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SOME YUGOSLAV EXPERIENCES IN ASSERTING EQUALITY OF THE NATIONS AND NATIONALITIES IN THE FIELD OF EDUCATION*

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In culturally pluralistic societies, the educational process plays a complex role, since it must guarantee the education of the individual as well as train the person for life in an environment in which numerous cultures, languages and other specifics of identity are intertwined. That is why the educational process can perform its development function in such societies only when it draws contextual and spiritual power from the historio-traditional cultural and linguistic variety, as well as from all that which comes into being with the growth of integrative links between them. Only such a conceptualised, and actually implemented, educational policy can grow into the general-cultural and socio-economic structure of a definitively pluralistic society, as one of the main strands of the complete and harmonised development.

That is why education, specifically in Yugoslavia, which is nationally so heterogeneous, not only has socialisation functions but also represents one of the foundations for educating people in the spirit of understanding and co-existence. This cannot be achieved simply by acquainting people with the languages of others (which is a prerequisite for the development of communication among people), but requires also the development of wider educational aims such as the mutual acquisition of knowledge of the culture and history and the development of human values of respect and consideration for others.

The ethnic and cultural interrelatedness in the region in which Yugoslavia is situated (complicated historical experiences are still present here) has required and will continue to require special attention not only in the formation of the global political aims and moral-ethical values of the Yugoslav society, but also further fulfillment of educational aims, taking into account the irreplaceable role of school in the formation of man's view of the world and society.

Yugoslav multilingual society has a collective ideology and one socio-political system for all the nations and nationalities.

* Original: Slovene

each of which exhibits particular socio-economic structures and its own history and cultural heritage. Perhaps this can explain the special ways of dealing with the concrete forms of education, which is one of the common principles of the equality of the nations and nationalities. The different methods of realising national equality within Yugoslav pluralism have a collective foundation, since it is precisely their correlated interrelatedness which makes up the whole of that which we may call the "Yugoslav model of education of the equal nations and nationalities."

In a culturally pluralistic society, with the simultaneous respect of specific autonomous needs that can adjust the educational content, it is only by agreements which reflect the interests of all that the collectively acceptable directions can be set up in this so sensitive area of social life. With this aim in mind, in 1981 we in Yugoslavia passed the Agreement of the socialist republics and provinces on the collective foundations of the education system. In it, the republics and provinces, amongst other things, agreed that "they would assure, taking into account the possibilities indicated by the laws on education of the individual republics and provinces, education in the languages of the nations and nationalities, the learning of the language of the social environment, the preservation of the languages and cultures of the nations and nationalities of the pupils and students who are educated in their own language."²

The content of educational work in Yugoslavia derives from the collective aims, whose essential purpose is that the pupils, through a variety of contents, form moral-ethical views, respect for their own nation and awareness of the self-management socialist community of the nations and nationalities in SFRY as well as worldwide, and gain an awareness of the brotherhood and unity amongst our nations and nationalities.³

The aims are not only embodied in the curricula for all levels of education but are also defined through social and self-management agreements, in normative and self-management acts and in political documents, etc. Their content can be summarised by the following conclusions:

Firstly: members of all the nations and nationalities are guaranteed the right to educate themselves in their mother tongue, and the pupils belonging to the nationalities the right to attend schools:

- in which instruction is conducted only in the mother tongue;
- in which lessons are carried out bilingually;
- in which they come together only for the hours of the mother tongue, wherever it has not been possible to organise lessons either in the mother tongue or bilingually, for objective reasons (this form of teaching the native language is called "language cultivation").

Secondly: a very important component of education for coexistence and understanding amongst the nationalities is the teaching of a second language (L2) which is called differently in the various

republics and provinces of multilingual Yugoslavia. The expressions "the language of the social environment" or the "non-native language" are used, for example, for the learning of the language of another nation or nationality. It is very important to note in this respect that the language of the social environment or the non-native language is not only learned by the members of the nationality but also by the members of the nation, that is, of the majority population.

We believe that the example of SAP Vojvodina, where the children learn as the language of the social environment one of as many as five equal languages, depending on the ethnic makeup in the particular parts of the province (Serbo-Croatian, Hungarian, Rumanian, Slovak, or Ruthenian), is not to be found anywhere else in the world.

The learning of the language of the social environment or non-native language is variously organised in individual regions. Sometimes it is compulsory, sometimes an optional subject. In the Yugoslav multilingual society, this process is carried out in such a way that people are trained through the school process to be able to communicate among themselves in two (or more) languages, because two-sided communication also does away with the psychological barriers which affect people who, for various reasons, are unable to use their mother tongue. In the Yugoslav pluralistic concept of language policy, this means that bilingual or multilingual communication in the ethnically mixed regions must not only restrict itself to communication in the social environment or between friends, but that the language of the nationalities is used with equal rights at the place of work and in all forms of activity of the self-management organs, and that it enjoys equal public status in general, on all levels rather than merely in the framework of the so-called ethnically mixed territory.

Although the educational system in Yugoslavia represents a solid foundation for the development of functional bilingualism, since the organisation of educational work even takes into consideration differences as well as the objective possibilities for its realisation, in practice, such bilingualism is not realised in the same way everywhere, for a variety of reasons.

Thirdly: a characteristic of the realisation of teaching aims to which we would like to draw attention refers to the content of educational programmes, which also contain specifics of the history and culture of the nations and nationalities with whom the pupils live. Knowledge of the neighbour permeates these specific contents and respect for his culture is thereby strengthened. It is worth stressing here that, above all, in this lesson the members of the "majority" nation get to know the culture and history of the nationality, which can essentially assist in reducing the psychological and other barriers which have occurred in various ethnic communities, either as a result of historical friction or with their source in contemporary socio-economic, politico-psychological and other conditions which prevail in particular surroundings.

The purpose of education for understanding amongst the nations and nationalities is not only that the young, in the framework of

the educational content, receive certain knowledge, for example, about the history, geography and culture of other nations and nationalities, and learn their language, but also that these children form a view of the world, society and mankind and acquire the ability to appraise correctly and independently the processes and events that they encounter and will continue to encounter on various occasions.

However, we must not restrict education for understanding and coexistence amongst the nations and nationalities only to schools, giving it an institutionalised form. We must also broaden it and direct it towards other fields of social and personal life. In doing this, we must take into consideration all those elements which make up the so-called functional education and which exert a very strong influence on any young person.

Some Experiences of the Socialist Republics and Provinces

In the framework of the division of competence between the Federation and the republics and the two provinces, questions of education fall within the competence of the latter. These questions are regulated on the basis of the Constitution of the SFR of Yugoslavia and other common agreed-on principles. In this respect, communes have an important role, as the Constitution itself stipulates their basic functions in the implementation of the principle of the equality of the peoples and nationalities; moreover, it is within the communal framework that the weightiest questions are solved that concern the life and work of citizens.

Legal and organizational as well as meaningful dimensions of the educational activities are determined by laws, statutes, and the resolutions concluded on the communal level, self-management agreements, while some matters are regulated even by the autonomous self-management resolutions of the organizations and institutions that are active in this field. Just as in the case of all the other spheres of social life in Yugoslavia, questions of education too are solved on the basis of self-management, primarily through self-managing communities of interest for education and child care, which not only have at their disposal independent financial resources but also make decisions, on the democratic delegate basis, about all the questions that concern this important social activity. In such a system, the state organs have especially retained their role in creating a body of legal regulations and in controlling the legality of work.

In spite of a uniform groundwork for the implementation of the system of education, multifarious educational methods have been developed for the benefit of the members of the peoples and nationalities not only in the individual republics and provinces but also within them, in smaller sociopolitical communities, in the framework of individual geographical areas and even of individual educational institutions. These methods have been designed in conformity with the traditions or specific needs of the life-styles and levels of development in question. This spectrum of experiences can hardly be analyzed adequately within the scope of a single paper by using a uniform methodology. For this reason, we have decided in this chapter to do nothing more than to throw light on these features, drawing only on the

sources available to us. In this country, there is no unified, all-encompassing stock of information available on these questions. Hence most of the data presented are not commensurate with one another, and there is also the danger that they might be incomplete.

The Socialist Republic of Bosnia and Herzegovina

This republic has a total of 4,124,008 inhabitants, including a large number of members of the peoples and nationalities of Yugoslavia (see Appendix I). Members of the nationalities are dispersed throughout the territory of the republic (see Appendix II, Table 1) In what follows we will deal with some questions concerning members of the Ukrainian, Italian and Czech nationalities. The fact that this population lives widely scattered no doubt affects language development, i.e., education in the mother tongue, because members of the nationalities live mostly in the areas where the spoken language of the environment is Serbo-Croatian/Croato-Serbian. They learn their mother tongue only at the elementary school level.⁴

The native languages of the nationalities began to be introduced into the elementary schools as optional subjects in the 1960s. In 1975 the nationality languages (Italian, Ukrainian, Czech) became subjects of elementary-school instruction, representing an integral part of the elementary school syllabus (see Appendix III, Table 1).

According to the syllabus of those elementary schools with Serbo-Croatian/Croato-Serbian as the language of instruction which are also attended by nationality members, the pupils learn Italian or Czech or Ukrainian two lessons a week in the first, second, seventh, and eighth grades, three lessons a week in the third and fourth grades, and either two or three lessons a week in the fifth and sixth grades. If any of the classes contains fewer than 10 pupils who wish to learn the nationality language as a subject of instruction, the classes are joined consecutively, i.e., the first and the second grades, the third and the fourth grades, etc.

With respect to the nationality population makeup and its distribution in Bosnia and Herzegovina, we can justifiably assume that these nationalities in principle have fewer possibilities of using their mother tongue in various everyday situations. On these grounds, we may conclude with a high degree of certainty that they communicate mostly in the majority language - Serbo-Croatian/Croato-Serbian. The situation being such, they use their mother tongues most often only when communicating with fellow-members of the same nationality and, of course, within their families (an exception can be found in the case of some mixed marriages). Such as state of affairs partly accounts for the fact that members of the nationalities differ in their knowledge of the mother tongue when first entering the school.

For instance, pupils of the Ukrainian nationality only have minimal pre-school knowledge of their mother tongue when they first enter the school. They mostly speak a dialect containing numerous foreignisms, that is, words they adopted from their

neighbours - most frequently those who are native speakers of Serbo-Croatian/Croato-Serbian - and adapted to the use in their own language.

Why is this so? The Ukrainians settled in Bosnia and Herzegovina toward the end of the 19th century and at the beginning of the 20th century. This was an economic migration that occurred within a single state, namely, Austria-Hungary. When the state collapsed, the Ukrainians (and thereby their language) were separated from their parent nation; their language found itself in an environment where it was surrounded by languages of other nations. It is a known fact that overall economic and social development calls for language development on a permanent basis, not least by searching for new words and expressions; on the other hand, the "conservation" of a language leads to its stagnation. And this is exactly what befell (and probably still befalls) the Ukrainian language.⁵

Teachers play a particularly important role in teaching the languages of the nationalities. In Bosnia and Herzegovina, teachers cannot become qualified for teaching a nationality language through regular schooling (neither can they become so qualified anywhere else in Yugoslavia). Those who teach languages of the nationalities perfect their knowledge by attending various seminars and/or individually, according to the possibilities and their ambitions. The available analyses show that in their work these teachers have to cope primarily with the difficulties of inadequate knowledge of the language rather than the difficulties of the pedagogical-methodological kind.⁶

In the course of the teaching of Czech and Italian, they mostly use schoolbooks printed in the Socialist Republic of Croatia, whereas the schoolbooks used in the teaching of Ukrainian were prepared in Bosnia and Herzegovina (in cooperation with the SR of Croatia). In regard to the Ukrainian language, the schoolbooks are intended to serve a double purpose:

- to be used by the teachers who do not have a good command of the language nor an adequate knowledge of the teaching methods used in language and literature instruction, and
- to be used by the pupils (who, as already pointed out, have a poor knowledge of their mother tongue).

The fact that members of the nationalities live scattered over the republic is one of the main reasons why numerous children-members of the nationalities do not have the opportunity of learning their mother tongue. An analysis has shown that in the school-year of 1984/85, for example, 516 such children were not given the possibility of attending organized lessons in their mother-tongue.⁷ (By comparison, lessons in nationality-language instruction in the very same year were attended by 775 pupils!)

Since no teaching of the mother tongues of the nationalities is available in secondary schools (even when available, such teaching will probably fail to reach the majority of children), cultural-educational seminars have been organized for a number of years, at which the children of the Ukrainian and Ruthenian nationalities learn their mother tongue and find out about the

achievements of their national culture. Since 1965, these seminars have been organized in turn by the SR of Croatia, the SR of Bosnia and Herzegovina, and the Socialist Autonomous Province of Vojvodina. Fourteen such seminars were organized up to the year 1980.⁸

The Socialist Republic of Montenegro

In addition to the Montenegrin nation, there live in this republic members of the other peoples and nationalities of Yugoslavia (see Appendix I), among which the Albanian nationality - living in the following five communes: Bar, Plav, Rozaje, Titograd, and Ulcinj - is numerically the largest (see Appendix II, Table 2)

In the five communes concerned, the educational line of activity is organized for the benefit of the members of the Albanian nationality either in their mother tongue or bilingually, ranging from the pre-school level to the secondary vocationally oriented education.⁹ The four pre-school institutions operating in the five communes incorporate about 200 children of the Albanian nationality.

The network of the elementary schools which are attended also by members of the Albanian nationality consists of 11 full-fledged elementary schools (eight grades), with 42 subsidiary classes (for the most part in the rural areas of the republic). In the school year of 1984/85, these schools were attended by 4,208 children in all. (See Appendix III, Table 2) This number accounts for 11.4 per cent of the total number of the members of the Albanian nationality that reside in the five above-cited communes of the SR of Montenegro.

Elementary-school pupils of the Albanian nationality learn Serbo-Croatian/Croato-Serbian, the language of the social environment, as a compulsory subject, whereas it is learned as an optional subject in the secondary school with Albanian as the medium of instruction. In certain places, claims have arisen for the number of these lessons to be increased to a number exceeding that stipulated by the law; the advocates of this claim support it by pointing out that a good command of the language, once the schooling has been completed, enables one to be integrated with the vocational spectrum throughout the country.¹⁰

Likewise, the pupils attending the classes in Serbo-Croatian/Croato-Serbian as the language of instruction, can optionally learn Albanian as the language of the social environment, which they label the non-native language. Grades five through eight offer optionally two lessons a week, yet the number of pupils attending them is not large. For example, in the school year 1984/85, there was a total of 161 such pupils in the commune of Ulcinj (45 in the fifth grade; 42 in the sixth; 48 in the seventh; and 27 in the eighth).

We believe that the number of the Serbo-Croatian-speaking pupils who learn Albanian as the language of the social environment is so low primarily because Albanian in all probability is not sufficiently used in communication on the institutional level, which is why the pupils are not stimulated enough to learn it.

