

Comparative Issues

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TEXTBOOKS FOR THE CROATIAN LANGUAGE AND LITERATURE IN BOSNIA AND HERZEGOVINA

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Summary – In the post Dayton Bosnia and Herzegovina, a state in which the war ended in 1995, there still exist unsolved issues considering the complex traditional, religious and national structure. The same applies to the system of education

Considering the changed social circumstances, new state organization and formation of government, even with all constitutional principles and legal regulations, it is very difficult to establish normal courses of social functioning. In that respect, education is struggling with systematization, especially due to different national, political, traditional and especially language interests of the people in Bosnia and Herzegovina.

Nevertheless, in spite of the difficulties, some solutions in education were achieved. Each constitutional nation in Bosnia and Herzegovina has its own educational system which permeates into the others, complements others in an agreed reciprocity and correlation and in that way manages to establish a common but complex system of education in B&H.

On those grounds, regardless of attempts for unification of the majority nations, the Croatian nation gained the right to official use of its textbooks and its language in education. In that way the Croatian people will create textbooks and other literature in the Croatian language, in accord with European standards.

Key words: education, culture, textbooks, language, curriculum, national system

1. INTRODUCTION

Many social processes have been taking place in Bosnia and Herzegovina after the war period (Dayton agreement 1995) such as the division of Bosnia and Herzegovina into two entities¹ (Federation of Bosnia and Herzegovina and Republika Srpska) generating a number of negative consequences, especially the advent of unification according to the Bosnian-Muslim conditions in the Federation of Bosnia and Herzegovina and centralization of the Serbian Republic where the return of Bosnians and Croats is more or less disabled. Nevertheless, we can observe positive changes, even some solutions which almost comply with European criteria. The interior forces of B&H society are participants in these happenings aided by continuous intermediation of the international community as a relevant arbiter and the “ultimate authority”. The entire system of education is affected by permanent phases, and all the changes and transformations are observed and directed towards the European Union by domestic actors and international arbiters. The starting point is that education, culture and language, as primary elements of civilization are found in basic human rights of all nations and therefore each nation, by affirming traditions, national and cultural characteristics, especially in multinational communities, tries to realize the amplitude of those rights, integrity of identity and from there build a system of education.

The principle of individual and collective freedom, or, to be more specific, the principle of national, cultural and confessional differences can be achieved in practice and in theory through the affirmation of the principle of freedom, equality and reference to each other. The contemporary system of education in addition to all general principles such as human rights, national, cultural and language differences, should take into consideration circumstances in the society, in each school and each pupil. Education where any collective or individual rights are denied does not promise positive results.

Although the European Union, comprised of many countries and nations, tries to present itself as connected and “united” in various processes of globalization, at the same time we observe that a pluralistic European society also presents its special national, religious and cultural interests which reveals the differentiation of that community. Multiculturalism and multiethnicity, if realized with respect, affirm dignity of each nation and culture. Aware of social movements, the entire globalization process and transnational aspirations, we can also observe processes of differentiation and promotion of individual national, cultural and linguistic values and authenticity of every European nation. A unity and life of an identity established in that way promises that nations will rise above their individuality and build bridges with others in equal cooperation and respect without dom-

¹ In addition to these two entities – Federation of Bosnia and Herzegovina and Republika Srpska, The Brčko District functions independently from these two entities, but within Bosnia and Herzegovina

ination, assimilation and fear of their subjectivity disappearing (usp. Pavlović, 2006, 330-335).

2. CONDITIONS IN THE EDUCATIONAL SYSTEM OF BOSNIA AND HERCEGOVINA

Within the state of Bosnia and Herzegovina, education differs according to entities: in the Federation of Bosnia and Herzegovina according to the valid constitution, chapter III. Articles 4, 5, and 6 all rights in this area belong to county authorities (there are ten counties in the Federation of B&H). In Republika Srpska, education, science, culture and sports, as well as other aspects of life are articulated in one place, in entity bodies, in other words they are centralized.

