



**38. zborovanje Zveze zgodovinskih društev Slovenije
z mednarodno udeležbo**

*38th HAS Historical Association of Slovenia Assembly
with International Participation*

Zgodovina izobraževanja

”History of Education, Slovenia”

Knjiga povzetkov – Book of Abstracts



Zgodovinsko društvo za Koroško

Carinthian Historical Society

Ravne na Koroškem, 28.-30. septembra 2016

Zgodovina izobraževanja – History of Education, Slovenia. 38. zborovanje Zveze zgodovinskih društev Slovenije ZZDS, Ravne na Koroškem, 28. do 30. september 2016

Knjiga povzetkov – Book of Abstracts

Oblikovanje platnic: Matjaž Kavar, Raora d.o.o.

Oblikovanje in prelom besedila, prevod povzetkov v angl.: Maja Hakl Saje

Prevod povabila / Call for Paper: Saša Mlacović

Korekture: Natalija Žižić

Fotografije in razglednice na platnicah so iz zbirk Slovenskega šolskega muzeja

Uredila: dr. Branko Šuštar, Maja Hakl Saje

Izdala in založila: Zveza zgodovinskih društev Slovenije ZZDS, zanjo dr. Branko Šuštar

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200 izvodov

Ravne na Koroškem 2016

38. zborovanje Zveze zgodovinskih društev Slovenije z mednarodno udeležbo
– 38th HAS Historical Association of Slovenia Assembly with International Participation
Zgodovina izobraževanja - “History of Education - Slovenia”
Ravne na Koroškem, 28. - 30.9.2016

Zborovanje bo potekalo v novih prostorih Srednje šole Ravne, Na Gradu 4a, 2390 Ravne na Koroškem in bližnje Koroške osrednje knjižnice dr. Franca Sušnika na Ravnah. - The assembly will be held on the premises of the new school building Srednja šola Ravne (High School Ravne), Na Gradu 4a, 2390 Ravne na Koroškem, Slovenia <http://www.srednjasolaravne.si/> and of the nearby library Osrednja koroška knjižnica dr. Franca Sušnika (The Dr. Franc Sušnik Central Carinthian Library) in Ravne na Koroškem.

<http://www.rav.sik.si/en/about-us/history-of-the-library>; <http://zzds.si/>; e-mail: 38zzds2016@gmail.com

Druge informacije / http://zzds.si/files/2015/12/38_Zborovanje_ZZDS_povabilo.pdf
Other information / http://zzds.si/files/2015/12/38_Assembly_ZZDS_call_for_papers.pdf

Sreda, 28. september / Wednesday, September 28th, 2016

8.30-9.30 Registracija / Registration

9.30-10.00. Uvod. Pozdravi / Introduction. Greetings

1.0 A Plenarno zasedanje / Plenary Session

10.00-11.00 Uvodna referata / Key Speakers

11.00-11.15 odmor s kavo pri dvorani A Srednja šola / Coffee Break near Main Hall A

2. A-B-C Paralelna zasedanja / Parallel Sessions 11.15-12.35

12.35-12.45 odmor / Break

3. A-B-C Paralelna zasedanja / Parallel Sessions 12.45-14.00

14.00 – 15.30 kosilo / Lunch

4. A-B-C Paralelna zasedanja / Parallel Sessions 15.30 - 16.50

16.50-17.05 odmor s kavo pri dvorani A Srednja šola / Coffee Break near Main Hall A

5. A-B-C Paralelna zasedanja / Parallel Sessions 17.05-18.25

18.30 A - Občni zbor ZZDS / Biennial General Meeting of HAS

20.00 A - /nagrada KLIO / kulturni program // KLIO Award / Cultural Event/ (glej str. 80)

20.30-21.30 sprejem & večerja - Welcome Reception & dinner

Četrtek, 29. september / Thursday, September 29th, 2016

8.30-9.00 Registracija / Registration

6. A-B-C Paralelna zasedanja / Parallel Sessions 9.00-10.20

10.20-10.35 odmor s kavo v Knjižnici pri sobi B / Coffee Break: Library - near room B

7. A-B-C Paralelna zasedanja / Parallel Sessions 10.35 do 12.00

12.00-12.10 odmor / Break

8. A-B-C Paralelna zasedanja / Parallel Sessions 12.10-13.30

13.30-15.00 kosilo / Lunch

15.00-18.30 **ekskurzija prispevek udeleženca / 7 EUR / Contribution / Excursion:** Ravne – Prevalje – Mežica – Črna – Holmec - Libeliče - Ravne

19.00 /**sprejem** pri županu občine Ravne/kulturni program / večerja// **Reception** by the Mayor of Community of Ravne/Cultural Event/ Dinner (Štauharija – Muzej/Museum Ravne na Koroškem) do 21.30

Petek, 30. september / Friday, September 30th, 2016

8.30 – 9.00 registracija / Registration

9. A-B-C Paralelna zasedanja / Parallel Sessions 9.00-10.20

10.20-10.40 odmor s kavo v Knjižnici pri sobi B / Coffee Break: Library near room B

10. A-B-C Paralelna zasedanja / Parallel Sessions 10.40 do 12.00

12.00-12.10 odmor / Break

11. A-B Paralelna zasedanja / Parallel Sessions 12.10 – 13.30

12. A Zaključno plenarno zasedanje in diskusija / Closing Plenary Session & Discussion 13.30 – 14.00

14.00 -15.30 kosilo / Lunch

15.30 konec zborovanja / End of the Conference

Paralelna zasedanja / Parallel Panels - location:

Panel A - velika predavalnica / Main Hall - Srednja šola Ravne – A; **Panel B** - Knjižnica / Library - B; **Panel C** - mednarodni pogledi / international views & Slovenija – Knjižnica / Library - C.

PROGRAM / PROGRAMME

Sreda, 28. september / Wednesday, September 28th, 2016

8.30-9.30 A - Registracija udeležencev / Registration of Participants

9.30-10.00 A - Uvod. Pozdravi / Introduction. Greetings

predsednik ZZDS - dr. Branko Šuštar in predsednica ZDK - dr. Karla Oder

ravnateljica Srednje šole Ravne na Koroškem - Ivanka Stopar

direktorica Koroške osrednje knjižnice Ravne - mag. Irena Oder

župan občine Ravne na Koroškem - dr. Tomaž Rožen

1.0 A - Plenarno zasedanje / Plenary Session

10.00-11.00 Uvodna referata / Key Speakers

Peter Vodopivec: ŠOLA IN ŠOLSTVO – OSREDNJI USTANOVI SLOVENSKEGA NARODNEGA OBLIKOVANJA

Karla Oder: IZOBRAŽEVANJE OD USTNEGA IZROČILA DO VISOKE ŠOLE V KOROŠKI REGIJI

11.00-11.15 odmor s kavo / Coffee break

2. A-B-C Paralelna zasedanja / Parallel Sessions 11.15-12.35

Panel A – zasedanja & okrogli mizi: velika predavalnica / Main Hall Srednja šola Ravne - A;

Panel B – zasedanja: Knjižnica /Library - B;

Panel C - mednarodni pogledi / International Views & Slovenija – Knjižnica/Library - C.