Nonetheless, we must not ignore the fact that the number of these pupils is increasing, albeit minimally.

In the communes of Plav, Titograd and Ulcinj there are centers of the secondary vocationally oriented education, where teaching is conducted in both Serbo-Croatian and Albanian (22 vocational orientations being available in Albanian). Almost half of the children attending these centers are of Albanian descent (see Appendix III, Table 3).

The syllabuses have been unified for all the schools in the republic. For pupils of the Albanian nationality, they contain specific topics related to the Albanian literature. The curriculum in history does not contain any additional material on the history of the Albanian nationality, because it forms part of the curricula used in the educational process throughout the republic of Montenegro.

Schoolbooks used for the instruction conducted in Albanian were either published in the SR of Montenegro or appeared in the Socialist Autonomous Province of Kosovo, where they are also presently used in the schools where teaching is conducted in the Albanian language.

In the republic of Montenegro there are no junior colleges, colleges or universities with Albanian as the language of instruction. It is for this reason that a large number of students of the Albanian nationality study at the University of Pristina (SAP Kosovo). The teachers and professors teaching in Albanian can perfect their knowledge of the language by attending the plentiful seminars which take place.

The Socialist Republic of Croatia

Members of a large number of nationalities live in this republic, including the Hungarians, Slovaks, Czechs, Ruthenians, Ukrainians, and Italians (see Appendix I). In many communes, these nationalities account for 0.7 - 10 per cent of the total population. They are to be found concentrated especially in the region of Istria and the Quarner Bay (communes Novigrad, Umag, Buje, Porec, Rovinj, Pulj, Labin, Cres-Losinj, Reka), where members of the Italian nationality live; the Czech nationality is mostly located in the area of Bilo-gora and Podravina (communes Daruvar, Grubisno Polje, Garesnica, Pakrac). The regions of Baranya and north Slavonia are populated by the Hungarians (communes Beli Manastir, Osijek, Vukovar, Vinkovci, Djakovo, Virovitica, Bjelovar, Donji Miholjac). The greatest number of members of the Slovak nationality live on the territory of the communes Nasice, Vukovar, Djakovo, and Novska. Members of the Ruthenian and Ukrainian nationalities are most numerous on the territory of the Vukovar commune, while lower numbers of them can be found in other communes, too; for example, Slavonski Brod and Novska (see Appendix II, Table 3).

Education in the mother tongue for the benefit of the members of the nationalities has been organized in various ways.¹¹ While for the Italian nationality an integral educational system has been developed in the Italian language, ranging from pre-school

institutions and the elementary school to the secondary vocationally oriented education and higher education, members of the Slovak, Ukrainian and Ruthenian nationalities can learn their mother tongues only at the elementary-school level.

In the SR of Croatia, the syllabus is the same for all schools, regardless of the language of instruction. Individual syllabuses contain specifics designed especially for the sake of education in nationality languages, namely: the teaching of nationality languages, the teaching of the Croatian or Serbian language as the language of the social environment, the teaching of music and art, history and geography specifics. These curricula have been designed to enable the pupils-nationality members to gain better insights into the culture and history of its own nation as well as of the homeland of the nation that they share the ethnic background with (parent nation). The syllabus includes programmes for the teaching of nationality languages and cultures to all those members of the given nationalities who for various reasons attend the schools where teaching is conducted in Croatian or Serbian. Moreover, the syllabus takes due account of the teaching of the nationality language as the language of the social environment.¹²

The following sections will outline various types of instruction designed for the benefit of individual nationalities (Appendix III, Table 4).

The Hungarian Nationality

The pupils attend:

- elementary schools with Hungarian as the language of instruction (in the lower grades only);
- elementary schools with bilingual instruction, i.e. where the instruction in question is conducted in two languages;
- elementary schools with Croatian or Serbian as the language of instruction, where only optional instruction is provided of the Hungarian language and culture, which is labelled "cultivation of the mother tongue."

Some schools have set up also bilingual pre-school classes.

The secondary-school center for vocationally oriented education is located at Beli Monastir, where most members of the Hungarian nationality live. There, bilingual instruction has been introduced, so that some of the subjects are taught in Hungarian. Additionally, optional lessons in the mother tongue are available for all the students of those subjects and courses which are not integrated with bilingual instruction.

Prospective nationality-school teachers are trained at the Teacher-Training Faculty in Osijek, where within the lower-grade training programme special courses are organized in the teaching of the Hungarian language and literature, and in the methodology of teaching Hungarian at schools with either Hungarian or Croatian/Serbian as the language of instruction.

Statistical data indicate that the number of the pupils of the Hungarian nationality has been decreasing (from 783 to 698 in the

last five years), for which several reasons are often adduced,¹³ in particular the decline in the birth-rate and the internal migration of the population to the administrative and economic centers, where there are no prerequisite conditions for education in Hungarian. The lower number of pupils occasioned the introduction of combined classes (see Appendix III, Table 5). Furthermore, it has been repeatedly pointed¹⁴ out that in Croatia too the parents often decide to send their children to the schools with Croatian or Serbian as the language of instruction, because they believe that by doing so they will facilitate their children's further schooling as well as their general outlook for the future. What usually happens is that these children electively attend classes in the Hungarian language as the mother tongue ("cultivation of the mother tongue"). (See Appendix III, Table 6)

Even in the localities with hardly any possibilities of organizing a school or some classes with Hungarian as the language of instruction (communes Vukovar, Djakovo, Virovitica, Bjelovar, Donji Miholjac), pupils of Hungarian nationality have the opportunity, within Croatian- or Serbian-language schools, to learn the Hungarian language and culture ("cultivation of the language") on an optional basis (Appendix III, Table 6). This kind of instruction was first introduced in the 1967/68 school year, when elective lessons in the Hungarian language were attended by 42 pupils. Today, their number is on the increase (Appendix III, Table 6a). Why? The answer to this question would be without doubt very interesting.

In the classroom, they make use of schoolbooks that were specially prepared for nationality schools (for instance, *Negovanje mađarskog jezika 1-4* (Cultivation of the Hungarian Language 1-4) - a manual; *Povijesna čitanka za osnovne škole* (History Reader for Elementary Schools), and of the translations of textbooks employed in the schools with Croatian or Serbian as the language of instruction. Textbooks written in Hungarian and produced in the SAP of Vojvodina will begin to be utilized starting with the next school year (1985/86), when they will be coordinated in contents as a result of the implementation of the common Yugoslav "cores" in the educational programmes.

As to the training of teachers, there are several possibilities. They can take up studies at the Teacher-Training Faculty in Osijek (lower-grade teaching and the Hungarian language), while at the faculties located in the SAP of Vojvodina they can gain the qualifications for the job of specialized upper-grade elementary-school teachers. On the basis of the intergovernmental Programme¹⁵ of the educational-cultural cooperation between the Socialist Federal Republic of Yugoslavia (SFR of Yugoslavia) and the Hungarian People's Republic (Hungary), teachers and teachers-to-be can also study at the corresponding universities in Hungary. Additionally, they can perfect their professional knowledge by participating in special seminars, such as those held in Subotica or Novi Sad, by attending special lectures, or by taking part in the summer seminars organized in Hungary.

The Italian Nationality

The organizational structure of elementary schools is not uniform, as there exist:

- elementary schools where the teaching is conducted only in the Italian language, and
- elementary schools where there are both classes with Italian as the language of instruction and classes with Croatian or Serbian as the language of instruction (see Appendix III, Table 7, for the numbers of respective pupils).

The Croatian or Serbian language as the language of the social environment is taught as a compulsory subject in all the schools with Italian as the language of instruction. It is the language that also figures in other forms of classroom/school activities.

In the educational institutions with Croatian or Serbian as the language of instruction, the Italian language as the language of the social environment is taught as:

- a compulsory subject of instruction in those communes that are bilingual, according to the law (Rovinj, Buje, and partly Pulj) from the second grade to the second sophomore year of the secondary-school vocationally oriented education; and
- an optional subject of instruction in the communes Reka, Opatija, Labin, Pazin, Porec, and Pulj (likewise from the second grade to the second sophomore year of the secondary-school vocationally oriented education).

During the school year of 1983/84, about 14,000 Croatian pupils and students learned Italian either on a compulsory or elective basis.¹⁶ In this way, prerequisites are brought into being for genuine bilingualism that is not restricted solely to school situations, but of necessity penetrates into all other types of social and public life throughout the territory populated by members of both the nation and the nationality.

Virtually all the teachers have gained the necessary qualifications, having been trained mainly at the Teacher-Training Faculty in Pulj, where courses and examinations are held in the Italian language. The teachers who teach at the schools with Italian as the language of instruction and those who teach Italian as the language of the social environment, have the possibility of participating in many in-service training seminars organized alternately by the two countries in cooperation with the appropriate Italian institutions, particularly the **Università popolare** of Trieste/Trst. These seminars are attended by teachers from the SR of Croatia and from the SR of Slovenia (there are, to enumerate a few examples, seminars on language, culture and literature; on mathematics and natural sciences; and on pre-school education).

These seminars offer not only improvement in linguistic knowledge, but also perfection in the fields of methodology and pedagogy as required for the teaching of Italian as a native language and as the language of the social environment. One must be aware that there are a number of specific features that the education in a nationality language entails; these features have to be incorporated into all types of education, from syllabuses and textbooks to other teaching materials.

The schools with Italian as the language of instruction make use of several kinds of textbooks:

- those specially prepared for use in these schools (first and foremost the textbooks containing specific elements for the benefit of the nationality - Italian as the native language or as the language of the social environment, and Croatian or Serbian as the language of the social environment);
- translations from Croatian or Serbian;
- books imported from Italy, as a result of direct, fruitful cooperation of the Italian Union for Istria with the Università popolare of Trieste/Trst.

Some of these textbooks are used also in those schools in the SR of Slovenia where teaching is conducted in the Italian language.

The Czech and Slovak Nationalities

Education in the Czech and Slovak languages (Appendix III, Table 4) is implemented:

- in two full-fledged elementary schools with Czech as the language of instruction, both in the commune of Daruvar;
- one elementary school with classes where Czech is the language of instruction, in the commune of Grubisno Polje; it may be noted that this is true of some classes only;
- two subsidiary, lower-grade schools, each comprising grades one through four, with Czech as the language of instruction, whereas in the lower grades there are combined classes because of the low number of pupils (in the communes of Garesnica and Slavonska Pozega);
- two subsidiary four-grade schools with Slovak as the language of instruction, in the commune of Vukovar (classes are combined).

In the areas without larger numbers of the members of the Czech and Slovak nationalities, instruction is only given of either the Czech or Slovak language and culture ("cultivation of the language"). Such instruction of the Czech language and culture in three communes. Just as in the case of the Hungarian language, the number of Czech and Slovak pupils has been on the increase; we are referring to the pupils learning their mother tongue on an optional basis ("cultivation of the language"). (See Appendix III, Table 8)

Neither Czech nor Slovak as the language of the social environment is taught in any school within the SR of Croatia with Croatian or Serbian as the language of instruction. Similarly, there are no junior colleges, colleges or universities that offer teacher training courses for teaching in the Czech language. In order to fulfill the needs of the Slovak nationality, teachers are trained at (junior) colleges and universities in the SAP of Vojvodina. The teachers can improve their professional skills, and hence facilitate their everyday work, by taking part in various conferences, specialist meetings, and seminars on the Czech language, held in Prague, and those on the Slovak language, held in Bratislava.

In both teaching and learning the Czech and Slovak languages and cultures, certain difficulties arise primarily on account of the inadequate and uneven teaching of the pupils' mother tongue. This state of affairs calls for specially adapted curricula and the

individual approach to the organization of work; these desiderata have in actual fact been incorporated into the new curricula that are to be put into effect starting with the school year of 1985/86. Further, a number of textbooks, manuals, and other teaching aids and materials are lacking (for instance, there is no textbook designed for the teaching of the Czech and Slovak languages).

The Ruthenian and Ukrainian Nationalities

Children of Ruthenian nationality are introduced to their mother tongue already at the pre-school level in one bilingual group (Croatian or Serbian and Ruthenian) in the commune of Vukovar (Miklosevci). In the 1983/84 school year, this group had 15 children.

Since there are no elementary schools or classes with Ruthenian and Ukrainian as the language of instruction, those who are interested attend only lessons in the mother tongue. Ruthenian as a subject of instruction is taught in five elementary schools within the communes of Vukovar and Zupanja, and Ukrainian in four elementary schools in the communes of Vukovar and Novska. The number of pupils attending this instruction in the upper grades has been on the decrease.¹⁷

For the benefit of those pupils who for some reason or another do not learn their mother tongues, special summer seminars are organized that last from 8 to 10 days in all. Each year, these seminars are attended by 80-100 pupils from the Socialist Republics of Croatia and Bosnia and Herzegovina, as well as from the SAP of Vojvodina.¹⁸ These seminars are based on the programmes that are pedagogically designed in such a manner as to include the subject-matter that the pupils would acquire if they attended regular lessons in the mother tongue, the history and culture of the nationality concerned.

Teachers of Ruthenian are trained within the Ruthenian Programme at the Faculty of Arts in Novi Sad; however, we have already noted that the training of prospective teachers and teachers of Ukrainian is not available everywhere in Yugoslavia. Their language qualifications therefore depend mostly on the knowledge they acquire within their families, in the elementary school, or through self-education. The textbooks used in the teaching of Ruthenian are those which are used in the SAP of Vojvodina. Finally, two textbooks (one for third and fourth grades and the other for fifth and sixth grades) for the teaching of Ukrainian were prepared in 1979 in cooperation with Bosnia and Herzegovina.

The Socialist Republic of Macedonia

Apart from the Macedonian nation, in this republic there live also members of other peoples and nationalities, among which Albanians, Turks and Roms (Romi) are the most numerous (Appendix I and Appendix II, Table 4).

On the basis of legal provisions and self-management enactments regulating the field of education,¹⁹ and especially for members

of the nationalities, education is implemented in the language of the nationality concerned and/or bilingually in those communities which according to the relevant by-laws are ethnically mixed.²⁰ These are as shown below:

	Macedonians	Albanians	Turks
Gostivar	18,383	63,135	10,994
Debar	2,561	10,308	5,155
Kičevo	21,190	23,338	3,342
Kumanovo	65,803	39,608	2,302
Ohrid	54,263	3,587	2,688
Resen	17,574	3,689	3,180
Skopje	320,562	86,462	20,563
Struga	30,098	23,623	967
Tetovo	31,451	113,414	4,675

Pre-school educational-custodial institutions using the Albanian and Turkish languages were in 1984 attended by 481 Albanian and 183 Turkish children. Why so few children in day nurseries and kindergartens? The answer to this question is probably not as simple as one might think, because aside from the capacity problems, one has to take into account the socioeconomic conditions as well as the psychological-traditional social relationships.