The complex solution such as the Federation of B&H, which is made up mostly of Bosniacs-Muslims and Croats, stems from a complex national, cultural and confessional population structure. The Federation B&H is divided into counties through decentralization of the state, with the aim of disabling any form of majorisation and unitarisation by giving authority to each nationality at that level. In that way each nationality could pursue their interests as well as interests of international conventions for the regulation of education. However, considering that there are counties with differing proportions of the population, some are mostly Croatian (3), some are mixed in approximately the same population ratio (2), majority bosniak (5), there is a tendency for “overvoting” by the majority and processes of harmonizing educational curricula become more difficult. (There are no such difficulties in Republika Srpska since the entire entity is settled by Serbian population.)

Teaching curricula in Bosnia and Herzegovina as well as textbooks are constant topics of discussions, even controversy, and are under constant attention of representatives of the international community since the establishment of the Constitution of the Federation of B&H and the Constitution of Republika Srpska (1995/1996), to this day. The tendency is that this will continue into the future as well.

By observing a pupil as a person who is developing and shaping in interaction with the social environment, we will conclude, according to Dewey's pragmatism, that a young man should be observed in an integrated context of space and time offering those areas and activities which will make him a “thinking being”. Therefore, learning and “activities” should not be separated, just as knowledge and behaviour, methods and content should be related. Dewey believes that a responsibly set up curriculum must take into consideration social circumstances, problems of living together, and interests of the society and individual, since “Readiness to learn something from any aspect of life presents essential moral interest” (Dewey, 1971, 249)

In other words, curricular development should imply “interaction, observation and communication in creating selfreflection and group reflection” according to the renowned pedagogue E. Kohler (cf Dalberg, Moss, Pence, 1999, 144-158), who believes that practicing pedagogues create their participation in critical discourse by providing solutions to other authority professionals. A good curriculum should be an indicator and basis of democratic practice based on which a pupil develops in education and knowledge. If teaching theory and practice are an expression of social interaction among people, then a change in curriculum is a complex process of cooperation between relevant professionals and other authority figures in society who negotiate in order to change the system keeping in mind the interest of the social community in which they live with particular personal and collective interests.

Obviously such a process implies objective circumstances and experience and all particularities of a particular society. If all relevant criteria are taken into consideration and it is expressed by all parties involved, then a curriculum can serve as a basis of the educational process. Moreover, the process of negotiation and harmonization involves not only relevant professionals, but politicians, cultural workers and entrepreneurs, where their engagement is in terms of creating their future, not only as observers.

„Within these arenas one can have an open dialogue...within the wider social context where issues relating to childrens’ lives are made real.” (Dalberg, Asen, 1994, 166-167).

Under the new circumstances in the postYugoslav period and after 1991, Bosnians worked according to the teaching curricula of the Socialist Republic of B&H, and even after the Dayton agreement 1995 and published their textbooks accordingly, Serbians worked according to the Belgrade teaching curricula, Croats in B&H mostly used teaching curricula and textbooks from the Republic of Croatia.

3. TEXTBOOKS

In the post war era after 1995, nothing significant has changed in textbook literature regardless of suggestions and even pressure from the international community that “books written and published in B&H must be used”. Nevertheless Bosnians and Serbs took more concrete measures which are sometimes regarded as experiments or methods for “buying time”, while Croatian representatives participate in negotiations on the new curriculum, especially “common core”, however so far without significant results in the area of textbook development.

The agreement on removing inappropriate content from textbooks which will be used in B&H in the 1999/2000 school year was signed Mostar on July 19, 1999.

On August 20, 1999, an Agreement was reached in Banja Luka on removing inappropriate content from textbooks (should there be such content) which will be used in B&H in the 1999/2000 school year. As an integral part of that Agreement, with the decision of OHR, and according to suggestions from experts representing all three constituent nations, a list of content was agreed on which should be marked as prijeporni, inappropriate and therefore removed from textbooks (Croatian textbooks had almost no such content).

After the Symposium on teaching curricula that took place in Sarajevo from February 7-8, organized by OHR and UNESCO, a report was written by a team of professionals from Hidelberg University. This was accomplished after two days of discussions between representatives of all three nations. The basic conclusion was that the Swiss model of schooling was the most appropriate for Bosnia and Herzegovina. This implies parallel teaching curricula with a high level of coordination between entity governments. After reaching this agreement, it was easier to engage in practical implementation of democratic principles, especially in the affirmation of the mother tongue in teaching and in developing textbook literature.