Panel 2. A - jezik in šolstvo na Koroškem / Language and Education in Carinthia

Teodor Domej: VPRAŠANJE UČNEGA JEZIKA NA KOROŠKEM (BISTRICA NA ZILJI PO UVELJAVITVI DRŽAVNEGA ŠOLSKEGA ZAKONA 1869)

Werner Drobesch: THE »DEUTSCHE SCHULVEREIN« IN CARINTHIA 1880 – 1914

Avguštin Malle: SOCIALISTIČNA STRANKA AVSTRIJE O ŠOLSTVU ZA KOROŠKE SLOVENCE 1945-1958

Panel 2. B - od ideoloških sprememb do filma pri pouku / From Ideological Transformation to Film Education

Matija Zorn, Matjaž Geršič: IDEOLOŠKE IN VSEBINSKE SPREMEMBE PRI POUKU DRUŽBE V OSNOVNI ŠOLI

Borut Zidar: TRANSFORMACIJA PSIHOLOŠKEGA PROFILA UČITELJA ZGODOVINE V SR SLOVENIJI IN NEMŠKI DEMOKRATIČNI REPUBLIKI

Špela Frantar: FILMSKA VZGOJA PRI POUKU ZGODOVINE

Panel 2. C – študentje v Zagrebu, Gorici in na Reki / Students in Zagreb, Gorizia and Rijeka

Mislav Gregl: STUDENTS FROM DUCHY OF KRAIN AT REGIA SCIENTIARUM ACADEMIA IN ZAGREB IN EARLY 19TH CENTURY

Andrea Dessardo: THE GROTESQUE DISCUSSION ABOUT THE DESTINY OF SLOVENIAN GYMNASIUM OF GORIZIA, 1919-1922. HOW TO EXPEL SLOVENIAN CULTURE FROM THE CITIES.

Vanni D'Alessio: SCHOOLING ITALIANS IN RIJEKA AND SLOVENES IN TRIESTE. INTEGRATION, ASSIMILATION, AND ETHNIC RESISTANCE OF MINORITIES IN THE COLD WAR EXPERIENCE AND BEYOND

12.35-12.45 odmor / Break

3. A-B-C Paralelna zasedanja / Parallel sessions 12.45-14.00

Panel 3. A – izobraževanje in antika / Education and Antiquity

Alenka Cedilnik: PLUTARH O VZGOJI IN IZOBRAŽEVANJU

Milan Lovenjak: GAJ MARCIJ KELER, UČITELJ IZ FLAVIJSKEGA MUNICIPIJA NEVIODUNUM (DRNOVO PRI KRŠKEM) – PRISPEVEK K ŠOLSTVU V ANTIKI

Matej Hriberšek: DR. JOSIP TOMINŠEK KOT ZAGOVORNIK KLASIČNO-HUMANISTIČNE IZOBRAZBE

Panel 3. B - vojne, vojaško šolstvo in tekmovanja / Wars, Military Education and Competitions

Vilma Brodnik: POUK ZGODOVINE O VOJNAH SKOZI OČI OTROK

Zvezdan Marković: BILI SO PODMLADEK ARMADE »SLAVNE« - VOJAŠKI ŠOLSKI SISTEM SFR JUGOSLAVIJE

Bernarda Gaber, Elissa Tawitian: TEKMOVANJE UČENCEV IN TEKMOVANJE SREDNJEŠOLCEV IZ ZNANJA ZGODOVINE

Panel 3. C – School Reforms, History of Grading, Students

Thomas Wiedenhorn: SCHOOL REFORMS IN THE PRE-MODERN PERIOD FROM THE PERSPECTIVE OF JUSTICE AND DISCOURSE ANALYSIS ON THE IMPLEMENTATION OF THE “TEUTSCHE SCHULE” IN WÜRTTEMBERG

Bernhard Hemetsberger: THE HISTORY OF GRADING IN AUSTRIA AND SOME IMPLICATIONS FOR EDUCATION IN EUROPE

Oleksandr Mikhno: PEDAGOGICAL PORTRAIT OF KYIV COLLEGE STUDENT OF THE EARLY TWENTIETH CENTURY AS REFLECTED BY BEHAVIOUR LISTS

14.00 – 15.30 kosilo /Lunch

možnost ogleda /offer – visit of exhibition: Štauharija (KPM Muzej Museum Ravne) - Razstava Mati fabrika: 15.00 -15.30

4. A-B-C Paralelna zasedanja / Parallel sessions 15.30 - 16.50

Panel 4. A - humanizem in akademije / Humanism and Academies

Ana Jenko: PETER PAVEL VERGERIJ STAREJŠI IN NJEGOV DOPRINOS K PEDAGOGIKI V OBDOBJU HUMANIZMA

Lucija Čok, Salvator Žitko: OD RENESANČNIH AKADEMIJ DO PRIMORSKE UNIVERZE

Željko Oset: DOKTORSKI ŠTUDIJ NA SLOVENSKI AKADEMIJI ZNANOSTI IN UMETNOSTI

Panel 4. B – etnologija, arheologija in dediščina v izobraževanju / Ethnology, Archeology and Educational Heritage

Marjetka Balkovec Debevec: UČITELJI IN ETNOLOŠKA DEDIŠČINA. IZBRANI PRIMERI DELOVANJA UČITELJEV V BELI KRAJINI

Verena Vidrih Perko: KATERA ZNANJA JE ARHEOLOGIJA PRISPEVALA V SODOBNEMU SVETU

Marjeta Keršič Svetel: OD PEDAGOŠKE MISLI PROF. FRANA OROŽNA DO SODOBNE INTERPRETACIJE DEDIŠČINE

Panel 4. C - žensko šolstvo in učiteljska čustva / Women Education and Teachers Emotions

Dinko Župan: A COMPARATIVE APPROACH TO EDUCATION OF WOMEN IN FRANCE, ENGLAND AND AUSTRO-HUNGARIAN MONARCHY IN THE SECOND HALF OF THE 19TH CENTURY