In this republic, there is an extremely variegated network of elementary schools which in the 1983/84 school year comprised as many as 1,286 elementary schools, in which teaching is conducted in the Macedonian, Albanian, Turkish, and Serbo-Croatian languages (Appendix III, Table 9). Naturally, we are interested primarily in those educational institutions where Albanian and Turkish are used.

Larger places have schools where Albanian and Turkish are the languages of instruction, whereas in localities with fewer pupils belonging to individual nationalities "mixed" elementary schools have been established, where in addition to the Macedonian classes there are classes with Albanian, Turkish, and Serbo-Croatian used as the languages of instruction (Appendix III, Table 10). Such an organization of school activities, which comprises as much as 39.3 per cent of the pupils of the Albanian and Turkish nationalities, doubtless represents a very welcome influence upon the strengthening and fostering of the understanding and coexistence among the children of dissimilar ethnic backgrounds. If they attended separate schools, these children would be able to meet only in certain communicational situations. On the contrary, in such a culturally and linguistically pluralistic elementary school, pupils meet daily during the intervals for recess, on the occasion of school excursions, outside the classroom activities, and so forth.

In those places of the SR of Macedonia where there are no realistic possibilities of setting up elementary schools or at least a few classes in the languages of the nationalities (the main reason usually being too low a number of children), lessons only in the mother tongue are offered by the schools in question.

Similarly, on the level of the secondary vocationally oriented education, students can attend classes in their mother tongues, viz., Macedonian, Turkish, Serbo-Croatian, or Albanian, but these schools too are "mixed," because they subsume classes where teaching is conducted in different languages, depending on the nationality makeup of students (Appendix III, Table 11).

The curriculum, which is common to the pupils and students of all the peoples and nationalities living in the SR of Macedonia, provides also for the instruction of the language of the social environment, which in Macedonia can be Macedonian, Albanian, or Turkish, depending on the demographic population makeup. The educational programme has been designed in such a manner that other subjects also contain the subject-matter that broadens the pupils' or students' knowledge of the history and culture of the peoples and nationalities other than their own. In this way, coexistence in an ethnically heterogeneous society is being built up.

All the necessary textbooks are available for a successful implementation of the educational programme in the Macedonian, Albanian, and Turkish languages. Qualifications for teaching in Turkish or Albanian can be gained at the institutions of higher education in the SR of Macedonia as well as at teacher-training colleges in other parts of Yugoslavia. Knowledge of the language and culture can also be improved by attending a large number of seminars that are organized by pedagogic services.

The Socialist Republic of Slovenia

In this ethnically homogenous republic, the autochthonous population consists of the Slovenes and members of the Italian and Hungarian nationalities (see Appendix I). The demographic structure of the population in the last decades has become more diversified in the wake of internal economic migrations, so that now numerous members of the other peoples and nationalities of Yugoslavia can be found in Slovenia. The Italian nationality is concentrated in the communes of Koper, Piran and Izola, and the Hungarian one in the communes of Lendava and Murska Sobota (see Appendix II, Table 5).

It is due to the dissimilar historical background that in the SR of Slovenia two types of educational institutions have been developed to the advantage of members of the nationalities: members of the Hungarian nationality attend bilingual (Slovene-Hungarian) educational institutions, while members of the Italian nationality are incorporated into the educational institutions where the teaching is conducted in the nationality language. Each of the two types of institutions will be presented separately in the following pages.

Education for members of the nationalities living in the SR of Slovenia forms part of a uniform educational system which, being very specific, is regulated also by special legal provisions and self-management documents.²¹

In the process of the development of education, a special role has been fulfilled by the self-managing communities of interest for the education and culture of the members of the Italian and

Hungarian nationalities. These communities discuss and participate in making decisions that bear on all the weighty questions associated with the status of the nationalities; furthermore, they take an active part in the creation of educational programs and in the distribution of the network of schools, etc.²²

a) Education for the Hungarian Nationality

On the Slovenian-Hungarian ethnically mixed territory, which is in the communes of Murska Sobota and Lendava, the children attend bilingual educational-custodial divisions (see Appendix III, Table 12). In order that they might be successful in the elementary school and acquire a certain amount of second-language knowledge - i.e. language of the environment - already in their pre-school period, all of the children aged five attend two-year preparatory programmes prior to beginning regular grade-school work (in the other parts of Slovenia, this program lasts only one year).

In the elementary schools of the ethnically mixed area (see Appendix III, Table 13), educational work is uniformly based on the principle of bilingualism - i.e. implemented in Slovenian and Hungarian, both being the languages of instruction as well as subjects of instruction. In grades one through four bilingualism is complete, with the teaching giving the explanation of the subject-matter first in Slovene and then in Hungarian. Various forms of consolidation, enlarging and testing are based on the principle of internal linguistic differentiation and individualization. The teacher also takes into account the mental abilities and linguistic knowledge of the pupils of both languages. In the upper grades, the instruction of the natural sciences, mathematics, history, and geography is carried out mostly in Slovenian, the exception being those units which deal with the Hungarian history and geography; for these, Hungarian is used, with the addition of the relevant Slovene terminology.

At the secondary vocationally oriented education level (see Appendix III, Table 14), two bilingual programmes are available, viz., pedagogy and economics-oriented training, while Slovenian is used for the other types of specialized training. Hungarian as the language of the environment is compulsory. Even in some secondary schools located outside the ethnically mixed area students can enroll for courses in the Hungarian language (for instance, at Murska Sobota and Radenci), yet this possibility has failed to generate the expected response (it would be interesting to find out the psychological-political and socioeconomic reasons for this state of affairs).

Hungarian can be studied within the Programme in the Hungarian language and literature at the Teachers' College in Maribor. There is also an instructorship in Hungarian at the Faculty of Arts (College of Liberal Arts) in Ljubljana, providing the opportunity for in-service training. Within the Yugoslav-Hungarian Programme²³ of educational-cultural cooperation, studies of the language are available in Hungary too (but limited to two students a year only).

b) Education for the Italian Nationality

In the three communes of the Littoral where members of the Italian nationality live, the network of educational-custodial institutions, elementary schools, and secondary vocationally-oriented schools has been designed in such a way that it assures pupils and students instruction in the mother tongue at all levels (see Appendix III, Table 15).

As to the secondary vocationally oriented education, for example, five specialized training programmes in Italian are available to the members of the Italian nationality, viz., economics, metallurgy-manufacturing, pedagogy, social sciences, and natural sciences-mathematics (see Appendix III, Table 16). These programmes provide the members of the Italian nationality with good grounds for making vocational choices or for further education.

At all levels where the educational activities are carried out in the Italian language, the Slovenian language is compulsory for all the pupils and students, and so is Slovene literature. Likewise, in all the educational institutions with Slovenian as the language of instruction, Italian is compulsory for all too (see Appendix III, Table 17).

Regular four-year-college courses in the Italian language and literature can be taken up at the Faculty of Arts in Ljubljana; one can also pursue studies of this subject on the same level in Italy.

A special programme comprising the Italian language and language-teaching methodology has also been designed within the Teachers' College (the Koper branch), where students gain qualifications for lower-grade teaching in the schools using Italian as the language of instruction.

The curriculum used by the educational institutions with Italian as the language of instruction and by the bilingual Hungarian-Slovene institutions is identical to the one that is in effect in the educational institutions with Slovenian as the language of instruction which are located outside the ethnically mixed area. In addition to the general educational and instructional objectives, the curricula of these educational institutions also include specific objectives, namely the learning of the language of the social environment and the introduction to culture and history of one's own nation or of the nationality that the nation lives together with.²⁴

Those teachers who teach at bilingual educational institutions and at the institutions with Italian as the language of instruction receive advanced in-service - including linguistic - training by participating actively in numerous seminars. Moreover, they also take part in the seminars held in Hungary and Italy, on the basis of inter-governmental programmes in educational-cultural cooperation.

Nationality schools in the SR of Slovenia make use of four kinds of schoolbooks and textbooks:

- original textbooks written in Italian or Hungarian;
- translations of Slovene textbooks;
- textbooks and schoolbooks published in Italy or Hungary;
- textbooks and schoolbooks published by EDIT (SR of Croatia) and the Textbook Publishers of the Province (SAP of Vojvodina).

By way of illustration, in the period from 1979 to 1984, the following books appeared for use in the elementary schools with Italian as the language of instruction: 14 translations of Slovene textbooks, 11 textbooks brought out in cooperation with the EDIT publishers, and 5 books imported from Italy. Since 1979, the following publications have appeared for use in the bilingual elementary schools: 18 textbooks and schoolbooks, of which 3 are original works, 12 are translations of Slovene textbooks, and 3 are translations of summaries of Slovene textbooks for some upper-grade elementary-school subjects. As to the pupils in elementary schools and students in secondary vocationally oriented schools who learn Hungarian as their mother tongue, the textbooks used are those that were published in Novi Sad by the Textbook Publishers of the Province.²⁵

The Socialist Republic of Serbia

The territory of the SR of Serbia (excluding the Provinces) is not ethnically homogeneous either. Data collected during the 1981 census indicate that in addition to Serbs, this republic is populated also by members of the Albanian, Bulgarian, Romany, Rumanian and Slovak nationalities as well as by other peoples and nationalities (see Appendix I; see also Appendix II, Table 6).

The Acts on elementary and secondary vocationally oriented education²⁶ stipulate that the educational work performed in the commune where the nationality members live be conducted also in the nationality language as specified by the communal by-laws.

In case educational work is not conducted in the nationality language, special instruction in the mother tongue incorporating elements of national culture is provided and implemented for the benefit of the nationality members. The possibility is also provided of pupils' and students' learning the language of the other peoples and nationalities living on the territory of the commune in question, in conformity with the parents' decision.

Whenever educational work is performed in the nationality language, register papers, certificates, and other public documents intended for the nationality members are issued in two languages, viz., in Serbo-Croatian and in the language of the people or nationality.

Children of Albanian and Bulgarian nationalities have the possibility of attending educational-custodial institutions that are either bilingual or use their mother tongues. The following table shows where these institutions are located and indicates the number of children attending them:²⁷

Language	Commune	Number of Kindergartens	Number of Children
Bulgarian	Bosiljgrad	1	65
Albanian	Bujanovac	5	314
Albanian	Medvedja	2	50
Serbo-Croatian/ Albanian (bilingual)	Presevo	3	547
Serbo-Croatian Bulgarian (bilingual)	Dimitrovgrad	1	169

Elementary schools in the languages of the nationalities and bilingual schools (see Appendix III, Table 18) work according to the curricula used also by the schools with Serbo-Croatian as the language of instruction, the difference being that the former contain the following specificities concerning the nationalities:

- respective programmes in Bulgarian and Albanian as native languages in grades one through eight;
- a programme in Serbo-Croatian as the language of the social environment, designed for grades one through eight of the schools with Albanian or Bulgarian as the language of instruction;
- supplementary programmes in history, geography, art and music, whereby children become acquainted with the history and culture of their nation.

Bulgarian is used as the language of instruction in nine full elementary schools (i.e. grades one through eight) in the communes of Bosiljgrad, Gabusnica and Surdjulica. In the school year 1982/83 a bilingual (Serbo-Croatian/Bulgarian) elementary school was established at Dimitrovgrad, which is attended by Serbian and Bulgarian children. Both languages are treated as subjects on an equal footing with each other.²⁸

Instruction carried out in Albanian is implemented in 14 central elementary schools in the communes of Bujanaovac, Medvedja, and Presevo. In the school year 1981/82, 94.5 per cent of all the compulsory-school-age children of the Albanian nationality were enrolled in these schools.²⁹

Slovak-language instruction is conducted only in one class at Dobanovci (commune Zemun), and Rumanian-language instruction only at the locality of Ovca (commune Palilula).

The secondary vocationally oriented education for the members of the Albanian and Bulgarian nationalities has been organized in five educational centers (Presevo, Bujanovac, Medvedja for Albanians; Bosiljgrad and Dimitrovgrad for Bulgarians). Students of the Albanian nationality attend classes in their mother tongue. The curriculum is identical with that used in the secondary vocationally oriented schools with Serbo-Croatian as

the language of instruction, but again with the addition of specific features (the learning of Serbo-Croatian as the language of the social environment and specific supplementary subject-matter designed to enhance the knowledge of the culture and history of one's nation as well as the knowledge about the country where the nation of the same ethnic background resides).

At Bosiljgrad, members of the Bulgarian nationality attend secondary vocationally oriented instruction conducted in Serbo-Croatian, whereas at Dimitrovgrad day-nursery activities, elementary-school instruction and secondary vocationally oriented instruction are all conducted bilingually.

Those who intend to teach in Bulgarian-language schools study at the Teachers' College in Vranje and within the Programme in Bulgarian at the Philological Faculty in Belgrade. In-service training is also available there. On the other hand, trainee teachers and teachers in Albanian-language schools are trained mostly at the University of Pristina.

The teachers who teach in the nationality languages receive advanced professional - including linguistic - training during special seminars (for instance, at the seminar for teachers of the Bulgarian language and literature held in Bosiljgrad and Dimitrovgrad, and at the seminars for teachers of Serbo-Croatian as the language of the social environment held in Bujanovac, Bosiljgrad and Dimitrovgrad).

All the textbooks used for instruction in the schools with Bulgarian as the language of instruction, as well as in the bilingual schools, were first published in the SR of Serbia. As to the schools with Albanian as the language of instruction, they make use of textbooks from the SAP of Kosovo and the SR of Montenegro (the sole exception being the biology and language-teaching textbooks, both of which were prepared by Textbook Publishing in Belgrade).

The Socialist Autonomous Province of Kosovo

The Province is characterized by a variegated national makeup of the population (see Appendix I and Appendix II, Table 7). The educational process organized in the mother tongue comprises all the levels, from pre-school institutions to those of higher education, regardless of the number of pupils and students. The languages of instruction are Albanian, Serbo-Croatian and Turkish.³⁰ Starting with the school year 1984/85, certain communes (Pristina, Gnjilane, Titova Mitrovica, Urosevac) have offered Roms (Romi) the possibility of learning their mother tongue at the elementary-school level, whereas other subjects are taught in the language of their own choice.

As early as the pre-school level, children can attend educational-custodial institutions using their mother tongue. Compared with the total number of children, the number of pre-school institutions is very low (111 infant nurseries and 121 kindergartens consisting of 540 divisions) due to socioeconomic and other reasons. According to the data of the Provincial Board of Education, in the school year 1984/85 there were 343,063

pupils enrolled in 927 elementary schools. Of this total number, 294,750 pupils (85.91 per cent) attended Albanian-language instruction, 46,645 pupils (13.59 per cent) attended Serbo-Croatian-language instruction, and 1,668 pupils (0.49 per cent) attended Turkish-language instruction. (The number of pupils by individual communes is tabulated in Appendix III, Tables 19 and 20). In order that a consistent implementation of the principle of the equality of the peoples and nationalities might be attained with respect to mother-tongue instruction, special classes have been created in the Province comprising even fewer than 10 pupils, especially in the case of children who live in smaller localities. Such classes are attended by more than 10,000 pupils in all (see Appendix III, Table 21) that are organized in 770 classes, which certainly represents a sizable share out of the total of 11,600 classes using Albanian, Serbo-Croatian, Turkish, and Romany, respectively, as the languages of instruction.

