of schooling and education at institutions of higher learning would remain significant in the coming years and even decades.

The Main Problems in the Implementation of Education Policy

THE SITUATION in education (especially in financial terms) was quite difficult in 1946. Even though many buildings for education had been renovated in the previous year, due to their insufficient numbers, numerous private houses were used as schools, which, however, did not correspond to the teaching process in both pedagogical and hygienic terms. In order to somewhat improve this bad situation, in 1945 the Ministry of Education allocated the sum of 6,943,970 dinars for the repair of schools. Thanks to this, 229 schools were repaired, while the repair of 200 school buildings was planned for 1946 and of 149 school buildings for 1947. At the end of the first quarter of 1946, there

were six higher primary schools with 200 students, taught by nine teachers, almost all of whom also worked in primary schools, so they were very burdened by the number of classes they had to teach. In the same period, two schools for national minorities were opened, so there were 13 in total, and another four new planned schools could not be opened due to the lack of teaching staff. There were 10 kindergartens with 420 children enrolled and 13 employees. The teaching process in this period was confronted with several problems that were pointed out by the education inspectorates in their reports: lack of appropriate school buildings, furniture and teaching aids, insufficient number of textbooks in all subjects, lack of stationery and other student accessories, lack of professional teachers, the irregular attendance of students, especially the girls. Due to the unhygienic conditions, there were children suffering from flu, smallpox, mumps and scabies in several districts, while in the districts of Podgorica and Bijelo Polje there was one case of spotted typhus, and in the district of Rožaje there was one with a fatal outcome. Nevertheless, when considering the hygienic and financial conditions of that time and the poverty of the population and society as a whole, it can be concluded that the health of the students was relatively good (AJ, f. 315–22–50, doc. no. 22–177/1946).

In secondary schools, in addition to the financial difficulties that affected primary schools as well, during inspections by the Ministry of Education, certain shortcomings were noticed in terms of understanding and interpreting the teaching subjects, as well as in terms of the methodological procedures of some teachers and their attitude towards students (AJ, f. 315–22–50, doc. no. 22–189/1946).

In upper secondary schools (gymnasiums), great difficulties were met due to the continuous shortage of teaching staff and teaching aids, primarily textbooks and school supplies. In order to make up for the lack of school supplies in the districts of Šavnik, Bijelo Polje, Pljevlja, and Nikšić, the population made their own writing boards and chalk at home. In many school buildings, especially private ones, the classrooms were small and dark with a large number of students. During the winter months, some schools were without stoves to heat the classrooms, without windows and lighting, even though classes were held in the afternoon as well. Housing conditions for students in some towns were very poor, which forced students to travel from their villages to schools which were several kilometers away. In truth, the economic circumstances of their parents also did not allow the students to live in the place of education, so this caused a lot of tardiness and missed classes. The Ministry of Education of Serbia helped schools in Montenegro by providing a number of textbooks, which, however, could not meet the real needs. Textbooks on the general history of the ancient, middle

and modern ages (2,900 copies), Russian language (4,100), botany (2,290) and logarithmic tables (1,450) were received. The schools were partially provided with various school and office supplies, and due to the marked shortage in aids and other textbooks, two sets of physics textbooks were acquired, and three more were ordered in order to at least partially alleviate the shortage (AJ, f. 315–22–50, doc. no. 22–181/1946).

The lack of teachers, especially qualified ones, was also reflected in the significant decrease in number of classes in all subjects in all schools. Due to the lack of textbooks, teachers often resorted to dictating the content, so the Ministry of Education instructed that this method of teaching should be avoided because students are passive during dictation and thus time is wasted in class. Due to the poor financial situation of a part of the students, student kitchens worked at all schools and in three student dormitories. In particular, 2,350 students (1,992 boys and 358 girls) were fed in these kitchens, which represented an increase in the number of students by about 380 compared to the end of December 1945. A total of 375 students (259 boys and 116 girls) were admitted to the halls of residence. Of the total number of students, 25% ate in the student kitchens. Of that, 2.5% paid the full monthly price, which did not exceed 500 dinars. Of the total number of students in secondary schools, there were 2.3% of children without both parents, about 26% without one parent, while there were about 15.6% of students of poor parents with many children (six and more) (AJ, f. 317–48–71, no doc. no./1945).