Rosemarie Godel-Gaßner: FROM AN ASSISTANT TO EQUAL COLLEAGUE. THE PROFESSIONALIZATION PROCESS OF THE TEACHING PROFESSION FOR FEMALE TEACHERS IN BADEN AND WÜRTTEMBERG

Aleksandra Đurić: APPRAISAL AND PUNISHMENT IN 19 AND 21 CENTURY: TEACHERS EMOTIONAL REACTION AND PERCEPTION ON STATE EVALUATION OF THEIR WORK

16.50-17.05 odmor s kavo / Coffee Break - A pri dvorani Srednje šole / near the Main Hall - A

5. A-B-C Paralelna zasedanja / Parallel sessions 17.05-18.25

Panel 5. A – pismenost in kulturna podoba podeželja / Literacy and Cultural Image of Countryside

Robert Devetak: VPLIVI OSNOVNOŠOLSKIH IZOBRAŽEVALNIH USTANOV NA KULTURNO IN GOSPODARSKO PODOBO PODEŽELJA V DRUGI POLOVICI 19. STOLETJA : PRIMER SODNEGA OKRAJA KANAL

Tanja Gomiršek: PISMENOST KMEČKEGA PREBIVALSTVA GORIŠKIH BRD V 19. STOLETJU

Miha Štampah: RAZVOJ PISMENOSTI V PREKMURJU IN PORABJU V OBDOBJU DUALIZMA

Panel 5. B – razvoj gimnazij Gorica – Trst – Ravne na Koroškem / Development of Grammar Schools in Gorizia, Trieste and Ravne na Koroškem

Matic Batič: LITERARNI KANON V AVSTRIJSKI GIMNAZIJI PRED 1. SVETOVNO VOJNO NA PRIMERU DRŽAVNE GIMNAZIJE V GORICI

Lidia Rupel: SREDNJEŠOLSKO IZOBRAŽEVANJE TRŽAŠKIH SLOVENCEV ZA ČASA AVSTRO-OGRSKE IN USTANOVITEV SLOVENSKE GIMNAZIJE V TRSTU LETA 1945

Matjaž Burjak: RAZVOJ GIMNAZIJE RAVNE NA KOROŠKEM

Panel 5. C – o slovenskih pedagogih drugod / About Slovenian Pedagogues Abroad

Miroslava Sležáková: FRANC MOČNIK, MARTIN ČULEN AND HIS MATHEMATIC TEXTBOOKS. SLOVENSKÁ PEDAGOGICKÁ SPOLOČNOST

Maja Nikolova: THE FLOW OF IDEAS WHAT ARE THE SLOVENIAN TEACHERS WROTE IN THE JOURNAL TEACHER IN THE PERIOD BETWEEN THE TWO WARS?

Ljiljana Stankov: DR. MATIJA AMBROŽIČ'S ACTIVITY IN THE FIELD OF CHILD WELFARE IN THE KINGDOM (SCS) OF YUGOSLAVIA

18.30 A - Občni zbor ZZDS / Biennial General Meeting of HAS

20.00 nagrade KLIO/Kulturni program/sprejem & večerja / KLIO AWARD/Cultural Event/ Welcome Reception & Dinner

Četrtek, 29. september / Thursday, September 29th, 2016

8.30-9.00 registracija / Registration

6. A-B-C Paralelna zasedanja / Parallel sessions 9.00-10.20

Panel 6. A – vprašanja poučevanja zgodovine / Views on Teaching History in Schools

Vincenc Filipič, Vojko Kunaver: SODOBNI UČBENIKI IN POSODOBLJENI UČNI NAČRTI ZA ZGODOVINO 20. STOLETJA V OSNOVNI ŠOLI.

Jelka Miranda Razpotnik: UČBENIKI ZA ZGODOVINO: NJIHOV POMEN IN KVALITETA

Dragica Babič: NOVI METODOLOŠKI PRISTOPI PRI POUČEVANJU IN UČENJU ZGODOVINE

Panel 6. B – izobraževanje »posebnih« otrok / Education of »Special« Children

Bogdan Kolar: PRISPEVEK CERKVENIH USTANOV PRI IZOBRAŽEVANJU OTROK S TEŽAVAMI NA ZAČETKU 20. STOLETJA

Ksenija Domiter Protner: VIDIKI, MEJNIKI IN ZNAČILNOSTI V ODNOSU DO NADARJENIH UČENCEV V SLOVENSKIH ŠOLAH V 20. STOLETJU

Gita Mateja De Laat: IZOBRAŽEVANJE NA DOMU NEKOČ IN DANES V EVROPI S Poudarkom NA 18. IN 19. STOLETJU

Panel 6. C – usmeritve šolstva / Orientation of Education

Irena Stonkuvienė: THE ROLE OF SCHOOL IN RAISING OF THE “NEW MAN”: THE CASE OF LITHUANIAN SSR

Ewa Jurczyk-Romanowska, Aleksandra Marcinkiewicz-Wilk: EVOLUTION OF THE EDUCATION SYSTEM IN POLAND AFTER 1989

Georg Götz: HOW DO OUT-OF-AREA TEACHERS IN GERMAN SECONDARY SCHOOLS DEAL WITH THE FRENCH REVOLUTION AND WITH NATIONAL SOCIALISM?

10.20-10.35 odmor/ Break – kava v knjižnici pri sobi B / Coffee Break: Library near room B

7. A-C Paralelna zasedanja / Parallel sessions 10.35 do 12.00

Panel 7. A – vprašanja poučevanja zgodovine / Views on Teaching History in Schools

Okrogla miza o učbenikih (vodi Stane Berzelak)

Uvod/Introduction:

Bojan Balkovec: ANKETA O UČBENIKIH ZA POUK ZGODOVINE

Panel 7. C – od muzejske pedagogike do vseživljenjskega učenja / From Museum Pedagogy to Informal Education and Lifelong Learning

Merja Paksuniemi, Josué Llull Peñalba: PRACTICAL MUSEUM PEDAGOGY FOR ELEMENTARY SCHOOL PUPILS

Vlasta Švoger: ON THE ROLE OF INFORMAL EDUCATION IN 19TH CENTURY CROATIA

Aleksandra Marcinkiewicz-Wilk, Ewa Jurczyk-Romanowska: THE DEVELOPMENT OF THE IDEA OF LIFELONG LEARNING

Adnan Tufekčić: HISTORICAL-PEDAGOGICAL OVERVIEW OF THE DEVELOPMENT OF SCHOOL SYSTEM AND EDUCATION IN THE SREBRENİK AREA IN NORTH-EAST BOSNIA

12.00-12.10 odmor / Break

8. A-C Paralelna zasedanja / Parallel Sessions 12.10-13.30

Panel 8. A – vprašanja poučevanja zgodovine / Views on Teaching History in Schools