As of the school year 1984/85, in the Province there were 47 active centers of secondary vocationally oriented training totalling 2,650 classes, of which 2,050 were in Albanian, 582 in Serbo-Croatian, and 18 in Turkish-language instruction.³¹ (See also Appendix III, Table 22). The University of Pristina employs three languages - Albanian, Serbo-Croatian and Turkish. In the 1984/85 academic year, the University had an enrollment of 37,594 students (29,659 Albanians, 4,338 Serbs, 1,053 Montenegrins, 162 Turks, 1,845 Muslims, 50 Roms and 487 others).³² It is interesting to note that in comparison with the academic year 1978/79, the number of students decreased by about 10,000 (see Appendix III, Table 23).

Knowledge of the language and culture of another nation or nationality one lives together with represents one of the significant strands interlinking members of different peoples and nationalities. In the SAP of Kosovo, which is an ethnically heterogeneous province in terms of population makeup, the teaching of the second, i.e. non-native, language has a specific import of its own. The teaching of non-native languages is regulated by legal provisions and on the basis of direct decisions made by the parents and students.³³ The non-native language (Albanian or Serbo-Croatian or Turkish) is a curriculum-specified subject that retains its optional character only to the point when the parents or pupils decide on it, thereupon becoming compulsory and on par with other subjects.

The number of pupils and students who learn a non-native language has been increasing from year to year, as the statistical data on learning non-native languages in elementary and secondary schools show quite clearly in the following table:³⁴

	Non-Native Language Learned by		
	School Year 1971/72	School Year 1977/78	School Year 1981/82
elementary school	52.50%	96.84%	99.98%
secondary school	51.00%	94.20%	99.95%

The Provincial Board on the development of education made a study of the effectiveness of non-native language teaching in elementary and secondary education during the school year 1981/82, in which the linguistic knowledge of 98,335 pupils attending grades four to eight (in 101 schools) was assessed. The conclusions reached in this study include the following ones:

- of the total number of 70,940 pupils attending Albanian-language classes 70,060 or 98.76 per cent learn Serbo-Croatian as a non-native language (880 pupils, or 1.24 per cent, do not learn it);
- of the total number of 27,415 pupils attending Serbo-Croatian-language classes 26,820 or 97.85 per cent learn Albanian as a non-native language (595 pupils, or 2.17 per cent, do not learn it);
- instruction conducted in the Turkish language is attended by 182 pupils. All of them learn Serbo-Croatian as a non-native language.

Although the second, non-native language is learned by a large number of pupils, the analyses performed show that the results are not positive enough. Upon completing their school - whether elementary or secondary - the pupils and students have not yet reached the level of being able to communicate in two languages, i.e., in Albanian and Serbo-Croatian, which fact is particularly noticeable in the applications for the jobs that require knowledge of both these languages.³⁵ Nevertheless, the large percentage of pupils and students learning the second, non-native language (99%) does provide good grounds for hoping that the situation might, after all, improve in the years to come. This improvement, however, cannot be achieved without altering the socialization role of the languages of the peoples and nationalities living in Kosovo, nor without eliminating certain inherited psychological drawbacks, which in our opinion still fail to generate the interest in second-language learning and represent an obstacle to direct interpersonal communication in the languages of the social environment - in all of them.

The Textbook Publishers of Pristina have brought out the following publications in Albanian: 98 elementary-school textbooks, 209 textbooks to be used, and which are actually used, in the secondary vocationally oriented schools, 64 students' and teachers' manuals, and 167 textbooks for use at the junior colleges, colleges and the university.

In Serbo-Croatian there are textbooks covering the social sciences and language, i.e., the subjects containing specific subject-matter. These textbooks include 26 for the elementary school, 13 for secondary education, and 27 for the needs of higher education. As to the remaining subjects, schools with Serbo-Croatian as the language of instruction make use of the textbooks that have been published and used also elsewhere in the SR of Serbia. In the Province some other textbooks have been published in the Turkish language; these are used in the elementary schools and in the secondary vocationally oriented education. In schools with Turkish as the language of instruction, textbooks from the SR of Macedonia are also employed in the educational process.³⁶

The Socialist Autonomous Province of Vojvodina

Instances where so many people of different ethnic backgrounds can be found living together, as in Vojvodina, are quite rare in the world. (See Appendix I) Members of the nations and nationalities living here daily encounter a number of languages, whether at work, on the street, or in the school. The truth of this statement can be illustrated by the fact that in 21 communes of the Province, two languages are used in various communicational situations, while in 12 communes three and in 7 communes even four languages are in use. Only four communes of the Province are linguistically homogeneous; there, only Serbo-Croatian/Croato-Serbian is mostly used (see also Appendix II, Table 8).³⁷

Education is regulated in a specific manner by a large number of legal provisions. The Act on Education, which covers all the educational levels, assures the use of the languages of the nationalities:³⁸

- in pre-school education;
- in elementary education;
- in the common educational basis of secondary instruction;
- in educational work in the field of special education and at the secondary-school level in the language of the people or nationality selected by at least 15 students of the same year receiving the same specialized training; and
- in educational work at the level of higher education in the language of the people or nationality chosen by at least 30 students of the same year studying the same subjects.

Decisions in favour of education conducted in the language of the people or nationality are made at the beginning of educational work and at the beginning of the school year if the language of instruction is not the same everywhere. These decisions are made by:

- parents, in the case of kindergarten-level and elementary-school-level children;
- secondary-school students and those taking part in adult-education courses at the elementary level; and
- students (who make their decisions at the beginning of the school year).

Though spoken by the majority of the population, Serbo-Croatian/Croato-Serbian is not the sole language of the social environment; the same status has been accorded also to the languages of individual nationalities (Hungarian, Slovak, Rumanian and Ruthenian). As to the organization of educational work, there are educational institutions with one language of instruction as well as those with two or more languages of instruction.

In the school year 1983/84, there were 49,000 children attending pre-school educational-custodial institutions that consisted of Serbo-Croatian/Croato-Serbian, Hungarian, Slovak and Rumanian divisions as well as bilingual divisions.³⁹ Some nurseries and kindergartens are "combined," in that they use Serbo-Croatian and one of the other equal languages of Vojvodina (Hungarian or Rumanian or Ruthenian or Slovak). (See Appendix III, Table 24) There are nine institutions that in the course of educational-custodial work make use of as many as three languages. In the

school year 1983/84, the number of pupils attending elementary schools in their mother tongues was 204,404 (see Appendix III, Table 25). The linguistic diversity of instruction in elementary schools can be illustrated, for instance, by the fact that in the school year 1983/84 as many as 109 schools (i.e., one sixth of all the schools) offered bilingual instruction, namely in Serbo-Croatian/Croato-Serbian combined with one of the other equal languages of the nationalities (Hungarian or Rumanian or Ruthenian or Slovak), while instruction in six elementary schools followed the elementary-school curriculum by using even three languages.

At the secondary vocationally oriented education level, students belonging to various peoples and nationalities can choose among three types of schools: mother-tongue schools, bilingual schools, and multilingual schools. Of particular importance in this respect is the fact we have already referred to, viz., that the law allows the establishment of classes containing a minimum of 15 students (in practice, however, this provision is implemented - particularly in the upper grades - even if the number of students is actually lower than 15). In the school year 1980/81, the secondary vocationally oriented education consisted of 27 specialized training programmes with Serbo-Croatian as the language of instruction, 22 with Hungarian, 5 with Slovak and 5 with Rumanian and Ruthenian, respectively, as the language of instruction. All these specialized programmes without doubt enable the students to master the technical terminology of their profession, whereby the possibility is also enhanced that they will use their language also at work. This very factor is of paramount importance in asserting genuine equality of rights of the peoples and nationalities and of the languages used in the given social environment.⁴⁰

Institutions of higher education offer courses of lectures in five languages.⁴¹ There are six teacher-training colleges where trainee teachers are trained for pre-school and elementary-school work that is conducted in five languages (Serbo-Croatian/Croato-Serbian, Hungarian, Slovak, Ruthenian and Rumanian); at the Faculties of Economics and Civil Engineering, both in Subotica, lectures are given in two languages (Serbo-Croatian/Croato-Serbian and Hungarian); students at Law School, Medical School, Faculty of Arts (College of Liberal Arts), and Art Academy can take exams in their mother tongue.

The University of Novi Sad offers four-year courses in Hungarian and Slovak as well as Rumanian and Ruthenian. Prospective teachers of Serbo-Croatian/Croato-Serbian as the language of the social environment taught in schools where instruction is conducted in the languages of the nationalities, can gain their qualifications at the Faculty of Arts. This highly diversified type of higher education provides the answer to the question of why there are hardly any major problems in the SAP of Vojvodina regarding the professional qualifications of the teachers who teach in nationality-language schools and in bilingual and multilingual schools.

At all the levels of instruction carried out in the ethnically mixed Province of Vojvodina - from pre-school and elementary to

secondary - the educational process may take place in any one of the five languages that have equal status; whenever this is the case, the learning of the language of the social environment is available on an optional basis. Whether the pupils and students learn it or not is regulated in several ways, as follows:⁴²

- in the communes where the nationalities live in comparatively substantial numbers (e.g., Subotica, Senta, Backa Topola), the introduction of the language of the social environment is regulated either by the by-laws or by the resolution of the communal assembly. In these communes, all pupils and students learn the language of the social environment; for pupils and students belonging to the nationalities, that means Serbo-Croatian/Croato-Serbian, whereas for those whose mother tongue is Serbo-Croatian/Croato-Serbian the language of the social environment may be any one of the languages of the nationalities;
- the learning of the language of the social environment is regulated by the educational institution itself; and
- the pupils and students themselves make decisions concerning their learning of the language of the social environment.

Almost all members of the nationalities decide on learning Serbo-Croatian/Croato-Serbian, probably out of conviction that knowledge of that language will facilitate their integration into all types of social life. However, in the matter of the learning of the languages of the nationalities as those of the social environment in the schools with Serbo-Croatian/Croato-Serbian as the language of instruction, the situation is not that promising. By way of illustration, in the school year 1984/85 the elementary schools where the teaching was conducted in one of the native languages of the peoples and nationalities, were attended by a large number of pupils, of whom only 28.56 per cent out of the total number of 207,068 elementary-school pupils in the SAP of Vojvodina learned one of the languages of the social environment. Details are as follows: Serbo-Croatian/Croato-Serbian as the language of the social environment was learned by 35,311 pupils; Hungarian by 20,430 pupils; Rumanian by 2,042 pupils; and Slovak by 1,460 pupils.⁴³

The curricula covering literature, history, art, and music contain also specific subject-matter designed to educate the children in the spirit of peaceful coexistence of the peoples and nationalities.

Those pupils who for various reasons do not attend mother-tongue instruction can optionally attend lessons in their mother tongue (two or three lessons a week of the "cultivation of the mother tongue"). In 1976, five per cent of the total population, i.e., 20 per cent of the elementary-school pupils and secondary-school students in the SAP of Vojvodina attended such a type of instruction designed to teach the mother tongue.⁴⁴

The textbooks they use in the implementation of the educational process on all levels and in all the five languages are mostly identical in content (with differences appearing only in the treatment of specificities).

25. Report on the exercise of special rights of the members of the Italian and Hungarian nationalities in the field of education, RKVITK, 1985.

26. "Act on Elementary Education," Official Gazette, No. 5/1978, Article 11: Educational work in the elementary school is implemented in the Serbo-Croatian language. In the elementary school on the territory of the commune in which members of nationalities live, the educational work is implemented also in the language of the nationality in keeping with specific communal by-laws. Communal by-laws may stipulate that educational work within the given elementary school be implemented in the languages of the other peoples and nationalities.

If in the elementary school educational work is not carried out in the language of the nationality, separate instruction is implemented for the members of the nationalities based on the mother-tongue curriculum and including elements of the national culture.

Article 12: In the elementary school on the territory of the communes in which peoples and nationalities live, pupils can learn the language of these peoples and nationalities in conformity with the decisions made by their parents.

Pupils and students can learn the language of the nation and of the nationality according to their decisions.

"Act on the Amendments and Additions to the Act on Elementary Education," Official Gazette, No. 30/1979.

"Act on the Vocationally Oriented Education," Official Gazette, No. 29/1979.

Article 9: Educational work is implemented in the Serbo-Croatian language and in the language of the other peoples and nationalities in keeping with the by-laws of the commune. If the educational work is not implemented in the language of another people or nationality, separate instruction is implemented, on the basis of the mother-tongue curriculum and including elements of the national culture, in the language of that people or nationality.

27. The table was prepared by the Republic Board on the Promotion of Education of the SR of Serbia in June 1985.

28. According to the data of the Republic Board on the Promotion of Education of the SR of Serbia, the elementary schools in the communes of Bosiljgrad, Babusnica and Surdjalica too will start with bilingual instruction in the school year 1985/86.

29. Information provided by the Republic Board on the Promotion of Educational Work of the SR of Serbia.

30. See: "Act on Pre-School Education" (1978); "Act on Elementary Education" (1980); "Act on Secondary Vocationally Oriented Education" (1980); "Act on Higher Education" (1979).

Notes

1. E. Kardelj, 1957, *Razvoj slovenskega narodnega vprašanja* (The Development of the Slovene National Question), DZS, Preface to 2nd Edition, p. 54.
2. See: Agreement reached on 6 March 1981 by the Socialist Republics and the Socialist Autonomous Provinces on joint foundations of the education system (Official Gazette of the SR of Slovenia, No. 25/1981).
3. See, e.g., "List of Compulsory Subjects and Syllabus of the Elementary School," Board of Education of the SR of Slovenia, 20 May 1983, and the "Plan and Programs for the Organization of Educational-Instructional Work," *Vjesnik republičkog komiteta za prosvjedu, kulturu, fizičku i tehničku kulturu SR Hrvatske*, No. 3-9, Zagreb, 1985.
4. "Act on Elementary Education" (Official Gazette of SR of Bosnia and Herzegovina 16/78 and 23/79 and Amendments 30/1981 and 22/1983); "Act on Higher Education" (Official Gazette 18/1977 and 22/1981 and Amendments 25/1984).
5. S. Vaso, "Jezici narodnosti u nasoj skoli" (Languages of the Nationalities in Our School), *Jezik i nacionalni odnosi, Sveske*, Institut za proučavanje nacionalnih odnosa, Sarajevo, 5-6, 185-93.
6. *Ibid.*
7. For the promotion of educational work in Bosnia and Herzegovina, Sarajevo, 1985 (Institute for Ethnic Studies archives).
8. In the period 1965-1980, these seminars were held as follows:

Seminar/Place	Date	Year	No. of Participants
I Fruška gora		1965	80
II Prnjavor	15-25 July	1966	80
III Lipovača near Sid	10-20 July	1967	100
IV Ruski Krstur	18-28 July	1968	90
V Vukovar	8-18 July	1969	80
VI Kozara	25 July-4 Aug.	1971	100
VII Strmac near N. Gradiška	1-10 August	1974	140
VIII Novi Sad		1975	80
IX Banja Luka	30 August-4 Sept.	1976	66
X Ilok	6-14 August	1977	100
XI Djakovačka Breznica	30 July-6 August	1978	80
XII Čelinac	23-29 July	1979	50
XIII Slavonski Brod	4-12 August	1979	80
XIV Erdut	16-24 August	1980	90

Source: Regional Council on Nationalities, Banja Luka, Jan. 1981.