In this period, the Ministry of Education, on its part, took all necessary measures to improve teaching in schools. It regularly sent out inspectors and issued various instructions and directives through communiques: Rules on the Teacher's Diploma Exam, the Law on Compulsory Primary Education, Rules on Lower Course Exams, as well as various recommendations regarding discipline in schools, the expulsion of students from schools, shortcomings in teaching and educational work, etc. The improvement of conditions for holding classes was not forgotten, so a project was devised to build new school buildings in Andrijevića, Bar, Kolašin and Pljevlja, as well as to repair the existing ones in Bijelo Polje, Danilovgrad, Nikšić, Podgorica, Ulcinj, and Cetinje. In order to modernize the teaching process, five sets for laboratory teaching (for physics and chemistry), history, algebra, natural history textbooks and other necessary school accessories were acquired at the same time. The books were purchased from the Belgrade-based Prosveta publishing company and from the Zagreb-based Nakladni zavod. All textbooks were immediately distributed to the schools, and the most necessary teaching equipment was purchased: blackboards, rulers, etc. (AJ, f. 315–22–50, doc. no. 22–86/1946).

TABLE 3. NUMBER OF PRIMARY AND SECONDARY SCHOOLS IN YUGOSLAVIA

Year	FPRY	Bosnia and Herzegovina	Montenegro	Croatia	Macedonia	Slovenia	Serbia			
							TOTAL	Central Serbia	Kosovo	Vojvodina
Primary schools										
1939	9,190	1,111	464	2,581	817	946	3,271	2,333	258	680
1945/6	10,666	743	596	3,433	1,047	926	3,921	2,973	428	520
1946/7	11,752	1,064	616	3,522	1,052	1,277	4,221	3,176	515	530
Secondary schools										
1939	1,086	158	83	241	105	116	383	156	13	214
1945/6	959	83	16	212	39	218	391	240	26	125
1946/7	1,169	111	21	269	55	249	464	285	31	148

SOURCE: *Jugoslavija* 1988, 357, 360; *Jugoslavija* 1965, 291–292.

Statistical data show that during the reconstruction, the number of primary and secondary schools in Yugoslavia increased, which fulfilled a very important condition for the further planned improvement of educational and cultural conditions in the coming period, foreseen in the First Five-Year Development Plan 1945–1952.

By sending students to other cities for education, and given the arrival of already trained professional staff for work in Montenegro, before the beginning of the Five-Year Development Plan, Montenegro had 2,600 skilled workers of various profiles and levels of qualification and 1,350 intermediate professional staff, which was still insufficient in relation to real needs. The professional staff that was available was distributed in the state administrative apparatus and in larger companies. All ministries felt the lack of professional staff; for instance, 163 teachers and one lawyer were registered at the Ministry of Education. It is clear that despite all the efforts made to overcome the lack of qualified staff, this problem was still significant. This, as expected, slowed down the development of education in Montenegro (Marović 1987, 138).

Conclusion

THE RECONSTRUCTION of old institutions and the creation of new ones in the fields of education, science and culture ran parallel to the creation and reconstruction of the Yugoslav state and its government and administrative bodies in 1945–1946. By abolishing private, cooperative and endow-

ment ownership, it was intended that all financial and technical means become the basis for a new economic, cultural and educational life shaped by the state and the KPJ. A new socio-economic order had to be formed and consolidated, which would rapidly replace the pre-war underdevelopment. In order to carry out the planned reorientation towards the construction of an industrial society from a hitherto predominantly agrarian society, importance was also given to the renewal of educational activity, which in practice meant the fight against illiteracy, the renovation and opening of new schools, compulsory primary education, the availability and openness of secondary and higher education to the population and the constant improvement of the teaching process. The modernization of society could only be carried out comprehensively, and education and training were planned as very important levers in the development of society. Although during the reconstruction not everything that was planned could be implemented, solid results were achieved, especially given the financial possibilities of Montenegrin society and the profound lack of professional staff in all fields. To grasp the extent of the work done in the reconstruction, it is enough to point out that the number of primary schools increased from 596 in the 1945/1946 school year to 616 in the 1946/1947 school year. Similarly, the number of secondary schools for general education grew from 16 in the 1945/1946 school year to 21 in the 1946/1947 school year. In this period, Montenegro did not have a developed network of higher education institutions, as there was only one teachers' school, and this problem would be addressed in the next period of the development of society, between 1947 and 1952.



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Abstract

Education Policy 1945–1946: The Experience of Montenegro

The paper analyses the education policy and the development of schools in Yugoslavia and Montenegro during the reconstruction period of 1945–1946. In this period, the state had to urgently solve a number of problems in society, with the improvement of educational conditions posing a special challenge. In Montenegro, this was especially difficult to organize, keeping in mind its socio-economic underdevelopment. The plan of the state and of the leadership of the Communist Party of Yugoslavia to rebuild the country economically, educationally and culturally also included fixing the situation in education. It was considered impossible to start the modernization of society and of the economy if these processes were not simultaneously implemented in education and schooling. Given the economic and financial conditions affecting Montenegrin society at that time, the achieved results in education take on greater importance when viewed against these realities.

Keywords

culture, school system, education, Montenegro, Yugoslavia, Communist Party of Yugoslavia