Stane Berzelak: NAJ NAM MUZE POMAGAJO USMERJATI POUK ZGODOVINE
Okrogla miza o učnih načrtih in preverjanju pri pouku zgodovine (vodi Bojan Balkovec)
Uvod/Introduction:

Bojan Balkovec: ANKETA O ZUNANJIH PREVERJANJIH

Panel 8. C – od vajeništva do pedagoških polemik / From Apprenticeships to Pedagogical Controversy

Aleksander Žižek: VAJENIŠTVO – VSTOPNICA V SVET CEHOVSKE OBRTI

Marija Počivavšek: TRGOVSKO STROKOVNO ŠOLSTVO V SLOVENIJI

Edvard Protner: ANTON OSTERC IN PEDAGOŠKE POLEMIKE MED OBEMA VOJNAMA

13.30 -15.00 kosilo / Lunch

možnost ogleda /offer – visit of exhibition: Koroška osrednja knjižnica dr. Franca Sušnika / Library 14.30-15.00

15.00-18.30 **ekskurzija – prispevek udeleženca / 7 EUR / Contribution / Excursion:** Ravne – Prevalje – Mežica – Črna – Holmec - Libeliče - Ravne

19.00-21.30 Štauaharija – Muzej / Museum Ravne na Koroškem: **sprejem** pri županu občine Ravne dr. Tomažu Roženu/ kulturni program: pevka in kitaristka Ditka Čepin // **Reception** given by Dr. Tomaž Rožen, the Mayor of the Community of Ravne / Cultural Event: singer and guitarist Ditka Čepin

Petek, 30. september / Friday, September 30th, 2016

8.30 – 9.00 registracija / Registration

9. A –B-C Paralelna zasedanja / Parallel Sessions 9.00-10.20

Panel 9. A – šolska berila in književnost / School Readers and Literature

Karin Almasy: »ZAPOLNITI VRZEL Z DOBRIMI PREVODI...« PREVAJALSKA KULTURA V SLOVENSkih ŠOLSKih BERILIH (1848–1918)

Irena Samide: DOMOVINSKA VZGOJA PRI GIMNAZIJSKEM POUKU KNJIŽEVNOSTI NA SLOVENSkem V ČASU AVSTRO-OGRSKE (OD 1867 DO 1918)

Alenka Župančič: GOSPODIČNA CIZARA - SKRIVNI ROKOPISNI LIST LJUBLJANSKIH LICEJK

Panel 9. B – vera in izobraževanje / Religion and Education

Renato Podbersič: IZOBRAŽEVANJE JUDOV V GORICI

Gašper Mithans: VERSKA PREVZGOJA KONVERTITOV, KI SO PRESTOPILI (NAZAJ) V RIMSKOKATOLIŠKO CERKEV

Jure Ramšak: SOCIALISTIČNA ŠOLA IN VPRAŠANJE POLOŽAJA VERNIH UČITELJEV

Panel 9. C – šolstvo med drugo svetovno vojno in po njej / Schooling During and After WWII

Vinko Skitek: VZGOJA IN IZOBRAŽEVANJE V NACISTIČNI NEMČIJI NA PRIMERU MEŽIŠKE DOLINE

Milan Pahor: PARTIZANSKA ŠOLA NA TRŽAŠKEM 1943-1945

Stane Okoliš: UKROJITEV POVOJNEGA ŠOLSTVA V SLOVENIJI 1945 – 1946

10.20-10.40 odmor/ Break – kava v knjižnici pri sobi B / Coffee Break: Library near room B

10. A-B-C Paralelna zasedanja / Parallel Sessions 10.40 do 12.00

Panel 10. A – tehniško izobraževanje in vpliv gospodarstva / Technical Education and Economy Influence

Stanislav Južnič: MATEMATIČNO-TEHNIŠKO IZOBRAŽEVANJE AVSTRIJSKE PROVINCE JEZUITOV STARE DRUŽBE

Nevenka Hacin: VPLIV SPREMENJENE VLOGE GOSPODARSTVA NA OBMOČJU ZASAVJA NA IZOBRAŽEVANJE OTROK PO KONČANI OSNOVNI ŠOLI V OBDOBJU SOCIALIZMA

Marko Ljubič: VLOGA IN POMEN INDUSTRIJSKE KOVINARSKÉ ŠOLE LITOSTROJ V ZGODOVINI TEHNIŠKEGA IZOBRAŽEVANJA

Panel 10. B – šolanje za morje, šport in gore / Training for the Sea, Sport and Mountains

Nadja Terčon: SLOVENCÍ IN POMORSKO ŠOLSTVO: KRATEK PREGLED POMORSKEGA IZOBRAŽEVANJA SLOVENCEV

Katarina Jurjavčič: »NOVI ČASI IN NOVO MIŠLJENJE«, ŠOLANJE NA ZAVODU ZA FIZKULTURO V LJUBLJANI

Peter Mikša, Matija Zorn: SLOVENSKA PLANINSKA IZOBRAŽEVANJE DO 2. SVETOVNE VOJNE IN POMEN ZA SLOVENSTVO

Panel 10. C – podobe učiteljev in šolstva skozi čas / The Image of Teachers and Education Through Time

Branko Šuštar: SLOVENSKI UČITELJ OD MEŽNARJA, SADJARJA IN PEDAGOGA DO VOJAKA REVOLUCIJE. POGLEDI NA POKLICNE PODOBE UČITELJEV IN UČITELJIC SKOZI ČAS

Gvido Stres: UČITELJI STRESI NA GORIŠKEM IN KOROŠKEM – KRONIKA DVEH UČITELJSKIH DRUŽIN

Franc Verovnik: JANKO IN MIRA GAČNIK - KOROŠKA PROSVETNO-KULTURNA DELAVCA IN DOMOLJUBA

Jure Maček: OBNOVA IN RAZVOJ ŠOLSTVA V OKRAJU SLOVENJ GRADEC V LETIH 1945–1953

12.00-12.10 odmor/ Break

11. A-B Paralelna zasedanja / Parallel Sessions 12.10 – 13.30

Panel 11. A – različnost izobraževanja 1 / Diversity in Education 1

Klaudija Sedar: UČITELJI V ŽUPNIJSKIH ŠOLAH V DOLNJEM PREKMURJU V 17. IN 18. STOLETJU

Katarina Keber: EPIDEMIJA V ŠOLSKIH KLOPEH: PRIMER ŠPANSKE GRIPE LETA 1918

Helena Jaklitsch: KVALITETNO ŠOLSTVO BOLJ STVAR MENTALITETE KOT POGOJEV – Slovensko šolstvo v begunskih taboriščih v Italiji in Avstriji po drugi svetovni vojni