9. See "Act on Elementary Education" and "Act on Secondary Vocationally Oriented Education in the SR of Montenegro" (Official Gazette of the SR of Montenegro, No. 22/83). This legislation has retained all the main provisions contained in the "Act on the Organization of Schools in which the Instruction is Conducted in the Language of the National Minority" (Official Gazette of the SR of Montenegro, No. 22/60).
10. So, for instance, the Ostros elementary school already increased the number of lessons in Serbo-Croatian/Croato-Serbian.
11. "Act on Education Implemented in the Languages of the Nationalities," *Narodne novine* 25/1979.
12. *Vjesnik Republičkog komiteta za prosvjetu, kulturu, fizičku i tehničku kulturu SR Hrvatske*, No. 3, Zagreb, 9 April 1985.
13. *Delegatski Bilten*, No. 68, Union of the Self-Management Communities of Interest for Education and Elementary Instruction of the SR of Croatia, p. 10.
14. *Ibid.*
15. See "Program of Cooperation" in the fields of science, education and culture for the years 1983, 1984 and 1985, Federal Administration for International Scientific, Educational-Cultural and Technical Cooperation, May 1983.
16. Cf. note 13, p. 43.
17. *Ibid.*, p. 80.
18. Cf. note 8
19. "Act on Pre-school and Elementary Education (Official Gazette of the SR of Macedonia 19/1983).
20. Republic Bureau of Statistics, Skopje 1984, *Statistički pregled* (Statistical Survey), No. 139.
21. See, e.g., "Act on the Exercise of Special Rights of the Members of the Italian and Hungarian Nationalities in the Field of Education (Official Gazette of the SR of Slovenia, No. 4/82).
22. See, e.g., Self-management agreement on the establishment of the Self-Management Community of Interest of the members of the Hungarian nationality for education and culture (Institute for Ethnic Studies archives, No. 1230).
23. See "Program of Cooperation" in the fields of science, education and culture for the years 1983, 1984 and 1985, concluded between the Federal Executive Council of the Assembly of the Socialist Federal Republic of Yugoslavia and the Government of the Hungarian People's Republic, May 1983.
24. List of compulsory subjects and syllabus for the elementary school, Board of Education of the SR of Slovenia, 20 May 1983.

31. Source: Provincial Self-Managing Community of Interest for Education: Report on the enrollment, pupils and students at the start of the school year 1984/85 in the SAP of Kosovo, Pristina, November 1984.
32. Provincial Bureau of Statistics: Junior colleges and four-year colleges in the SAP of Kosovo, Students of the school year 1984/85. Bilten 59, Priština, 1985, p. 11.
33. Cf. note 30.
34. Effectiveness of the teaching of non-native languages in elementary and secondary education with proposals for measures (for the year 1981/82), Provincial Board on the Promotion of Education, Priština, 1983.
35. Ibid.
36. The exercise of the policy of the national equality of the peoples and nationalities in the field of language and writing; and further tasks of the League of Communists, Provincial Committee of the League of Communists of Kosovo, Priština, May 1983.
37. V. Penavin, 1980, "Organizovanost vaspitno-obrazovnih organizacija u ostvarivanju nacionalne ravnopravnosti i zajedništvo." (Organization of Educational Institutions in the Exercise of National Equality and Togetherness), in *Ostvarivanje nacionalne ravnopravnosti i zajedništva naroda i narodnosti u vaspitanju i obrazovanju*, Novi Sad, p.77.
38. See Official Gazette of the SAP of Vojvodina, No. 15/1983.
39. Complete bilingual instruction is not a typical form of educational work in the SAP of Vojvodina, but it is implemented wherever there are no objective conditions for instruction to be organized and carried out only in the mother tongue.
40. On the relation between the use of the mother tongue and of the language of the social environment, and on the subject of bilingual communication on the job and whether it is proportional to bilingual communication outside the job environment, see F. Jungel, 1984, "Dvojezična komunikacija u radnoj organizaciji" (Bilingual Communication in the Work Organization), in *Dvojezičnost - individualne in društvene razsežnosti*, Ljubljana, p. 111.
41. Cf. note 38.
42. Cf. note 37, p.83.
43. Information on education in the languages of the peoples and nationalities. Source: Provincial Committee on Education of the SAP of Vojvodina, Novi Sad, 1985.
44. L.Berlus, R.Babin, D.Jol, G.Gulka, S.Pal, 1976, "Višejezična pedagoška delatnost kao oblik zajedničkog vaspitanja i obrazovanja pripadnika različitih nacionalnosti" (Multilingual Pedagogical Activity as a Form of Joint Education of the Members of Different Nationalities), *Pedagoška stvarnost*, Novi Sad, 10, 773.

APPENDIX I

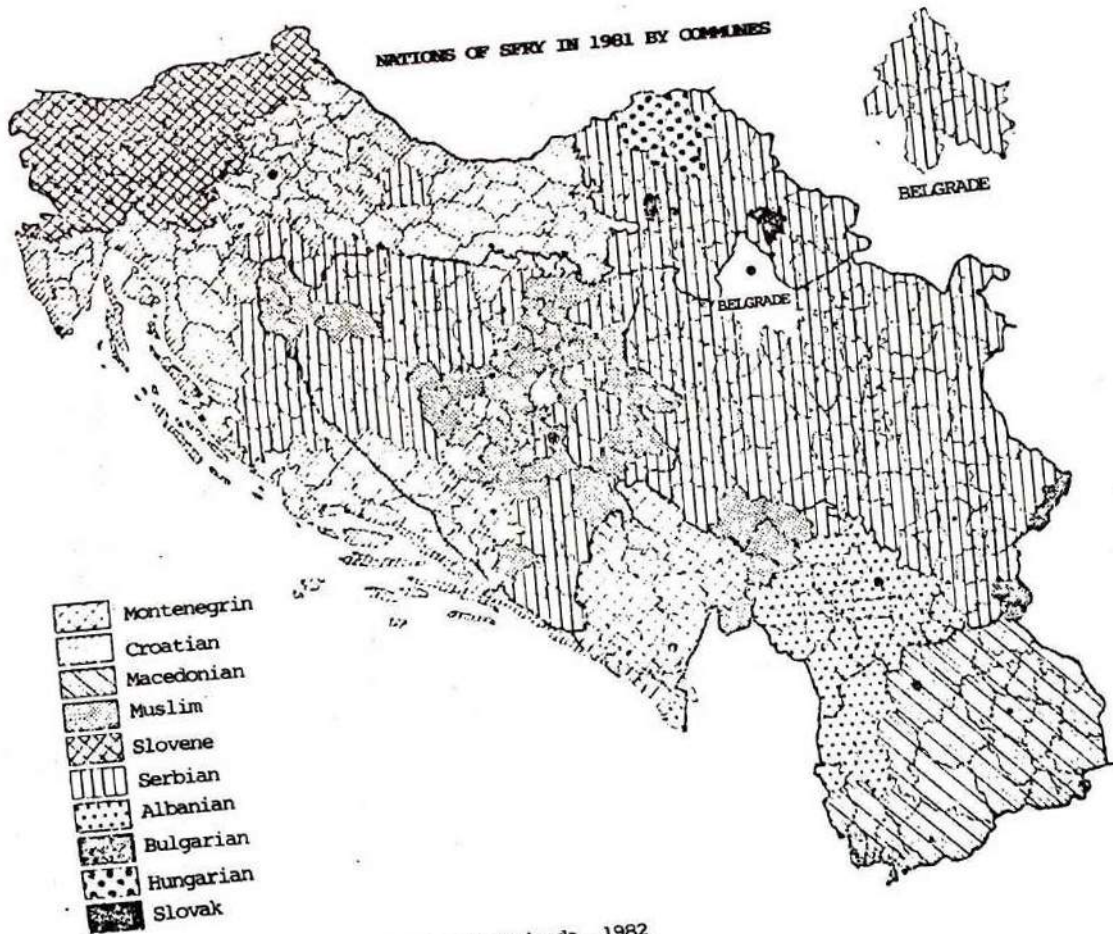
National Composition of the Inhabitants of SFRY (1981 Census)

	SFR Yugoslavia (Total)	SR Bosnia & Herzegovina	SR Monte- negro	SR Croatia	SR Macedonia	SR Slovenia	SR Serbia	SR Serbia (narrower region)	SAP Kosovo	SAP Vojvodina
Total	22,447,701	4,124,008	584,310	4,601,469	1,912,257	1,912,257	9,313,677	5,694,463	1,584,441	2,054,772
Montenegrin	578,890	14,114	400,488	9,818	3,940	3,217	147,466	77,124	27,028	43,304
Croatian	4,419,325	758,136	6,904	3,454,661	3,344	55,625	149,368	31,447	8,718	109,203
Macedonian	1,340,542	1,892	875	5,362	1,281,195	3,288	48,986	29,033	1,056	18,897
Muslim	2,000,276	1,629,924	78,080	23,740	39,555	13,425	215,166	151,674	58,562	4,930
Slovene	1,754,128	2,753	564	25,136	667	1,712,445	12,006	8,207	343	3,456
Serbian	8,140,801	1,320,644	19,407	531,502	44,613	42,182	6,182,159	4,865,283	209,498	1,107,378
Albanian	1,731,566	4,394	37,735	6,006	377,726	1,985	1,303,032	72,484	1,226,736	3,812
Austrian	1,382	52	6	267	32	180	867	757	22	88
Bulgarian	36,028	180	24	441	1,984	105	33,455	30,769	161	2,525
Czech	19,581	689	52	15,061	164	433	3,225	1,170	43	2,012
Greek	1,616	36	21	100	709	18	757	392	25	340
Italian	15,109	616	45	11,661	96	2,187	527	2,187	23	146
Jewish	1,375	343	5	316	28	9	683	395	9	279
Hungarian	426,720	945	238	25,439	281	9,496	390,468	4,965	147	385,356
German	8,620	460	107	2,175	288	380	5,302	1,402	92	3,808
Polish	3,016	604	45	758	223	204	1,204	581	27	596
Romany	134,071	7,251	1,471	3,858	43,223	1,435	110,959	57,140	34,126	19,693
Rumanian	54,938	302	159	609	98	94	53,693	6,387	17	47,289
Russian	4,355	295	96	758	363	194	2,761	1,603	112	1,046
Ruthenian	23,281	111	19	3,321	24	54	19,757	447	5	19,305
Slovak	80,297	350	33	6,533	67	144	73,207	3,621	37	69,549
Turkish	101,356	277	67	279	86,691	87	13,890	1,182	12,513	195
Ukrainian	12,806	4,502	16	2,515	68	192	5,520	512	7	5,001
Vlach	32,067	49	1	16	6,392	17	25,596	25,535	4	57
Others	16,961	629	368	1,553	740	577	13,778	1,993	684	11,101
Nationally undetermined*	48,568	17,950	301	17,133	508	2,975	7,834	4,340	133	3,361
Yugoslav	1,216,348	326,280	31,243	379,057	14,240	26,263	441,941	272,050	2,676	167,215
Regional affiliation	25,466	3,649	1,602	8,657	956	4,018	6,848	4,941	264	1,643
Unknown	165,413	26,576	4,338	64,737	4,037	10,635	43,222	38,661	1,373	3,187

* According to Art. 170 of the Constitution of SFRY

Source: National Composition of Inhabitants by Territory (final results), Statistical Bulletin, No. 1295, Belgrade 1982.

NATIONS OF SERBY IN 1961 BY COMMUNES



Demographic composition of some ethnically mixed communes in SFR of Yugoslavia (1981 Census)
SR BOSNIA AND HERZEGOVINA

COMMUNE	TOTAL	Nationally affiliated																							Nationally unaffiliated			Unknown		
		Monte-negrans	Croatians	Mace-donians	Muslims	Slovenes	Serbian	Albanians	Austrian	Bulga-rians	Czechs	Greek	Italians	Jewish	Hunga-rians	German	Polish	Romanians	Ruma-nians	Russians	Ruthenians	Slovaks	Turkish	Ukrainians	Vlachs	Others	Under, accord- to Art. 170 of the Const. of SRJ		already decided as Yugoslav	by regional affiliation
BOSANSKA GRADIŠKA	53095	57	3544	12	13026	31	32825	70	-	2	35	-	3	1	12	19	125	232	-	10	1	6	8	225	-	7	159	7355	224	205
BEVČENTA	57010	35	23629	16	6034	16	2284	20	1	-	30	-	-	6	8	17	-	-	-	1	15	4	112	1	8	143	3752	19	303	
BJEKTAŠI	27576	28	2373	7	245	35	21642	2	-	-	8	1	24	-	4	4	56	192	2	2	-	2	8	399	21	6	34	2204	22	216
BRUNJAVE	43556	52	2050	2	6613	31	34693	7	4	-	201	-	457	-	16	3	162	42	1	3	1	7	6	1651	-	7	61	2291	48	526
BRVCI	19103	14	12083	1	6698	6	49	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	1	1	193	3	53
ČERČAC	22336	57	172	11	805	5	19175	12	-	2	54	1	2	-	6	8	18	8	15	1	1	2	-	216	1	9	141	1334	63	227
ČIČIĆ	22822	61	10287	22	6419	37	4241	31	-	1	2	-	1	-	3	1	-	-	1	-	-	-	2	-	1	94	1563	3	51	

SR MONTENEGRO

Table 2

BAR	32535	20399	231	44	2242	18	1263	4109	-	2	10	1	4	-	15	11	9	20	10	3	4	7	11	3	-	30	45	2923	86	532
PLAV	19560	4593	20	8	10153	8	50	4036	-	-	-	-	-	-	2	-	-	4	-	-	-	-	6	-	-	125	15	378	4	128
ROŽAJ	20227	1900	8	9	16975	-	159	863	-	1	-	-	-	-	1	1	-	-	2	-	-	-	14	-	-	6	-	134	10	144
TITGRAD	132299	101482	686	351	5948	156	4060	12122	2	8	10	7	19	15	55	18	10	1011	51	21	1	2	4	-	1	63	74	4704	414	1009
ILICINJ	21576	3346	61	22	710	11	241	15653	1	1	-	6	2	-	4	14	3	26	7	-	5	3	4	4	-	4	4	1082	64	298