However, considering that during that period the Serbs and Bosnians-Muslims mostly had their own textbooks, while Croatsians mostly used textbooks from the Republic of Croatia, what is more they also used textbooks for learning about regions (e.g. My region) the Zagreb region, an adequate teaching materials and textbooks for Croatian pupils in Bosnia and Herzegovina had to be developed. This had to be done because of the international community, as well as the agreement between entities and nations, and also due to content and curricular reasons. For that task to be accomplished appropriately, an integrated understanding of the term textbook had to be agreed on. An example of one authority is given below:

„The simplest definition of textbook as a book where science and profession are didactically present, point to a conclusion that a textbook is a book in which scientific and professional content are processed in a specific way, according to particular pedagogical, psychological, didactic and methodical principles, therefore such didactic apparatus becomes an important determinant of a book with pretensions to be called a textbook.“ (Malić, 1986, 7)

It is well known that each society has its system of values, in democratic societies values are not imposed, but analyzed and agreed on. These values enter the educational curriculum through educational aims on which the textbook bases its concept and content. A good textbook does not contain a mixture of educational values, but a system of basic values which make sense to an individual and community (Žužul, 2007, 422).

The importance of a textbook is so essential given the fact that UNESCO in the program of developing national strategies for education pointed out that textbooks must be based on content that promotes a country's values in which a child or adolescent lives, since that content enables simpler integration into the family and social environment. (*Shvatati i djelovati*, 1973, 197)

Taking into consideration the opinion of Ante Bežen on the inevitable contradictions regarding contemporary textbooks we have a valid orientation:

„These contradictions stem from the fact that textbooks (...) are considered a public good and public interest, since their production and implementation is set by the state.“ (Bežen, 2003, 61).

If we refer to the theory of textbook development, we will see that it is made up of two basic structural elements – textual and extra textual material. The basic textbook structure and content of a particular educational area makes up the textual material of the textbook, which in its basic part contains information that should be acquired, and additional text, which doesn't have to be part of the curricula expands knowledge appropriate for the psychophysical abilities of pupils. With additional explanations and interpretations of a text, understanding of the basic and supplementary text is improved. It is especially motivating in enabling pupils to work independently with the textbook. (cf D. D. Zuev, 1983.)

A textbook necessarily has a transformational function which makes the extratextual material appropriate for the realization of that function. The didactic apparatus helps in acquiring appropriate content, motivates pupils to become active, awakens their interests and motivates for checking possible applications.

By accepting valid principles and by realizing all necessary assumptions in practice, the representatives of Croatian system of education at relevant levels of government (Croatian county ministers and at the time federal vice-minister a Croat – as coordinator², and a representative of the Education and Teacher Training Agency as public institutions in charge of professional help to Croatian education in Bosnia and Herzegovina), in agreement with the other two nationalities in Bosnia and Herzegovina, their processes and through various intermediations of the international community, came to a solution on the development of Croatian textbooks in Bosnia and Herzegovina. First textbooks from the national set of subjects were printed for the 2000/2001 school year (Croatian language and literature, history, geography, music, art, regional studies, etc.).

In the following years (2001/2002, 2002/2003 ac. years) other textbooks for all grades of primary school and grammar schools were published for Croatian education in Bosnia and Herzegovina. The publisher of all those textbooks was Školska naklada Mostar³ which engaged its authors, co-authors, reviewers and other relevant professionals in cooperation with the parent body – Školska knjiga Zagreb, and successfully realized the entire textbook project.

² At the time of developing these textbooks, Prof. Šimun Musa was a vice minister of education, science, culture and sports, member of the Government of F B&H, and he coordinated the activities of the Croatian county ministers (from 1998 to 2000).

³ In addition to Školska naklada Mostar, which through its publication project met the conditions of more or less all subjects at all levels of education, several years later, other publishers started publishing textbooks in B&H according to the Croatian programme in the Croatian language, but published only those textbooks which had a large editions.

In order to realize the idea for developing textbooks in a truly complex community of Bosnia and Herzegovina, in addition to all agreements and adopted principles, it was important to respect the “common core” criteria.

„Common core“ is a conceptual solution for a textbook within a national group of subject in the educational system of Bosnian and Herzegovina. That is an agreed and accepted amount of selected content from all three national literatures in B&H which should be an indispensable part of every textbook (reader) in primary and secondary education. The expression “common core” implies respect and reciprocity among selected teaching content suggested by educational representatives of all three constitutive nationalities. Of course, methodical content of the national and general culture represent the majority in the textbooks and are a result of the program concept and author’s inventiveness.