Panel 11. B – različnost izobraževanja 2 & samostojna Slovenija / Diversity in Education 2 & independent Slovenia

Marjan Prevodnik: VLOGA, POMEN IN MOŽNOSTI SLIKE/PODOBE V UČNEM PROCESU SKOZI ZGODOVINO OD JANA A. KOMENSKEGA DO DANES

Andrej Koren, Srečko Pungartnik, Alojz Širec: VODENJE OSNOVNIH ŠOL IN POSLOVNA SKUPNOST OSNOVNIH ŠOL MARIBOR V OSEMDESETIH LETIH 20. STOLETJA

Blaž Torkar: IZOBRAŽEVANJE SLOVENSkih ČASTNIKOV V SAMOSTOJNI REPUBLIKI SLOVENIJI

Rok Šuligoj: VLOGA DIPLOMATOV IN TUJIH MNOŽIČNIH MEDIJEV PRI OSAMOSVOJITVI IN PRIZNANJU RS (predstavitve doktorata)

12. A Zaključno plenarno zasedanje in diskusija - Closing Plenary Session & Discussion 13.30 – 14.30

Programski odbor konference / Program Committee

14.00 -15.30 kosilo / Lunch

15.30 konec zborovanja / End of the Conference

POVABILO na 38. zborovanje ZZDS - Zgodovina izobraževanja

Call for Papers – History of Education, Slovenia

Ravne na Koroškem, 28. do 30. septembra 2016

Slovence kot narod sta oblikovala slovenski jezik in tiskana knjiga, nič manj pa izobraževanje in šola. Zgodovino izobraževanja, pa tudi vzgoje in šolstva skozi stoletja predstavljajo različni formalni in neformalni načini prenosa kulturnih vrednot in znanja na mlajšo generacijo pa tudi procese, ki jih danes označujemo kot vseživljenjsko učenje. Pri tem ne gre spregledati močnega prepletanja vzgoje v družini in vzgojnih vplivov družbe, lastnih želja posameznikov po znanju in pestrosti idejnih vplivov ter državne in cerkvene vloge pri tem. Kako se je pri izobraževanju kazalo njihovo medsebojno sodelovanje in kako podpora ali odpori posameznim izobraževalnim pristopom in usmeritvam?

38. zborovanje ZZDS se bo tako spraševalo kako so prevladujoče pedagoške ideje časa in širšega evropskega prostora zaznamovale posamezne slovenske pokrajine in njihov razvoj na področju vzgoje in izobraževanja, kako so vplivale na šolanje pozneje odločujočih posameznikov in pripomogle k širjenju pismenosti na prostoru današnje Slovenije in sosednjih dežel od antike naprej? Kako smo Slovenci v posameznih deželah habsburške monarhije z razvojem ljudskega šolstva od konca 18. stoletja v sto letih postali splošno pismen narod? Kakšno vlogo sta imela šola in sčasoma bolj izobraženi Slovenci - med njimi šolani ljudje in izobraženci - pri kulturnem in narodnostnem razvoju? Kako pomembna je bila za nas - ob avstrijskih univerzah - vloga univerzitetnih središč severne Italije in Nemčije do 1918 in kakšen je poznejši mednarodni izobraževalni vpliv na Slovence? Katere pedagoške usmeritve so bile na Slovenskem odločilne in prevladujoče, katere pa le obrobne in zakaj?

Kako je na razvoj šolstva vplivala bližina kulturnih in gospodarskih središč, kakšna je bila pri šolskem razvoju vloga gospodarstvenikov, politikov, duhovščine? Prva slovenska knjiga je pravzaprav učbenik. Kakšno izobraževalno, jezikovno in kulturno vlogo so imele slovenske šolske knjige za različne šolske predmete in stopnje izobraževanja skozi čas? Lahko še kaj novega dodamo o jezikih poučevanja na Slovenskem, jezikovni politiki in uveljavljanju slovenščine kot materinščine v šoli pa tudi o izobraževanju narodnostnih manjšin? Kakšen vpliv je imelo izobraževanje za poklic in kakšno šolanje za industrijo? Koliko je tehnična inteligenca, pa tudi različno tehnično izobraževanje sooblikovalo gospodarski, kulturni in politični razvoj posameznih področij? Je vloga učiteljic in učiteljev pri delu za razvoj Slovencev spregledana ali vidna le pri podrobnejšem razvoju posameznih krajev? Kako odločujoč je bil delež učiteljic pri prosvetnem delu za narod? Vloga čustev v šoli in v izobraževanju nasploh ni ena od osrednjih tem raziskav. Je to upravičeno?

Tematski sklopi: Za vprašanja zgodovine izobraževanja, ki jih bodo predavatelji na zborovanju obravnavali s pomočjo novih virov in/ali njihove sveže analize, predlagamo različne tematske sklope. Prvi je lahko idejno teoretski (humanistični in družboslovni pogledi na izobraževanje), drugi je osredotočen na šolo kot ustanovo, tretji na vsebino pouka in spreminjajoče se šolsko znanje pa tudi različne oblike zunajšolskega in zlasti neformalnega izobraževanja, četrti analizira vlogo učiteljev in učiteljic oz. tistih, ki izobražujejo in peti predstavlja učence oziroma vse, ki se izobražujejo. Šesti tematski sklop bo namenjen nekdanjim, še bolj pa današnjim pogledom na pouk zgodovine v šoli.

- 1. Pedagoška misel skozi čas: pedagoški klasiki in slovenski teoretiki vzgoje in izobraževanja**
- 2. Šola kot ustanova: šolski prostor, izobraževalna, kulturna in vzgojna dejavnost šol**
- 3. Pestre poti od šolanja k izobrazbi: neformalno izobraževanje, tehnično izobraževanje, šolanje za poklic, industrijski razvoj in izobraževanje ...**
- 4. Podoba učitelja / učiteljice / ravnatelja skozi zgodovino**
- 5. Učenec, dijak, študent: od vrtca do univerze za tretje življenjsko obdobje**
- 6. Pogledi na pouk zgodovine v šoli (pripravlja Šolska sekcija ZZDS)**
 - a) Za boljše učbenike v osnovnih in srednjih šolah!
 - b) Izbrane teme – pouk »problematične« zgodovine.

- c) Zgodovina in družboslovje.
- d) Ali pouk zgodovine ustrezno sledi naglemu razvoju družbe? Ali so vsebine pouka zgodovine ustrezne za sodobni čas? Kako se spreminja položaj zgodovine na maturi in v nacionalnem preverjanju znanja?