Source: Statistical bulletin 1295 Belgrade, May 1982

Table 3

SR CROATIA

COMMUNE	TOTAL	Nationally affiliated																							Nationally unaffiliated			Total		
		Monte-negrans	Croa-tians	Macedo-nians	Muslims	Slovenes	Serbian	Albanians	Austrians	Bulga-rians	Czechs	Greek	Italians	Jewish	hungan-garians	Jer-mans	Polish	Romanies	Ruma-nians	Russians	Ruthe-nians	Slovaks	Turkish	Ukranians	Vlachs	Others	Undeter-mined, accord-ing to the Consti-tution of the SFRY		already decided as Yugoslav	by regional affiliation
BELI M. NASTIR	53409	276	19136	45	82	353	12657	56	6	19	32	-	3	-	5920	410	17	262	204	15	10	44	-	6	2	5	285	8397	173	795
BUJE	20577	77	13497	18	228	545	634	131	6	7	6	-	2367	1	30	6	2	34	2	3	5	13	6	1	-	6	221	2142	207	371
BJELOVAR	66553	97	48319	64	35	170	5997	178	-	7	470	1	8	1	936	13	8	19	-	8	2	4	-	2	-	3	222	8952	75	662
CRES - LOŠINJ	10361	30	7949	20	76	63	537	41	6	1	6	-	93	-	32	7	2	-	2	-	2	13	5	1	-	16	58	1236	42	124
DARUVAR	31424	45	8907	22	13	45	9528	28	2	12	5709	1	72	4	745	61	4	24	1	1	3	25	-	2	-	4	152	5532	22	397
DOLJI MIHOLJAC	20647	24	16591	22	9	20	2285	14	1	11	10	-	2	-	105	12	-	3	14	2	1	7	-	-	-	4	69	1157	4	279
DJAKOVO	52349	35	45071	21	27	46	2265	36	1	1	35	-	1	-	495	61	5	8	1	2	94	1307	-	7	-	8	69	1783	56	914
GAREŠNICA	19093	12	13669	10	6	38	2122	7	1	10	587	-	8	-	480	25	2	-	-	1	-	9	-	-	-	2	113	1720	17	252
GRUBIŠKO POLJE	15756	12	5676	6	4	18	4555	16	1	-	2279	-	11	1	607	9	1	30	5	-	1	3	-	1	-	5	152	2140	5	218
LABIN	25500	44	20079	14	1250	294	522	60	2	-	5	-	148	-	4	5	3	-	3	1	-	1	-	1	-	14	146	2049	552	263
NAŠICE	38936	27	29026	46	25	53	4440	33	2	-	28	-	2	-	146	23	18	2	-	2	-	1530	1	3	-	6	197	2664	84	573
NOVSKA	24530	19	15060	8	94	30	5194	25	1	1	329	-	25	4	749	61	4	24	1	1	3	25	-	2	-	4	152	5582	32	397
OSIJEK	158790	510	90770	261	457	480	28536	189	2	24	120	3	11	18	3520	174	16	78	22	49	91	364	3	65	-	31	1172	28439	196	3189
PAKRAC	27903	16	8473	12	9	46	10703	26	-	2	797	-	673	5	374	36	5	-	1	4	1	159	-	16	-	17	214	5865	45	404
POREČ	19946	51	15559	17	103	132	519	165	3	3	8	-	389	2	47	4	3	-	3	1	-	22	-	1	-	11	107	2060	485	252
PULA	77278	807	48284	306	1277	1147	5347	301	8	15	43	7	3225	1	239	30	20	132	13	25	18	58	16	21	-	53	311	13130	1173	1271
RIJEKA	193044	830	130568	378	2854	3194	16277	646	17	19	154	12	1940	7	362	54	48	142	28	59	43	54	50	33	-	98	845	30459	556	3717
ROVINJ	18277	42	13540	36	73	156	584	103	3	3	13	2	1505	-	124	18	3	-	17	-	2	9	11	3	-	6	71	1559	128	267
VINKOVCI	95245	96	71260	79	193	141	12782	144	1	4	21	3	1	2	1880	42	11	50	4	15	259	154	-	60	-	6	185	6742	92	1018
VIRČEVITICA	47417	97	33562	56	35	59	7305	35	-	4	103	-	11	-	426	17	-	13	1	7	1	4	-	1	-	6	139	4956	40	539
VUKOVAR	81203	146	30157	90	124	102	25146	227	2	5	46	2	1	3	1421	80	51	60	3	53	2238	1371	-	719	-	26	680	17139	171	1405

Source: Statistical bulletin 1295 Belgrade, May 1982

SR MACEDONIA

COMMUNE	TOTAL	Nationally affiliated																							Nationally unaffiliated			Unknown		
		Monte-negrens	Croatians	Macedonians	Muslims	Slovenes	Serbians	Albanians	Austrians	Bulgarians	Czechs	Greeks	Italians	Jewish	Hungarians	Germans	Polish	Romanians	Rumanians	Russians	Ruthenians	Slovaks	Turkish	Ukrainians	Vlachs	Others	Under act, 170 of the Const. of SFRY		already decided as Yugoslav	decided by regional affiliation
BITOLA	137636	139	263	123564	1033	43	1058	5344	5	50	9	72	20	3	18	35	7	554	3	10	4	4	3496	-	321	135	22	527	27	448
DEBAR	22497	4	1	2561	3137	2	37	10309	2	1	1	23	-	-	-	-	3	1020	2	3	-	-	5155	-	-	3	7	152	16	55
GOSTIVAR	101028	33	52	18393	5403	11	308	63153	4	14	8	46	3	-	17	10	20	1548	5	6	1	-	10594	2	6	14	40	741	55	146
KIČEVO	51422	35	45	21190	2415	5	242	23335	4	10	1	20	10	-	8	2	12	325	1	11	1	1	2342	2	5	5	8	217	7	157
KUMOVO	126118	127	129	65803	577	23	11697	35608	-	100	4	13	-	-	11	13	5	4558	-	3	-	3	2302	1	90	20	36	766	42	187
ORID	64230	106	103	54263	511	34	481	3587	4	15	14	14	5	1	10	22	11	512	2	4	-	6	2658	6	266	45	32	1374	27	87
PRILEP	99770	86	117	87743	3243	13	475	351	2	27	1	6	5	-	5	15	3	2592	2	4	2	3	4521	1	12	10	20	281	33	269
RADOVIŠ	26575	12	17	24153	17	3	125	53	-	6	-	-	2	-	-	-	-	28	-	1	-	1	4066	-	2	4	1	46	6	28
RESEK	25360	4	22	17574	157	7	94	3597	-	2	1	9	1	-	3	4	6	39	1	2	-	-	3100	1	20	68	6	172	5	293
SKOPJE	564932	2494	1931	320563	13905	401	21342	66462	7	1251	32	368	20	19	150	90	117	24027	42	240	12	34	25563	34	1249	265	178	7601	414	693
STRUGA	56451	17	17	30098	383	5	103	23623	1	3	7	14	4	-	5	4	5	427	-	3	-	1	967	-	433	52	6	212	11	48
STRUMICA	87347	35	48	80667	115	15	478	17	-	15	3	4	3	-	5	8	2	37	6	-	-	3	5516	2	-	2	3	199	24	118
ŠTIP	46610	15	98	39844	300	18	545	76	-	54	1	11	1	3	6	4	4	1061	4	140	-	1	2484	3	1657	4	4	257	14	39
TEOVO	162378	110	131	38451	1132	13	1192	113414	-	65	15	45	2	-	12	33	15	1966	8	30	-	2	4675	-	4	27	45	481	61	448

SR SLOVENIA

COMMUNE	TOTAL	Nationally affiliated																							Nationally unaffiliated			Unknown		
		Monte-negrans	Croats	Racodonians	Muslims	Slovenes	Serbians	Albanians	Austrians	Bulgarians	Czechs	Greek	Italians	Jewish	Hungarians	Germans	Polish	Romanians	Rumanians	Russians	Ruthenians	Slovaks	Turkish	Ukrainians	Vlachs	Others	Under record to the Const. of SFRY		already decided as Yugoslav citizens	
IZOLA ISOLA	12513	24	1788	46	161	8957	564	18	1	-	2	-	356	-	14	5	3	-	-	1	1	-	9	4	-	6	56	433	18	73
KOPER CAPLOGI STRIA	41843	91	4450	91	550	31949	1788	48	-	2	14	-	727	-	42	11	12	-	3	5	3	6	10	12	-	29	270	1761	180	194
PIRAN PIRANO	15235	54	2024	19	122	10417	509	36	2	10	10	-	816	-	31	8	1	-	-	5	3	2	-	3	-	19	47	748	85	24
LENDAVA LENDVA	26717	4	904	10	2	17978	99	17	-	-	2	-	7	-	7069	9	3	140	1	-	-	1	-	-	-	3	39	288	9	132
MURSKA SOBOTA MURASZOMBAT	64299	19	612	16	13	61134	193	27	9	1	2	1	-	-	1548	7	6	236	2	7	1	2	2	2	-	6	22	256	24	151

Source: SR Slovenia Institute for Statistics 264, Ljubljana, March 1982

Table 6

SR SERBIA

BABUŠNICA	23872	10	13	9	1	-	20659	3	-	2102	-	-	-	-	1	-	-	94	4	1	-	-	-	-	1	4	11	845	7	107
BILJANOVAČ	46669	24	8	105	121	3	15914	25943	-	43	2	-	-	-	1	2	1	413	1	-	-	2	265	-	-	2	3	81	12	121
BOSILEGRAD	14196	6	4	49	1	1	616	1	-	5425	1	-	-	-	1	-	1	10	-	1	-	1	-	-	-	-	83	3989	4	100
DIMITROVGRAD	15158	15	20	48	14	3	1419	3	-	9379	-	-	1	-	3	-	-	43	-	2	-	-	-	-	-	4	79	3500	1	24
KOČEVO	26429	54	30	37	5	3	24395	11	2	-	1	1	-	-	11	1	2	54	25	4	1	3	1	-	2598	7	6	953	11	210
MEĐVEDJA	17219	1700	6	17	56	2	9654	5509	-	3	-	-	-	-	2	1	-	83	-	1	-	-	-	-	-	2	5	123	17	38
NIŠ	230711	2394	856	1459	603	293	205652	198	11	1028	23	17	4	7	92	30	24	4962	31	55	9	16	43	11	-	77	125	11020	108	1563
PIROT	69653	76	77	101	51	6	63684	36	1	1246	4	1	-	-	7	11	2	1055	2	2	-	3	13	-	-	40	36	3037	16	152
PREŠEVO	23948	19	8	36	100	2	4204	28961	-	4	2	-	-	-	2	2	1	433	-	-	-	1	86	-	-	2	-	25	2	58

Source: Statistical bulletin 1295, Belgrade, May 1982

COMMUNE	TOTAL	Nationally affiliated																				Nationally unaffiliated			Unknown					
		Monte-negrans	Croa-tians	Macedo-nians	Muslims	Slovene	Serbian	Albanians	Austria	Bulga-rians	Czechs	Greek	Italians	Jewish	Hunga-rians	German	Polish	Romanian	Ruma-nians	Russe	Ruthe-nians	Slovaks	Turkish	Ukrainians		Vlachs	Others	Under-accord- ing to Art. 178 of the Const. off- sery	already decided as Yugoslav	by regional gov- ernment
DEČANI DEČANI	40640	898	4	5	217	-	234	39179	-	-	-	2	2	3	2	-	8	-	-	-	-	-	-	-	-	9	1	58	1	19
DJAKOVICA GJAKOVA	92203	1953	49	30	278	29	1898	87588	2	-	-	2	4	5	13	13	-	146	1	1	-	-	9	-	-	11	1	11	7	69
DRAGAŠ DRAGASCHI	35054	21	3	17	15942	-	93	18623	-	-	-	1	-	-	1	-	-	-	-	-	1	176	-	-	7	24	65	-	7	
GLOGOVAC GLOGOVCI	40514	5	1	2	20	2	27	40447	-	-	-	-	-	-	-	-	6	-	-	-	-	-	-	-	-	-	-	-	4	
GUJILANE GJILANI	84085	174	26	87	137	4	19212	59764	-	17	1	2	-	-	12	5	1	3347	1	1	-	-	1180	-	-	6	2	79	2	24
ISTOK ISTOSU	50104	1856	14	8	3545	6	7736	35972	-	3	2	-	-	4	5	-	747	-	-	-	-	8	-	-	44	12	129	1	22	
KAČANIK KAČANIKU	31072	27	12	9	65	1	284	30406	2	-	-	-	-	1	2	2	231	-	-	-	-	8	-	-	4	-	11	-	7	
KLIHA KLIHA	54539	973	13	3	237	6	6829	45594	-	-	-	-	-	3	5	-	793	1	2	-	-	-	-	-	8	-	43	-	19	
KOSOVSKA KAMENICA KAMENICA	48320	60	8	32	77	1	14813	32390	-	24	-	-	-	1	1	2	-	868	-	-	-	5	2	-	-	4	-	16	3	17
LEPOSAVIĆ LEPOSAVICI	116906	79	12	18	681	6	14977	858	1	1	-	-	-	-	2	1	177	-	2	-	-	8	1	-	15	-	43	1	23	
LIPJAN LIPJANI	60037	354	3676	28	748	4	10259	43118	-	1	1	-	-	3	3	-	1625	-	6	-	-	118	-	-	36	2	27	4	32	
ORHOVAC ORHOVCI	61178	209	8	5	129	2	4026	56391	-	1	-	-	-	1	2	-	247	-	-	-	-	-	-	-	4	-	127	1	25	
PEĆ PEJA	111071	9796	91	38	8739	18	7995	79965	-	2	-	2	3	-	8	11	5	3844	1	25	1	1	33	1	-	12	13	435	7	25
PODJEVO PODJEVA	75437	615	3	4	77	2	2242	72092	-	5	-	1	1	-	2	1	-	320	-	-	-	-	-	-	10	-	13	1	48	
PRISTINA PRISTINA	210040	6394	400	450	4304	104	43375	140043	7	60	25	6	3	7	42	14	9	11227	6	26	1	3	1974	-	-	131	11	665	100	203
PRIZREN PRIZREHI	134526	538	118	83	16857	37	11651	93657	2	10	4	2	2	1	23	6	1	2632	-	2	2	9	2078	3	-	49	34	487	17	221
SERBICA SERBICA	46927	136	3	3	40	1	1104	45504	-	-	-	-	-	-	-	1	114	-	-	-	1	-	-	-	3	-	14	-	3	
SUVA REKA SUNAREKA	59434	27	10	11	34	4	3568	55540	-	1	-	-	1	-	1	-	55	-	-	-	-	12	-	-	8	-	2	-	60	
TITOVA MITROVICA MITROVICA E-TITOS	105323	2000	228	142	4519	79	25930	66528	3	21	7	8	9	-	20	13	5	4330	3	32	1	7	789	2	4	121	7	325	29	151
URŠEVAC FERIZAJI	119630	353	302	47	1742	21	18285	94521	1	8	-	-	1	-	7	4	1	1994	4	4	4	5	35	-	-	18	6	57	67	207
VITINA VITIA	47839	179	3722	28	78	10	8369	35105	-	9	1	1	1	-	7	-	-	229	-	-	-	2	-	-	-	4	10	15	5	64
VUČITRN VUCITERNA	65512	381	15	9	96	6	6691	57351	3	2	2	-	-	5	-	1	1191	-	1	-	2	83	-	-	120	-	14	19	61	