TEXTBOOKS FOR PRIMARY SCHOOL

Table 1- Croatian readers for primary school

Title	Grade	Type	Author(s)	Year of 1st edition
Croatian beginner	1.	Textbook	Ana Gabrijela Šabić, Ivan Vitez, Josip Baričević, Marija Musa, Ljubica Benović	2000
Croatian reader 2	2.	Textbook	Marija Musa, Marija Buljan	2000
Croatian reader 3	3.	Textbook	Marija Musa, Marija Buljan	2000
Croatian reader 4	4.	Textbook	Katica Krešić, Marija Musa	2001
Croatian reader 5	5.	Textbook	Ivo Zalar, Marija Putica	2000
Croatian reader 6	6.	Textbook	Zvonimir Diklić, Joža Skok, Marija Putica	2000
Croatian reader 7	7.	Textbook	Zvonimir Diklić, Joža Skok, Željko Ivanković	2000
Croatian reader 8	8.	Textbook	Joža Skok, Ante Bežen, Željko Ivanković	2000

TEXTBOOKS FOR GRAMMAR SCHOOL

Table 2 – Reader for grammar school

Title	Grade	Type	Author(s)	Year of 1st edition
Reader 1	1.	Textbook	Group of authors	2001
Reader 2	2.	Textbook	Group of authors	2001
Reader 3	3.	Textbook	Group of authors	2001
Reader 4	4.	Textbook	Group of authors	2001

a) Readers

Governed mostly by readers from the Republic of Croatia (Školska knjiga, Zagreb) in content and methodology almost all Croatian and world writers and works were taken over, and therefore the characteristics of these readers in B&H are Bosnian authors. Croatian readers from B&H are dominated by Croatian authors and works from B&H (which are for the majority part not mentioned in readers and history of literature from the Republic of Croatia), and then there are Bosnian and Serbian authors from B&H, represented according to the agreed reciprocity.

„The Common Core“ in readers for primary school

In order to show what the “common core” is, we will use the examples from grades 1 – 4 of primary school (coauthor Marija Musa) and readers for grades 1-4 of grammar schools (coauthor Šimun Musa, also author of all Croatian language textbooks from grade one of primary school to grade four of grammar school).

In addition to content from Croatian literature (from Croatia and Bosnia and Herzegovina), which makes up for the majority part of the textbook, and matter from foreign literatures which are of generally accepted literary value, particular works from Serbian and Bosnian literature can be found in textbooks for grades 1 – 4 of primary school. The aim was that children become acquainted with literary works of Serbian and Bosnian authors and the two national literatures. In that way, besides acquiring knowledge of national literature and culture, and most important achievements of world literature, pupils learn of the customs, traditions, culture, religion of other nations in Bosnia and Herzegovina and become enriched with knowledge, more tolerant and richer, realizing that they live together with children who are somewhat different yet as valuable as they are.

The following authors are represented in textbooks for grades 1 – 4 of primary school:

- Croatian writers from B&H: Ivan Vanja Rorić, Antun Branko Šimić (early poetry), Stanislav Femenić, Josip Mlakić, Šimo Ešić, Stanislava Čarapina, Frane Šiško, Vlatko Majić, Anto Gardaš, Umberto Lončar, Nikola Martić, Ićan Ramljak, Mile Maslač, Ivo Andrić, Veselko Koroman, Ivan Kordić, Ivan Frano Jukić, Miro Petrović, Pero Pavlović, Jakov Jurišić, Božica Jelušić, Milka Tica, Franjo Jezidžić, Ivan Kušan, Petar Miloš; Croatian folk poetry and prose from B&H and the Republic of Croatia;
- world literature writers: Aesop, Carlo Collodi, the Brothers Grimm, La Fontaine, Astrid Lindgren, Jens Sigsgaard, Hans Ch. Andersen, Lewis Carroll, Selma Lagerlöf, Felix Salten, Erich Kästner, Antoine de Saint-Exupéry, Ivan Sergejevich Turgenev, Bertolt Brecht, Herman Hesse, Marcel Proust;

- Serbian writers pisci: Dragan Kulidžan, Laza Lazarević, Miroslav Antić, Stevan Raičković, Branko Ćopić;
- Bosnian writers: Nasiha Kapidžić-Hadžić, Ismet Bekrić, Enisa Osmanović-Ćurić, Šukrija Pandžo, Musa Ćazim Ćatić, Mak Dizdar (some of the Bosnian writers have been classified into Croatian literature at the same time, which does not cause disturbances, but shows a permeation of national and cultural communities in one area and during particular times)..