V program zborovanja želimo vključiti predvsem izvirne raziskave, nova spoznanja in sveže analitične in primerjalne študije ter kritične preglede zgodovinarjev, pedagogov in drugih raziskovalcev zgodovinskega razvoja vzgoje in izobraževanja v vseh časovnih obdobjih. Pričakujemo zlasti problemsko obravnavo vzgojnega in izobraževalnega razvoja ter pedagoških vprašanj na posameznih regionalnih področjih ali v slovenskih deželah, predstavitev medsebojnih vplivov in povezav znotraj slovenskih krajev in poglede na prenos znanja iz tujine in v tujino. Dobrodošli so tudi prispevki o primerjalnem razvoju izobraževanja v mednarodnem prostoru, novi metodološki pristopi, posebej še raziskave, ki se dotikajo izobraževanja v našem sosledstvu, tudi šolanja Slovencev v tujini in slovenskega izobraževalnega delovanja izven slovenskih dežel.

Zborovanje je odprto tudi za udeležence iz tujine, zato bo poleg slovenščine jezik konference tudi angleščina.

38. zborovanje Zveze zgodovinskih društev Slovenije ZZDS je v sodelovanju z Zgodovinskim društvom za Koroško pripravljeno na Ravnah na Koroškem (Slovenija). Prostore so nam ljubeznivo odstopili vodstvu Srednje šole Ravne in Koroške osrednje knjižnice dr. Franca Sušnika na Ravnah, kjer od srede, 28. 9. do petka 30. 9. 2016 poteka zborovanje slovenskih zgodovinarjev v obliki plenarnih zasedanj, paralelnih sekcij in okroglih miz. Tako Srednja šola Ravne, ki praznuje letos 70 let svojega delovanja, kot Osrednja knjižnica prispevata k poteku zborovanja tudi s tehnično in drugo podporo. Naklonjeno nas sprejema tudi Občina Ravne na Koroškem z županom dr. Tomažu Roženom, naše delo pa podpirajo tudi Koroški pokrajinski muzej Slovenj Gradec in KPM Muzej Ravne na Koroškem ter Slovenski šolski muzej v Ljubljani in drugi. Letošnje zborovanje ZZDS je podprlo tudi Ministrstvo za kulturo RS, ki sofinancira tudi stanovske nagrade zgodovinarjev. Vsem velja naša zahvala.

Avtorji bodo lahko svoje prispevke predstavili v paralelnih panelih ali na okroglih mizah z do 15 minutnimi predavanji, ki jim bo sledila do 5 minutna diskusija. Od avtorjev pričakujemo primerno Power Point predstavitev in upoštevanje odmerjenega časa. V sodelovanju s portalom »Sistory - zgodovina Slovenije« bo zborovanje posneto in predavanja v naslednjem letu na voljo na spletnih straneh: <http://www.sistory.si/>

Odbor konference bo **izbrane** prispevke zborovanja objavil v posebni publikaciji zborovanja, ki bo izšla do naslednjega zborovanja v obliki znanstvene publikacije. Uporabite, prosim navodila za avtorje kot jih ima Zgodovinski časopis: <http://www.zgodovinskasopis.si/sl/O-reviji/Navodila-avtorjem.php>

Zainteresirani avtorji lahko pošljejo svoje prispevke (največ 35.000 znakov brez presledkov, vključno z opombami in povzetkom; 3-5 fotografij) na spletni naslov zborovanja do 20. januarja 2017.

dr. Branko Šuštar s Programskim odborom

E-naslov zborovanja: 38zzds2016@gmail.com

Podrobnosti na spletni strani ZZDS: <http://zzds.si>

INVITATION / CALL FOR PAPERS

The 38th Assembly of the HAS Historical Association of Slovenia – Conference – History of Education, Slovenia - Zgodovina izobraževanja

Ravne na Koroškem, September 28th–30th, 2016

Slovenes as a nation have been formed by the Slovene language and the printed book (first 1550 *Abecedarium / Catechismus*), and in no lesser degree also by education and school. History of education, but also history of upbringing and educational system in the course of centuries are represented by various formal and informal transfer modes of cultural values and knowledge to the younger generation along with the processes that are nowadays defined as lifelong learning. In this regard, one should not overlook the intense intertwinement of upbringing at home with societal influences, individuals' aspirations for knowledge and a variety of ideational influences, but also the influence exerted by the role of the state and the Church. How did their interaction, their support or opposition to respective educational approaches and orientations manifest in the process of education?

The 38th assembly will thus address the question of how predominant pedagogical ideas of the period and the broader European space defined respective Slovene lands and their development in the sphere of education, the extent of their influence on future prominent individuals' schooling and their contribution to the spreading of literacy in the area of modern-day Slovenia and its neighboring countries from antiquity onwards. How did Slovenes in individual lands of the Habsburg monarchy at the end of the 18th century in one hundred years with the development of elementary schools become a generally literate nation? What was the role of school and the role of the in the increasing number of educated Slovenes, including trained individuals and members of the intelligentsia, in the cultural and national development? How important was for Slovenes the role of northern Italian and German university centers alongside the Austrian ones up to 1918, and how did the subsequent influence of the international education reflect on Slovenes? Which pedagogical orientations played a key and predominant role in the Slovene ethnic territory, which orientations were merely marginal and why?

How did the vicinity of cultural and economic centers influence the development of education, what was the role of economists, politicians and the clergy in the development of schools? The first Slovene book is in fact a textbook. What was the educational, linguistic and cultural role of Slovene school books for various subjects and levels of education in the course of time? Is there anything to be added to the subject of the teaching language in Slovene ethnic territory, the linguistic policy and establishing of the Slovene language as native language in school, but also to the education of ethnic minorities? What was the extent of the influence of vocational education and how did education influence industry? To what extent did technical intelligentsia along with various types of technical training co-shape the economic, cultural and political development of individual spheres? Has the role of teachers of both genders in the development of Slovenes the role of school and the role of the in the increasing number of educated Slovenes, including trained individuals and members of the intelligentsia, in the cultural and national development? How important was for Slovenes the role of northern Italian and German university centers alongside the Austrian ones up to 1918, and how did the subsequent influence of the international education reflect on Slovenes? Which pedagogical orientations played a key and predominant role in the Slovene ethnic territory, which orientations were merely marginal and why?

Thematic sets: For questions of history of education that shall be addressed by the authors by means of new sources and/or fresh analyses thereof, we propose various thematic sets, the first one being an ideational-theoretical set (view of education in terms of social studies and humanities), the second set could concentrate on school as an institution, the third set on contents and changing school knowledge, and other forms of extracurricular and, in particular, non-formal education, the fourth set analyses the role of the teacher or educators, and the fifth set represents students or anybody who is subject to education. The sixth thematic set will be dedicated to former—and to a greater degree—to current views on teaching history in school.