Table 8

SAP VOJVODINA

COMMUNE	TOTAL	Nationally affiliated																						Nationally unaffiliated				Unknown		
		Monte-negrans	Croatians	Muslims	Macedonians	Slovenes	Serbians	Albanians	Austrians	Bulgarians	Czechs	Greek	Italians	Jewish	Hungarians	Germans	Polish	Romanies	Rumanians	Ruthenians	Ruthenians	Slovaks	Turkish	Ukrainians	Vlachs	Others	Undeter- mined, accord- ing to Art. 170 of the Const. of 1946		already decided as Yugoslav	regional affiliation
ADA	22408	46	67	15	10	1	3561	7	-	-	1	-	-	1	17523	16	2	147	25	2	4	27	-	2	-	3	29	632	-	41
ALIBUNAR	29384	124	105	48	122	27	14563	37	-	25	13	-	-	-	467	46	4	64	10487	5	1	1430	1	7	1	16	12	767	12	22
APATIN	33643	123	5643	38	53	31	15520	13	1	2	4	-	1	3	5837	212	2	46	1537	6	6	32	5	3	-	19	102	4345	29	232
BAČKA PALANKA	58155	331	11554	95	58	60	40926	91	-	7	18	12	-	6	1917	107	11	61	9	16	91	7255	-	17	-	17	53	4793	5	93
BAČKI PETROVAC	16095	47	210	4	22	4	3049	24	-	6	7	11	-	-	94	12	1	61	1	4	18	11876	-	11	1	1	14	598	3	14
BELA CRKVA	25690	358	154	47	157	33	19166	19	1	11	1043	3	2	-	745	117	6	282	2132	39	2	57	-	3	-	22	42	1205	48	7
KANJIŽA	32709	92	192	19	3	12	2296	34	-	-	3	2	1	2	28177	14	1	352	146	8	5	11	-	2	-	3	7	667	8	41
KIKINDA	69854	267	293	61	179	60	49597	85	-	27	9	-	2	1	11721	103	6	1402	123	29	8	50	6	21	-	6	53	5586	16	57
KOVAČICA	32799	70	110	21	152	14	9940	47	-	18	11	-	-	-	4403	29	3	579	3442	5	6	12951	-	4	-	1	13	629	7	34
KULA	49999	9750	1218	100	237	56	20631	114	-	1	21	-	-	3	5941	168	45	150	4	25	6536	121	4	1456	1	12	45	2651	189	16
MALI IOJŠE	14975	3438	133	10	26	15	1339	30	-	2	1	-	2	-	9366	24	1	66	1	11	7	3	-	7	-	9	4	457	2	51
NOVI SAD	257685	5377	12655	1088	1212	780	160310	955	4	173	155	100	41	113	24542	395	126	400	999	277	2435	9105	71	552	3	205	549	32977	170	931
PANČEVO	123791	1765	2216	754	10421	270	85555	203	42	866	57	48	9	10	6476	369	26	731	5923	93	22	2066	5	30	11	64	299	10297	104	114
SENTA	30519	238	199	12	39	21	2909	19	-	2	1	1	1	1	25140	24	5	342	1	5	11	12	2	-	-	11	23	1481	2	17
SOMBOR	99168	953	15223	107	304	163	46957	108	2	39	16	25	12	10	18813	337	12	83	408	41	82	116	7	7	3	820	247	14058	94	116
SUBOTICA	154611	1462	32589	213	579	217	20674	237	7	53	34	19	5	3	71064	191	38	475	43	73	125	154	13	13	7	8962	261	16738	131	149
STARA PAZOVA	52566	444	3516	176	299	44	34945	57	-	10	11	3	2	1	143	22	6	1009	2	13	23	7629	4	55	-	16	64	4026	9	38
VRBAS	45755	13033	1076	170	186	67	17955	129	3	21	14	-	2	3	4012	180	42	55	16	40	4531	365	3	1129	1	30	26	2334	294	28
VRŠAC	61005	402	512	98	717	282	39924	92	1	112	222	19	4	2	4056	233	14	1060	9000	40	19	134	3	10	-	27	69	3715	29	190
ZRENJANIN	139300	674	1280	268	650	200	93373	351	2	359	42	10	5	3	20451	220	19	1840	3616	85	20	3379	29	31	-	159	138	11655	47	194

A P P E N D I X III

PRESENTATION OF SOME DATA ABOUT THE EXERCISE OF EQUAL RIGHTS OF THE NATIONS AND NATIONALITIES IN THE FIELD OF EDUCATION

Table 1

Data on the Teaching of Languages of the Nationalities in SR Bosnia and Herzegovina for the School Year 1984/85

	No. of pupils	No. of lessons	G R A D E S							
			1	2	3	4	5	6	7	8
UKRAINIAN										
Trno-polje	75	9	9	11	9	15	10	4	9	8
Prnjavor	129	12	20	19	13	13	15	23	15	11
Lišnja	39	4	4	4	5	7	6	3	5	5
Potočani	42	4	5	5	4	6	7	5	4	6
ITALIAN										
Šibovska	91	8	7	8	9	17	4	8	17	21
CZECH										
Prnjavor	23	2	5	2	2	-	4	-	7	3
Total	399	39	50	49	48	52	46	43	57	54

Source: Republic Board on the Promotion of Education, Sarajevo, 1985

Table 2

Number of Pupils of Albanian Nationality in Elementary Schools with Albanian and Serbo-Croatian as the Language of Instruction in SR Montenegro in School Year 1984/85

COMMUNE	Total No. of Pupils	G R A D E S							
		1	2	3	4	5	6	7	8
Bar	521	57	55	68	78	87	57	69	55
Plav	421	53	51	48	51	50	51	59	58
Rožaje	73	8	7	14	10	8	10	10	6
Titograd	1,258	162	127	143	169	176	176	181	124
Ulcinj	1,935	223	223	229	242	265	260	270	213
Total	4,208	503	411	502	550	586	554	589	456

Table 3

Number of Pupils of Albanian Nationality in the Centres of Vocationally Oriented Secondary Education in SR Montenegro in the School Year 1984/85

Centres for Secondary Vocationally Oriented Education	All Pupils	Pupils of Albanian Nationality
Plav	842	174
Titograd	520	321
Ulcinj	795	581
Total	2,160	1,076

Source: Republic Board on the Promotion of Education in SR Montenegro, 1985

Table 4

Data on Education of Members of the Nationalities in SR Croatia in the School Year 1983/84

Educational-Custodial Institutions (Pre-School)

LANGUAGE OF INSTRUCTION	No. of Kindergarten	C H I L D R E N			Total
		Education in the Native Language	Bilingual		
Italian	16	391	108		499
Hungarian	7	107	85		192
Czech	1	85	-		85
Ruthenian	1	-	15		15
Total	25	583	208		791

Elementary Schools

LANGUAGE OF INSTRUCTION	No. of Schools	P U P I L S			Total
		Education in the Native Language	Mother-Tongue as Teaching Language		
Italian	21	992	-		992
Hungarian	14	698	800		1,506
Czech	12	593	570		1,163
Ruthenian	5	-	212		212
Ukrainian	4	-	80		80
Slovak	2	43	399		442
Total	58	2,326	2,069		4,395

Secondary Schools of Vocationally Oriented Education

LANGUAGE OF INSTRUCTION	No. of Schools	P U P I L S		Total
		Education in the Native Language	Mother-Tongue as Teaching Language	
Italian	4	550	-	550
Hungarian	1	161	48	209
Czech	2	-	202	202
Total	7	711	250	961

Table 5

Data on the Number of Pupils and Departments in Schools for the Hungarian Nationality in SR Croatia in the School Year 1983/84

NUMBER OF DEPARTMENTS																
	1	2	3	4	5	6	7	8	Tot.	Hun.	Com.	Hun.	Com.	Hun.	Com.	Tot.
1979/80	91	80	81	104	98	102	118	109	783	8	21	24	4	32	25	57
1980/81	94	85	82	76	110	92	107	112	758	8	21	24	4	32	25	57
1981/82	101	85	89	84	78	104	96	101	738	10	19	23	4	33	23	56
1982/83	91	98	84	88	93	73	102	89	718	10	19	23	4	33	23	56
1983/84	76	84	97	84	88	91	78	100	698	10	18	23	4	33	22	55

Source: Delegate Bulletin, Union of Self-Managing Communities of Interest for Education in SR Croatia, Zagreb 1984

Table 6

Number of Pupils Attending Mother-Tongue Departments ("Language Cultivation") in Some Communes in SR Croatia in the School Year 1983/84

COMMUNE	Total No. of Pupils	DEPARTMENTS		No. of Pupils Attending Schools with Serbo-Croatian Language and Optional Hungarian ("Language and Cultural Cultivation")
		Indiv-iduals	Comb-ined	
Beli				
Manastir	571	29	16	325
Osijek	35	-	4	186
Vinkovci	89	4	2	63
Vukovar	-	-	-	21
Djakovo	-	-	-	35
Virovitica	-	-	-	223
Bjelovar	-	-	-	106
Donji				
Miholjac	-	-	-	22

Table 6a

Comparative Data on the Teaching of the Mother Tongue ("Language Cultivation") in Schools with Croatian or Serbian Teaching Language in Some Communities in SR Croatia

1981/82	879	all pupils
1982/83	808	
1983/84	984	

Table 7

Number of Pupils and Departments in Schools with Italian as the Language of Instruction in SR Croatia in the School Year 1983/84

COMMUNE	Total	Number of Departments	G R A D E							
			1	2	3	4	5	6	7	8
Reka	378	30	75	53	55	55	38	47	25	30
Pulj	258	21	28	47	34	34	32	29	26	28
Rovinj	147	10	29	20	12	13	26	16	14	17
Poreč	20	5	6	6	-	-	4	2	-	2
Buje	189	28	36	21	26	35	21	12	13	25
Total	992	94	174	147	127	137	121	106	78	102

Table 8

Comparative Data on the Number of Pupils Attending Czech and Slovak Language Lessons ("Language Cultivation") in SR Croatia

Czech language lessons and culture in SR Croatia ("language cultivation")	1981/82	612
	1982/83	517
	1983/84	570
Slovak language lessons and culture in SR Croatia ("language cultivation")	1981/82	370
	1982/83	404
	1983/84	399

Source: Delegate Bulletin of the Union of Self-Managing Communities of Interest for Education in SR Croatia 1984, No. 63

Table 9

Number of Elementary Schools and Pupils Attending School in the Languages of the Nations and Nationalities in SR Macedonia in the School Year 1983/84

		G R A D E S									
LANGUAGE OF INSTRUCTION	No. of Pupils	No. of Schools	1	2	3	4	5	6	7	8	
Macedonian	188,425	931	25,390	25,035	23,934	23,583	23,987	22,816	22,279	21,401	
Albanian	76,340	284	10,821	10,209	9,913	9,814	9,939	9,388	8,461	7,795	
Turkish	5,243	51	904	858	754	726	560	520	471	450	
Serbo-Croatian	2,296	20	310	300	334	301	264	264	251	272	
Total	272,304	1,286	37,245	36,402	34,935	34,424	34,750	32,988	31,462	29,918	

Table 10

Elementary Schools, Departments, Schools

		Schools	Departments	Pupils
Albanian	Albanian	207	1,749	48,946
	Combined	77	933	27,394
	Total	284	2,682	76,340
Turkish	Turkish	25	44	1,076
	Combined	26	171	4,167
	Total	51	225	5,243
Serbo-Croatian	Serbo-Croatian	9	41	823
	Combined	11	62	1,473
	Total	20	103	2,296

Table 11

Departments, Pupils and Schools in the Languages of the Nationalities in SR Macedonia in the School Year 1983/84

		Schools	Departments	Pupils
Albanian	Albanian	-	-	-
	Combined	20	154	8,947
	Total	20	154	8,947
Turkish	Turkish	-	-	-
	Combined	4	14	256
	Total	4	14	256
Serbo-Croatian	Serbo-Croatian	-	-	-
	Combined	1	8	234
	Total	1	8	234

Table 12

Statistical Survey of Bilingual Educational-Custodial Institutions in the School Year 1983/84

NAME OF ORGANISATION EDUCATIONAL-CUSTODIAL ORGANISATION LENDAVA	No. of Groups	No. of Children
	27	563
Lendava Branch	8	172
Nafta Branch	8	153
Čentiba Branch	1	22
Dolina Branch	1	19
Petišovci Branch	1	22
Gaberje Branch	2	55
Dobrovnik Branch	3	61
Genterovci Branch	1	20
"BRATSTVO IN ENOTNOST" ELEMENTARY SCHOOL-PROSENJAKOVCI	4	64
Prosenjakovci Branch	2	29
Hodoš Branch	1	24
Domanjševci Branch	1	11

Source: Sožitje=Egyutteles, Lendava 1984

Table 13

Statistical Survey of Bilingual Elementary Schools in the School Year 1983/84

Elementary School

NAME OF ORGANISATION	No. of Departments	No. of Pupils
Elementary School DRAGO LUGARIČ-LENDAVA	48	955
Subsidiary Elementary School Čentiba	1	15
Subsidiary Elementary School Dolina	1	15
Subsidiary Elementary School Gaberje	4	77
Subsidiary Elementary School Petišovci	2	28
Elementary School JOŠKO TALANYI-JANEZ Dobrovnik	9	144
Elementary School BRATSTVO IN ENOTNOST Prosenjakovci	11	156
Subsidiary Elementary School Hodoš	1	8
Subsidiary Elementary School Domanjševci	1	9
Elementary School VLAJ LAJOS Genterovci	8	108
Elementary School JOŽE KRAMAR-JUS Lendava	8	68

Table 14

Statistical Survey of Bilingual Elementary Schools in the School Year 1983/84

Secondary School

NAME OF ORGANISATION	No. of Departments	No. of Pupils
Secondary School: Metallurgy, Economics and Pedagogy	4	54

Source: Sožitje = Egyuttelek, Lendava 1984

Table 15

Educational-Custodial Activities in Italian Elementary Schools with Italian as the Language of Instruction