If we accept the definition of a textbook as a national good and implementer of values and keeper of national identities, as well as a medium of intercultural communication, which following the curricula encourages changes, then this textbook project is clearly legitimate.

The concept of readers – the literary and other texts and tasks in a didactic instrument for text interpretation encourage pupils to broaden their horizons, respect and accept differences, democratic behavior, dialogue based on differences, and directed towards cognitive improvement and overcoming of past and acquiring new and higher awareness on the didactic scale of development.

„The Common Core“ in readers for grades 1 – 4 of grammar school

In *Reader 1* (Čitanka 1) for grade 1 of grammar school, in addition to content where particularities of certain literary genres and types are explained on classical works of world and Croatian literature, there is an overview of medieval literature in Bosnia and Herzegovina and in Croatia. In the part entitled *Medieval literacy and literature in Bosnia and Herzegovina*, moreover in part of that chapter entitled Oral literature in Bosnia and Herzegovina, in addition to works of Croats in B&H there are also Muslim and Serbian folk songs such as *The Death of Omer and Merima* and *Izgibio Jugovića*. Croatian medieval literature in B&H is presented through important monuments such as stećak (medieval tombstones), Humačka ploča (Table of Humac), Povelja Kulina bana (The Charter of Kulin Ban), the manuscript Hvalov zbornik, Missal of Hrvoje, Aleksandrida, etc. which show historical and cultural characteristics of Croats in Bosnia and Herzegovina and the Republic of Croatia.

The textbook *Reader 2* (for grade 2 of grammar school) contains content anticipated for by the program for the Croatian language in second grade (the following periods are elaborated: pre renaissance, humanism, baroque, classicism, enlightenment, romanticism (only in Europe) – with an explanation of instances and interpretation of works of most important authors in European literature, with special emphasis on the same instances in Croatian literature, writers and their works in the periods mentioned). In a separate chapter of Reader 2 – Literature of the 17th and 18th centuries in B&H, Croatian authors and their works from the 17th and 18th centuries in B&H are presented in the overview. Such authors are: Juraj Dragišić, Matija Divković, Lovro Šitović, Filip Lastrić, Ivan Ančić, Ivan Bandulavić, Stjepan Margitić; Croatian Latinists until the end of the 19th century:

Bono Benić, Marijan Bogdanović, Ambroz Matić, Matija Šunjić, Petar Bakula, Blaž Josić.

Illustrations contribute to the content and graphic layout of the text. Illustrations accompany texts of the above mentioned authors such as *Sunčeve zrake nad Livanjskim poljem* by Gabrijel Jurkić, portraits of Croatian writers and cover pages of their most important works: *Beside* by Matija Divković, *Gramatika* by Lovro Šitovića etc.

By studying literary history of B&H during that period, pupils are introduced to the Muslim *aljamiado literature* and its most influential poets - Hasan Kaimi and Muhamed Hevaji Uskafi, whose texts *Kasida* and *Ilahija* presented with portraits (reproductions) *Čuvar pečata* Hame Ibrulja, *Konj* Mersada Berbera, *Prozori* Safeta Zeca etc.

In Reader 3 (for grade 3 of grammar school) the program covers the period, representatives and works of Croatian romanticism and protorealism, and European and Croatian realism and the period of European modernism and Croatian modernism. As a special phenomenon within Croatian literature in the mentioned periods of literary history the chapter 19th century Literature in B&H, the cultural and literary life of Croats in Bosnia and Herzegovina is presented – including initiators and bearers of the Croatian national revival in B&H of which some are under direct influence of Ljudevit Gaj and the movement in Zagreb, such as Ivan Frano Jukić, Martin Nedić, Grgo Martić, and later Petar Bakula, Franjo Miličević, Martin Mikulić and others.