Thematic sets:

- 1. Pedagogical thought in the course of time: pedagogical classics and Slovene educational theoreticians**
- 2. School as an institution: school premises, educational and cultural activities of schools**
- 3. Various paths from schooling to education: non-formal education, technical education, vocational training, industrial development and education, etc.**
- 4. The image of male and female teachers/the headmaster in the course of history**
- 5. A primary and secondary school pupil, student: from kindergarten to the third age university**
- 6. Views on teaching history in schools (prepared by the School Section of the HAS)**

We particularly aim to include in the assembly programme original research, new findings and fresh analytical and comparative studies along with critical surveys conducted by historians, teachers and other researchers of historical development of education, and pedagogical questions of each respective period. We expect, in particular, a problematic examination of educational development and pedagogical questions in individual regions or in Slovene lands, a presentation of mutual influences and links within Slovene towns and views on transfer of knowledge to and from abroad. Contributions on comparative development of education in the international sphere are welcome, along with contributions on new methodological approaches, in particular, research dealing with education in neighboring regions, but also education of Slovenes abroad, and Slovene educational activities outside Slovene lands. The assembly is open for participants from abroad, since the conference will be held in Slovene and English.

Venue of conference: The assembly will be held on the premises of the new school building Srednja šola Ravne na Koroškem High School, Na Gradu 4a, 2390 Ravne na Koroškem, Slovenia <http://www.srednjasolaravne.si/> and of the nearby central library Osrednja koroška knjižnica dr. Franca Sušnika (The Dr. Franc Sušnik Central Carinthian Library) in Ravne na Koroškem <http://www.rav.sik.si/en/about-us/history-of-the-library> from Wednesday, September 29, to Friday, September 30, 2016 in the form of plenary sessions, parallel sections and round-table discussions.

The authors will showcase their contributions in parallel panels or round-table discussions and will be given **to 15-minute time slot** which will be followed by **a 5-minute discussion**. The authors are expected to provide a Power Point presentation and to adhere to the allotted time slot.

Thanks to the portal Sistory (Sistory - History of Slovenia) the lectures at the meeting will be recorded and published the following year on the website <http://www.sistory.si/> as previous conferences (2012 - <http://www.sistory.si/11686/15357>, 2014 - <http://www.sistory.si/11686/30148>).

Post-conference publication. Only selected papers will be published in a scientific publication that will be produced prior to our next biennial conference. Authors will have to send their written papers (in English) by **20th January 2017**, for publication of the proceedings. This special issue will be later published containing peer-reviewed extended versions of some of the papers contributed to the conference. Please use the Zgodovinski časopis/Historical Review instruction for authors - <http://www.zgodovinskasopis.si/en/About-review/Instructions-for-authors.php>

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POVZETKI / ABSTRACTS

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»ZAPOLNITI VRZEL Z DOBRIMI PREVODI...« PREVAJALSKA KULTURA V SLOVENSКИH ŠOLSKИH BERILIH (1848–1918) // »FILL IN THE GAP WITH GOOD TRANSLATIONS...« THE CULTURE OF TRANSLATION IN SLOVENIAN SCHOOL READERS (1848-1918)

V slovenskem zgodovinopisju je bila vloga prevodov dolgo zanemarjena tema. Na splošno je narodni-emancipatorični diskurz prikril dejstvo, kako potrebni in pomembni so bili prevodi za razvoj enotnega standardnega slovenskega jezika in s tem tudi za razvoj kolektivne slovenske narodne identitete. Prevladovalo je namreč mnenje, kakor ga je izrazil Josip Stritar: »[P]revode samo za silo! Prevod je vedno le tuje blago.«

V nasprotju s tem vladajočim narativom konca 19. in 20. stoletja o prevodu kot nečem manj vrednem ali celo slabem, so se pomembni slovenski in drugi šolniki in intelektualci 19. stoletja dobro zavedali, da brez prevodov ne bo mogoče sestaviti prvih modernih šolskih knjig. Že v »*Organisationsentwurf*«, ki je uredil (višjo) šolstvo po modernih načelih, se je pisalo, da bo treba v slovanskih jezikih, ki še nimajo dovolj kakovostne in raznolike literature in leksike, »začasno zapolniti vrzel z dobrimi prevodi«. Ustvarjalci beril so torej zavzeli istočasno več vlog, niso samo uredili, napisali in zbrali šolska besedila, temveč v veliki meri tudi prevedli tekste že obstoječih (predvsem nemških in čeških) beril.

V prispevku bi torej ponudila svež pogled o nastanku prvih modernih slovenskih šolskih knjig, povezavo slovenskega razvoja s prostorom monarhije in (pogosto zamolčano) kulturo prevajanja.

KLJUČNE BESEDE: šolska berila, slovensko šolstvo v drugi polovici 19. stoletja, prevajanje, razvoj standardnega jezika, zamolčani prevodi

For a long time the role of translations was a neglected topic in Slovenian historiography. The national emancipatory discourse in general concealed the fact, of how necessary and important translations were for the development of a unified standard Slovenian language and thereby also for the development of the collective Slovenian national identity. The prevailing opinion was, as expressed by Josip Stritar: "Translations only for urge! The translation is always only foreign goods."

*Contrary to this governing narrative in the late 19th and early 20th century on the translation as something less valuable or even bad, the relevant Slovenian and other pedagogues and intellectuals of the 19th century were well aware, that without translations, it will be impossible to write the first modern school books. Already in *Organisationsentwurf*, which aimed to organise the (higher) educational system on modern principles, it was written that in Slavic languages without sufficient qualitative and diverse literature and lexis "the gap will need to be temporarily filled in with good translations". Therefore authors of readers have taken on several roles at the same time. Not only did they edit, write and collect school texts, but they also extensively translated texts of existing readers (mainly German and Czech).*

This paper will give a fresh perspective on the emergence of the first modern Slovenian school books, a link between the Slovenian development with the monarchy area and (often undeclared) culture of translation.

KEYWORDS: school readers, Slovenian education in the second half of the 19th century, translation, development of the standard language, undeclared translations

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NOVI METODOLOŠKI PRISTOPI PRI POUČEVANJU IN UČENJU ZGODOVINE // NEW METHODOLOGICAL APPROACHES TO THE TEACHING AND LEARNING OF HISTORY

Moje predavanje bo razdeljeno v dva dela. V prvem bom predstavila učenje zgodovine s pomočjo bralno-učnih strategij in s tem povezano spremenjeno vlogo učitelja v razredu – od predavatelja, ki snov podaja/razlaga učencem, do učitelja, ki je organizator pouka in pripravlja veliko delovnega gradiva, med poukom pa dijake vodi in usmerja ter jim je mentor. Pri tem bom razložila tiste bralno-učne strategije, ki so se izkazale za najboljše oz. najbolj priljubljene med dijaki.