	EDUCATIONAL-CUSTODIAL INSTITUTION				ELEMENTARY SCHOOLS WITH ITALIAN AS THE LANGUAGE OF INSTRUCTION			
	1983/84		1984/85		1983/84		1984/85	
	No. of Departments	No. of Children	No. of Departments	No. of Children	No. of Departments	No. of Pupils	No. of Departments	No. of Children
KOPER	2	44	2	42	86	8	101	8
Semedela	2	37	2	36	4	2	2	1
Bertoki	1	10	1	9	2	1	3	2
Hrvatini	1	11	1	8	9	2	8	2
IZOLA	2	40	2	49	66	8	75	8
PIRAN	2	21	2	20	61	8	65	8
Lucija	2	37	2	41	31	4	28	4
Sečovelje	1	8	1	10	7	3	17	5
Strunjan	1	5	1	3	4	1	4	1
Total	14	211	14	218	270	37	303	39

Source: Report on the Exercise of Special Rights of Members of the Italian and Hungarian Nationalities in the Field of Education, Republic Committee on Education and Physical Culture, 1985

Table 16

Secondary Schools with Italian as the Language of Instruction

	Secondary Schools with Italian as the Language of Instruction	
	No. of Students	No. of Students
	1983/84	1984/85
KOPER-TOTAL	47	39
Secondary School for the Social Sciences	47	39
IZOLA-TOTAL	58	53
Secondary School for:		
Economics	25	20
Metallurgy	16	18
Commercial	17	15
PIRAN	45	53
Secondary School for the Natural Sciences and Mathematics	45	53
Total	150	145

Source: Cf. Table 15

Table 17

Number of Pupils Who Learned the Italian Language as the Language of Social Environment in the School Year 1984/85

Level of Education	KOPER	IZOLA	PIRAN
	No. of Pupils	No. of Pupils	No. of Pupils
Pre-School Learning of the Elements to Prepare Children for School	619	202	272
Italian as the Language of Social Environment in Elementary Schools	4,206	1,349	1,605
Italian in the Secondary Schools of Vocationally Oriented Education	2,207	444	3,454
Total	7,032	1,995	5,331

Source: Cf. Table 15

Table 18

Number of Pupils in Elementary Schools by Grades and by Nationality Language in Ethnically Mixed Communities of SR Serbia (Narrower Region) in the School Year 1983/84

COMMUNE	LANGUAGE OF INSTRUCTION	TOTAL	G R A D E								Total 5-8	
			1	2	3	4	Total 1-4	5	6	7		8
Babušnica	Bulgarian	300	23	40	47	43	153	47	35	31	34	147
Bosiljgrad	Bulgarian	1,374	174	174	197	162	707	145	182	175	165	667
Surdulica	Bulgarian	177	13	16	20	22	71	23	28	27	28	106
Dimitrovgrad	Bilingual	1,372	156	188	203	177	724	164	159	174	151	648
Bujanovac	Albanian	4,912	760	677	624	601	2,662	645	542	583	480	2,250
Medvedja	Albanian	813	133	108	134	115	490	73	98	68	84	323
Preševo	Albanian	582	911	773	740	736	3,160	810	705	621	533	2,669
Dobanovci	Slovak	121	14	15	16	8	53	20	15	15	18	68
Palilula	Rumanian	36	5	7	11	13	36	-	-	-	-	-

Source: Report of the Republic Bureau of Statistics (Documentary Material)

Table 19

Number of Departments and Pupils in Elementary School in SAP Kosovo by Language of Instruction in the School Year 1982/83

COMMUNE	LANGUAGE OF INSTRUCTION							
	Total	Total	Alban- ian	Alban- ian	Serbo- Croat- ian	Serbo- Croat- ian	Turk- ish	Turk- ish
	Paral- lel	Pupils	Paral- lel	Pupils	Paral- lel	Pupils	Paral- lel	Pupils
KOSOVO	11,203	334,121	9,101	284,151	2,025	48,399	77	1,571
Vitina	378	10,980	289	8,559	99	2,421	-	-
Vučitrn	458	13,949	405	12,896	53	1,053	-	-
Glogovac	310	9,680	310	9,680	-	-	-	-
Gnjilane	601	17,747	448	13,906	146	3,752	7	89
Dečani	286	9,637	270	9,483	16	154	-	-
Dragaš	233	6,826	125	3,731	108	3,095	-	-
Djakovica	611	19,732	591	19,225	20	507	-	-
Istok	341	10,486	260	8,485	81	2,001	-	-
Kačanik	253	7,318	246	7,264	7	54	-	-
Klina	398	12,241	324	11,135	74	1,286	-	-
Kosovska Kamenica	329	8,673	238	6,613	91	2,060	-	-
Titova Mitrovica	692	19,232	490	14,529	201	4,696	1	7
Leposavić	94	2,211	8	190	86	2,021	-	-
Lipljan	440	12,177	338	9,669	102	2,508	-	-
Orahovac	511	15,096	475	1,437	36	719	-	-
Peć	773	22,205	607	18,309	166	3,896	-	-
Podujevo	537	16,289	515	16,083	22	206	-	-
Prizren	903	28,523	665	22,402	184	4,784	54	1,337
Priština	1,480	41,264	1,088	31,513	377	9,613	15	138
Srbica	314	11,188	302	11,061	12	127	-	-
Suva Reka	471	13,960	444	13,364	27	596	-	-
Uroševac	790	24,527	663	21,677	127	2,850	-	-

Source: Bulletin 31, 1984; Provincial Bureau of Statistics of SAP Kosovo

Table 20

National Composition of Pupils in Elementary Schools of SAP Kosovo

	1978/79	%	1979/80	%	1980/81	%	1981/82	%	1982/83	%
TOTAL	310,483	100.0	316,392	100.0	321,547	100.0	326,041	100.0	334,121	100.0
Albanian	255,145	82.2	261,731	82.7	268,548	83.5	273,873	84.0	282,142	84.4
Sebian	37,717	12.2	35,991	11.4	34,827	10.8	33,189	10.2	32,417	9.7
Monte-negrin	4,063	1.3	4,180	1.3	3,462	1.1	3,459	1.1	3,211	1.0
Turkish	1,450	0.5	1,448	0.5	1,466	0.5	1,565	0.5	1,611	0.5
Muslim	7,304	2.3	7,328	2.3	7,127	2.2	8,668	2.6	8,384	2.5
Romany	2,831	0.9	3,796	1.2	3,880	1.2	3,433	1.0	4,530	1.4
Others	1,973	0.6	1,918	0.6	2,237	0.7	1,854	0.6	1,826	0.5

Source: Provincial Bureau of Statistics of SAP Kosovo, Pristina, 1984

Table 21

Departments With a Small Number of Pupils in Complete and Lower-Grade Elementary Schools in SAP Kosovo by Languages of Instruction in the School Year 1982/83

LANGUAGE OF INSTRUCTION	TOTAL		Departments with Fewer than 10 Pupils		Departments with 1-5 Pupils				
	Departments	Pupils	Departments	Pupils	1	2	3	4	5
Albanian	284	4,884	37	354	-	-	1	1	-
Serbo-Croatian	451	5,595	174	1,513	2	3	3	4	5
Turkish	29	279	22	192	-	-	-	4	-
Romany	6	-	3	24	-	-	-	-	-
Total	770	10,857	236	2,083	2	3	4	9	5

Source: Provincial Board on the Promotion of Education in SAP Kosovo, Pristina 1984

Table 22

National Composition of Pupils in Secondary Schools of SAP Kosovo

	1978/79	%	1979/80	%	1980/81	%	1981/82	%	1982/83	%
TOTAL	76,573	100.0	81,966	100.0	86,444	100.0	85,441	100.0	86,225	100.0
Albanian	56,892	74.3	61,854	75.4	65,908	76.2	65,517	76.7	67,554	78.4
Serbian	14,262	18.6	14,415	17.6	15,298	17.7	14,057	16.4	12,704	14.7
Monte-negrin	2,219	2.9	2,239	2.7	2,211	2.6	2,089	2.4	2,103	2.4
Turkish	620	0.8	532	0.7	532	0.6	467	0.6	507	0.6
Muslim	2,026	2.7	2,293	2.8	1,875	2.2	2,624	3.1	2,621	3.0
Romany	223	0.3	345	0.4	388	0.4	335	0.4	408	0.5
Others	331	0.4	318	0.4	232	0.3	352	0.4	337	0.4

Source: Provincial Bureau of Statistics of SAP Kosovo, Priština, 1984

Table 23

National Composition of Students in (Junior) Colleges and Universities of SAP Kosovo

	1978/79	%	1979/80	%	1980/81	%	1981/82	%	1982/83	%
TOTAL	47,019	100.0	47,261	100.0	42,477	100.0	40,192	100.0	39,505	100.0
Albanian	33,736	71.8	34,250	72.5	30,724	72.3	30,896	76.9	31,006	78.5
Serbian	8,222	17.5	7,940	16.8	7,107	16.7	5,424	13.5	4,793	12.1
Monte-negrin	1,975	4.2	1,965	4.2	1,766	4.2	1,379	3.4	1,206	3.0
Turkish	312	0.6	332	0.7	306	0.7	257	0.6	220	0.6
Muslim	1,954	4.2	2,113	4.5	1,974	4.7	1,712	4.3	1,680	4.2
Romany	26	0.0	32	0.0	38	0.1	49	0.1	58	0.2
Others	794	1.7	629	1.3	562	1.3	475	1.2	542	1.4

Source: Provincial Bureau of Statistics of SAP Kosovo, Priština, 1984

Table 24

Number of Educational Organisations in SAP Vojvodina in 1984

Language of Instruction	Total No. of Educational-Custodial Institutions	Day-Nurseries	Kindergartens	Education Groups
Serbo-Croatian	491	76	112	303
Albanian	-	-	-	-
Bulgarian	-	-	-	-
Hungarian	84	5	8	71
Rumanian	14	-	-	14
Ruthenian	3	1	2	-
Slovak	7	-	1	6
Turkish	-	-	-	-
Bilingual	10	2	3	5
Serbo-Croatian Combined with:				
Albanian	-	-	-	-
Bulgarian	-	-	-	-
Hungarian	94	9	33	52
Rumanian	10	-	1	9
Ruthenian	2	-	-	2
Slovak	8	-	-	8
Turkish	-	-	-	-
Total	723	93	160	470

Source: Committee on Education of Vojvodina, Novi Sad, 1980.

Table 25

Elementary School Pupils by National Composition in SAP Vojvodina in the School Year 1963/64

Language of Instruction	NATIONALITY	No. of Schools	No. of Pupils	G R A D E S							
				1	2	3	4	5	6	7	8
	Total	458	168,704	23,064	22,306	21,756	21,228	21,094	20,402	19,934	18,920
S E R B O - C R O A T I A N	Montenegrin		6,228	762	766	786	802	762	809	792	749
	Croatian		9,608	1,181	1,149	1,179	1,210	1,233	1,180	1,269	1,207
	Macedonian		2,482	293	304	295	315	330	373	309	263
	Muslim		224	44	31	27	28	26	25	21	22
	Slovene		552	61	71	75	75	66	71	67	66
	Serbian		118,104	15,740	15,417	14,923	14,893	14,794	14,499	14,203	13,635
	Albanian		409	86	55	55	50	47	42	45	29
	Bunjevci		185	26	20	15	17	21	31	31	24
	Czech		90	14	14	21	9	12	9	5	6
	Hungarian		6,956	811	806	853	877	971	928	893	817
	Romany		3,337	632	524	527	430	473	318	243	190
	Rumanian		1,121	124	146	150	142	164	145	116	134
	Ruthenian		977	111	114	141	119	120	125	130	117
	Slovak		1,534	134	165	163	199	230	230	205	204
	Ukrainian		398	57	49	51	57	50	37	48	49
	Others		1,324	163	153	193	168	196	182	162	107
Undecided		115	21	19	13	14	27	9	8	4	
Yugoslav		15,049	2,798	2,501	2,287	1,821	1,572	1,387	1,386	1,297	
Foreign Citizens			11	2	2	2	2	-	2	1	-
	Total	136	27,474	3,647	3,602	3,511	3,460	3,393	3,339	3,326	3,196
H U N G A R I A N	Montenegrin		10	-	1	3	1	2	3	-	-
	Croatian		82	9	12	10	15	9	2	11	14
	Slovene		3	-	-	-	1	1	-	-	1
	Serbian		105	18	11	15	18	14	11	10	8
	Albanian		1	-	-	-	-	1	-	-	-
	Hungarian		26,533	3,509	3,470	3,343	3,309	3,281	3,248	3,250	3,123
	Romany		323	45	46	85	48	33	31	21	14
	Rumanian		2	-	-	-	-	-	-	-	2
	Ruthenian		3	-	-	1	-	1	-	1	-
	Slovak		11	1	1	1	1	-	1	1	5
	Ukrainian		1	-	-	-	-	-	-	-	1
	Others		157	29	15	17	30	20	24	7	15
	Undecided		1	-	-	-	-	1	-	-	-
Yugoslav		239	36	45	36	37	29	18	24	14	
Foreign Citizens			3	-	1	-	-	1	1	-	-

S L O V A K	Total	20	5,090	693	630	659	680	621	609	612	586
	Montenegrin		6	1	-	-	-	1	1	-	3
	Croatian		6	-	1	-	2	-	-	1	2
	Macedonian		1	-	-	-	-	1	-	-	-
	Serbian		97	14	6	12	10	18	13	15	9
	Albanian		6	-	-	1	-	1	1	2	1
	Hungarian		16	5	2	1	1	5	1	-	1
	Romany		6	-	2	2	-	-	-	2	-
	Ruthenian		1	-	-	-	-	-	-	-	1
	Slovak		4,846	649	608	626	659	574	585	587	558
Yugoslav		105	24	11	17	8	21	8	5	11	
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R U M A N I A N	Total	30	2,345	314	334	309	310	336	240	242	260
	Macedonian		1	-	-	-	-	-	-	1	-
	Serbian		21	2	4	3	6	2	-	2	2
	Hungarian		2	-	-	1	-	1	-	-	-
	Romany		122	26	28	15	18	10	11	7	7
	Rumanian		2,179	283	299	285	286	323	226	229	248
	Others		14	1	3	5	-	-	2	1	2
	Ruthenian		1	1	-	-	-	-	-	-	-
	Yugoslav		5	1	-	-	-	-	1	2	1
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R U T H E N I A N	Total	3	791	105	92	88	88	109	98	100	101
	Montenegrin		1	-	-	-	-	1	-	-	-
	Muslim		1	-	1	-	-	-	-	-	-
	Serbian		18	3	2	3	2	3	2	2	1
	Hungarian		10	1	-	-	1	4	1	2	1
	Romany		5	-	1	-	-	-	3	-	1
	Ruthenian		748	101	88	84	81	100	91	106	97
	Slovak		1	-	-	-	1	-	-	-	-
	Ukrainian		5	-	-	1	2	1	1	-	-
	Others		1	-	-	-	-	-	-	-	1
	Yugoslav		1	-	-	-	-	-	-	-	-

Source: cf. Table 24