The reader also presents the cultural and literary work of Serbs (especially within European realism the work by Branislav Nušić) and Muslims in B&H until the 19th century.

At the end of the Reader, in the part Literary work in Bosnia and Herzegovina at the end of the 19th and beginning of 20th century, Croatian authors who live and work in B&H at the turn of the century are presented. In addition to Silvije Strahimir Kranjčević, an exceptional poet and the broad and intense literary and cultural entrepreneur of Ivan Miličević and Osman Nuri Hadžić (a tandem known as Osman-Aziz), we also find Tugomir Alaupović, Ivan Klarić, Jagoda Truhelka, Eugen Matić (Narcis Jenko) and others.

The cultural and literary work of Muslim authors (Mehmed-beg Kapetanović, Safet-beg Bašagić, Musa Ćazim Ćatić and others) and Serbian authors at the turn of the century (Svetozar Ćorović, Jovan Dučić, Petar Kočić), are presented in the overview, and poems of Aleks Šantić *Veče na školju*, as his most important poem is also methodically developed.

Reader 4 (for grade 4 of grammar school) encompasses what is specified by the programme, which is an introduction to the literary and historical aspects of the advent of world and Croatian modern literature, literature from 1929 – 1952, second modernism (1952-1969) and postmodernism (1970–1990). In each of the

literary and historical periods content referring to Croatian literature is supplemented with a literary and historical overviews; commentaries and a methodological elaboration of works of eminent authors who worked and work in Bosnia and Herzegovina and abroad, and who have ties with Bosnia and Herzegovina either by birth, life etc. (Ilija Jakovljević, Nikola Šop, Lucijan Kordić, Janko Bubalo, Gojko Sušac, Anđelko Vuletić, Veselko Koroman, Vladimir Pavlović, Ilija Ladin, Stojan Vučićević, Vinko Grubišić Stjepan Čuić, etc.). Prior to these textbooks, authors such as Meša Selimović, Mak Dizdar, Ivo Andrić and Antun Branko Šimić, etc. were also represented in grammar school textbooks for grade four and remained there as such.

Such textbooks, considering the time and environment and the mentioned principles, affirm belonging to Bosnia and Herzegovina as a nation, bring forth elements which reflect multiethnicity of Bosnia and Herzegovina, are freed of all disputable content which could irritate someone, are written by national authors (or coauthors), are published in domestic publishing houses and publishers are also domestic-national.

b) Croatian language textbooks

Although language textbooks are methodically and structurally coordinated with textbooks of other languages in Bosnia and Herzegovina, Croatian textbooks are written according to the norms of Croatian language and its standard framework and according to Croatian curriculum for primary and secondary education in Bosnia and Herzegovina, in order to meet general and special national and cultural needs in the education of Croatian people (mostly tracing Croatian textbooks, published by Školska knjiga, Zagreb). There exist parties which are trying to repress Croatian language as the official language of Croatian people, through different actions in the educational system, saying that there is only one language in that country – a language common to all, understandable to all, striving for the afore known Unitarian solution in terms of “Bosnian-herzegovinian language standards” (although officially there are three languages: Bosnian, Serbian and Croatian – which these government centers also formally accept). One must emphasize that such a tendency is rash and in vain, since it is known what a standard language is and that it is impossible to force it on in this day and age since:

„There exists only one Croatian language, not one for Croats in the Republic of Croatia and another for Croats in Bosnia and Herzegovina. Attempts to enforce Bosnian language on Bosnian Croats, as well as possible tendencies to establish a kind of autonomous Bosnian Croatian standard language are unacceptable.” (Brozović, 1999b,15)

Croatian language textbooks for primary school:

A. G. ŠABIĆ, M. MUSA and associates, *Practice book for the Croatian Beginner*, tasks for learning how to read and write in grade 1 of primary school, Školska knjiga /Školska naklada, Zagreb-Mostar, 2003.

- LUČIĆ, ZIDAR-BOGADI, KREŠIĆ, *Croatian language 2*, textbook for the second grade of primary school, Školska knjiga /Školska naklada, Zagreb-Mostar, 2004.
- LUČIĆ, KREŠIĆ, *Croatian language 2*, workbook for the second grade of primary school, Školska knjiga /Školska naklada, Zagreb-Mostar, 2004.
- M. LONČARIĆ, A. V. BIKIĆ, M. MUSA, *My Croatian 3*, textbook for the third grade of primary school, Školska knjiga /Školska naklada, Zagreb-Mostar, 2004.
- M. LONČARIĆ, A. V. BIKIĆ, M. MUSA, *My Croatian 3*, workbook for the third grade of primary school, Školska knjiga /Školska naklada, Zagreb-Mostar, 2004.
- Z. DIKLIĆ, M. MUSA, *My Croatian 4*, textbook for the fourth grade of primary school, Školska knjiga /Školska naklada, Zagreb-Mostar, 2004.
- Z. DIKLIĆ, M. MUSA, *My Croatian 4*, workbook for the fourth grade of primary school, Školska knjiga /Školska naklada, Zagreb-Mostar, 2004.
- S. TEŽAK, L. KANAJET, M. MUSA, *My Croatian 5*, textbook for the fifth grade of primary school, Školska knjiga /Školska naklada, Zagreb-Mostar, 2004.
- S. TEŽAK, L. KANAJET, M. MUSA, *My Croatian 5*, workbook for the fifth grade of primary school, Školska knjiga /Školska naklada, Zagreb-Mostar, 2004.
- S. TEŽAK, Z. KLINŽIĆ, M. MUSA, *My Croatian 7*, textbook for the seventh grade of primary school, Školska knjiga /Školska naklada, Zagreb-Mostar, 2004.
- S. TEŽAK, Z. KLINŽIĆ, M. MUSA, *My Croatian 7*, workbook for the seventh grade of primary school, Školska knjiga /Školska naklada, Zagreb-Mostar, 2004.
- TEŽAK, KLINŽIĆ, BACAN, KREŠIĆ, *Croatian language 8*, textbook for the eighth grade of primary school, Školska knjiga /Školska naklada, Zagreb-Mostar, 2004.
- TEŽAK, KLINŽIĆ, BACAN, KREŠIĆ, *Croatian language 8*, workbook for the eighth grade of primary school, Školska knjiga /Školska naklada, Zagreb-Mostar, 2004.
- Croatian language textbooks for high school / grammar school***
- JOSIP SILIĆ, *Croatian 1*, textbook for grade 1 of grammar school, Školska knjiga /Školska naklada, Zagreb-Mostar
- JOSIP SILIĆ, *Croatian 1*, workbook for grade 1 of grammar school, Školska knjiga /Školska naklada, Zagreb-Mostar
- JOSIP SILIĆ, *Croatian language morphology*, textbook for grade 2 of grammar school, Školska knjiga /Školska naklada, Zagreb-Mostar
- JOSIP SILIĆ, *Croatian language morphology*, textbook for grade 2 of grammar school, Školska knjiga /Školska naklada, Zagreb-Mostar
- IVO PRANJKOVIĆ, *Croatian language 3*, textbook for grade 3 of grammar school, Školska knjiga /Školska naklada, Zagreb-Mostar
- IVO PRANJKOVIĆ, *Croatian language 3*, workbook for grade 3 of grammar school, Školska knjiga /Školska naklada, Zagreb-Mostar
- MARKO SAMARDŽIJA, *Croatian language 4*, textbook for grade 4 of grammar school, Školska knjiga /Školska naklada, Zagreb-Mostar

MARKO SAMARDŽIJA, **Croatian language 4**, textbook for grade 4 of grammar school, Školska knjiga /Školska naklada, Zagreb-Mostar

(All textbooks and manuals were published in several editions.)

Textbooks in the new nine-year primary school

With the introduction of a nine-year primary education, according to the new law, the primary school system is bipolarized especially in counties with the Croatian majority, where some primary schools run according to the nine-year programme, while the majority schools continue with the eight-year programme. As was mentioned, counties in the Federation of B&H are the authorized for the destiny of education in all its areas, and therefore, regardless of laws at the state level the situation in counties is still partial.

The new situation in Croatian education caused a need for creating new textbooks and manuals which will be harmonized with the new teaching program for a nine-year school, that is, the needs and abilities of young pupils whose first grade is now a preparatory grade in their primary education.

The newest editions of the set of textbooks and manuals Secret Letters for grades one and two of the nine-year and eight-year primary school have simple and joyful texts by which they accomplish curricular tasks, and through didactic and extra-textual material provoke interest for textbook content, they promote classroom cooperation and enrich teaching and extracurricular activities. Duckling *Pipi* leads students through the content in beginner textbooks and manuals (for grades 1 and 2 of nine-years school and grade 1 of the eight-year school). Ducklig *Pipi* shows them their tasks (I understand the text read, we write into our writing book, let's create, try this, what do you feel, think, etc.) and the supplement United hands, which is a novelty in the content of both beginners and readers for second grade, is attempted for cooperative work of pupils, parents and other family members and is aimed as a stimulus for doing something new, for communication and for fun (Building a fence, Autumn at our door; Pyramid, Musical instrument, "Braille" writing, Family Christmas tree; Home theater; Postcard train, Easter in my room, Rain drops, etc.).

Title	Grade	Type	Author(s)	Year of 1st edition
Beginner "Secret letters"	1st grade of 9-year primary school	textbook	Terezija ZOKIĆ, Jadranka BRALIĆ, Marija MUSA	2006
Croatian language workbook 1 "Secret Letters"	1st grade of 9-year primary school	workbook	Terezija ZOKIĆ, Jadranka BRALIĆ, Marija MUSA	2006

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Title	Grade	Type	Author(s)	Year of 1st edition
Croatian language Enrichment workbook "Secret Letters 1"	1st grade of 9-year primary school	Enrichment workbook	Terezija ZOKIĆ, Jadranka BRALIĆ, Marija MUSA	2006
BEGINNER „Secret Letters 1“	1st grade of 8-year primary school	textbook	Terezija ZOKIĆ, Jadranka BRALIĆ, Marija MUSA	2007
„Secret Letters 1“	1st grade of 8-year primary school	workbook for the reader	Terezija ZOKIĆ, Jadranka BRALIĆ, Marija MUSA	2007
„Secret Letters 2“	2nd grade of 8-year primary school	reader	Terezija ZOKIĆ, Jadranka BRALIĆ, Marija MUSA	2007
„Secret Letters 2“	2nd grade of 8-year primary school	workbook for the reader	Terezija ZOKIĆ, Jadranka BRALIĆ, Marija MUSA	2007
BEGINNER „Secret Letters 2“	2nd grade of 9-year primary school	reader	Terezija ZOKIĆ, Jadranka BRALIĆ, Marija MUSA	2007
„Secret Letters 2“	2nd grade of 9-year primary school	workbook for the reader	Terezija ZOKIĆ, Jadranka BRALIĆ, Marija MUSA	2007
„Secret Letters 2“	2nd grade of 9-year primary school	Croatian language textbook	Terezija ZOKIĆ, Jadranka BRALIĆ, Marija MUSA	2007
„Secret Letters 2“	2nd grade of 9-year primary school	workbook for the Croatian language	Terezija ZOKIĆ, Jadranka BRALIĆ, Marija MUSA	2007

4. CONCLUSION

By adhering to the general principles and democratically agreed on and adopted solutions in Bosnia and Herzegovina, Croatian textbooks in Bosnia and Herzegovina are nationally recognizable, multiculturally marked and have European standards. It can be said that this textbook project is the most important undertaking in the educational system of Bosnia and Herzegovina, especially for democratic relationship and national emancipation of Croatians in that context, from the Dayton agreement to this day. This has unified all relevant regulations, important educational goals, national, international and state interests and all necessary markings of special and common national and multiethnic, i.e., multicultural approaches in contemporary education. Actually, it gives Bosnia and Herzegovina a chance to in future negotiations with the European community and the forecoming constitutional changes come closer to European standards which are applied in other democratic European and World countries.

Moreover, strategic goals of Croatians, as well as other constitutive people in B&H, should aspire to harmonization with EU standards even in this aspect of social life, especially since it is known that the European Union does not want to quench national and cultural identities of its members with a "European identity". These identities should be cherished and the European identity should only complete and enrich national and cultural identities especially in the area of education, culture and languages which can be seen in the main document of the Council for language teaching programmes (*The Common European Framework of Reference for Languages*, 2001) and its guidelines for assessing knowledge, textbooks and the cultural context in which language appears and its main role as a means of successful communication. This does not refer to only large and selected systems, cultures and language but acknowledges equally majority and minority languages, educational systems and cultures.

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