V drugem delu predavanja bi predstavila formativno spremljanje znanja dijaka od začetne faze, to je postavljanja učnih ciljev, oblikovanja kriterijev do samovrednotenja znanja, vrstniškega vrednotenja in učiteljeve povratne informacije dijaku, ki mu pove, kje so njegove močne točke in kje je potrebno še izgrajevati znanje oz. razumevanje.

KLJUČNE BESEDE: učenje učenja, bralno-učne strategije, razumevanje z načrtovanjem, formativno spremljanje znanja, kakovostna vprašanja

My lecture will be divided into two parts. In the first part I will present the learning of history through reading-learning strategies and the changed role of a teacher in the classroom – from lecturer who passes / explains the subject matter, to a teacher who coordinates the lesson and prepares a lot of study material, guides and leads his students during classes and who is a mentor to them – which is associated with the aforementioned strategies. In doing so, I will explain those reading-learning strategies that have proven to be the best or the most popular among students.

In the second part of the lecture I will present the formative monitoring of student's knowledge from the initial phase – that is from setting learning goals, forming criteria for self-assessment, peer assessment to the teacher's feedback to the student, which tells him what his strong points are, and where it is necessary to continue to build up the knowledge or understanding.

KEYWORDS: learning to learn, reading-learning strategies, understanding with planning, formative monitoring of knowledge, quality questions

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ANKETA O UČNIH NAČRTIH, UČBENIKIH IN ZUNANJIH PREVERJANJIH // SURVEY ON CURRICULA, TEXTBOOKS AND EXTERNAL EXAMINATION

Šolska sekcija ZZDS je pripravila dve ločeni anketi za osnovnošolske in srednješolske učitelje zgodovine. V anketah smo učitelje spraševali o učnih načrtih, uspešnosti doseganja ciljev zapisanih v učnih načrtih. Pomemben element v izobraževalnem procesu so učbeniki. Učitelje smo povprašali o izkušnjah pri delu z učbeniki. Zanimalo nas je tudi kako v svoje delo vključujejo različne sodobne tehnologije. Tretji sklop vprašanje se je nanašal na nacionalno preverjanje znanja v osnovni poli in maturo. Zanimala nas je ocena učitelje o sedanjih konceptih in odnos učencev do zunanjih preverjanj. Rezultati ankete bodo predstavljeni na okroglih mizah na zborovanju zgodovinarjev.

KLJUČNE BESEDE: anketa, učni načrt, učbenik, matura

The school section of the HAS (Historical Association of Slovenia) has prepared two separate surveys for primary and secondary school teachers of history. In the survey, we asked teachers about curricula and the success of achieving the objectives listed in the curricula. Textbooks are an important element in the educational process. Teachers were asked about their experiences of working

with textbooks. We were also interested in how they include a variety of modern technologies into their work. The third set of questions referred to the national examinations in primary school and the matura examination. We were interested in teachers' opinion on current concepts and pupils' relation towards external examinations. The results will be presented at the round tables at the HAS Assembly.

KEYWORDS: *survey, curriculum, textbook, matura examination*

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UČITELJI IN ETNOLOŠKA DEDIŠČINA. IZBRANI PRIMERI DELOVANJA UČITELJEV V BELI KRAJINI // TEACHERS AND ETHNOLOGICAL HERITAGE. SELECTED EXAMPLES OF THE WORK OF TEACHERS IN BELA KRAJINA

Širina delovnega polja učiteljev je ob koncu 19. stoletja in v prvih desetletjih 20. stoletja poleg rednega šolskega dela zajemala raznovrstno delovanje na širšem družbenem, kulturnem, in gospodarskem področju. Učitelji in učiteljice, ki so bili z dekreti postavljeni na delovna mesta v območja in kraje, ki jih prej niso poznali, so hitro opazili posebnosti v načinu življenja ljudi, v njihovih šegah in navadah, v zanimivih tradicionalnih izdelkih. Življenje v Beli krajini je zaznamovala obmejna geografska lega in zgodovinski tokovi, ki so vplivali na samosvojo etnološko podobo. Posamezne učitelje, ki so delovali na tem območju, so te posebnosti in značilnosti tako pritegnile, da so se začeli aktivno ukvarjati z zapisovanjem, zbiranjem in ohranjanjem etnološke dediščine Bele krajine. Prispevek predstavlja delovanje nekaj izbranih učiteljev in učiteljic, ki so pred drugo svetovno vojno poučevali na šolah v Beli krajini in se posvečali skrbi za ohranjanje narodopisnega gradiva. Med njimi so bili: Bernard Tomšič, Ivan Štrukelj, Leopoldina Bavdek, Božo Račič, Albin Čebular, Lojze Zupanc, Drago Vončina. V predvojno šolsko delo so bili vključeni tudi duhovniki, pri tem velja omeniti Jurija Kobeta in Ivana Šašlja. Delo učiteljev in učiteljic ima velik pomen pri tem, da se je etnološka dediščina Bele krajine ohranila.

KLJUČNE BESEDE: učitelji, etnološka dediščina, narodopisje, Bela krajina, šolstvo

In addition to their regular school work the width of teachers' working field at the end of the 19th and in first decades of the 20th century included a variety of activity in the broader social, cultural and economic field. Teachers appointed to positions with decrees in areas and places previously unknown to them, quickly noticed peculiarities in the way of people's lives, their customs and habits, their interesting traditional products. Life in Bela Krajina was marked by its border location and historical currents, which influenced the individual ethnological appearance. Individual teachers, who worked in this area, were so attracted by these peculiarities and characteristics, that they became actively engaged in taking notes, collecting and preserving the ethnological heritage of Bela Krajina. The article presents a few selected teachers, who were teaching in schools in Bela Krajina before World War II and who devoted themselves to the care of ethnographical material preservation. Among them were: Bernard Tomšič, Ivan Štrukelj, Leopoldina Bavdek, Božo Račič, Albin Čebular, Lojze Zupanc, Drago Vončina. Also priests were engaged in the pre-war school work, among them Jurij Kobe and Ivan Šašelj. The work of teachers is of great significance to the preservation of Bela Krajina's ethnological heritage.

KEYWORDS: *teachers, ethnological heritage, ethnography, Bela Krajina, educational system*

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LITERARNI KANON V AVSTRIJSKI GIMNAZIJI PRED 1. SVETOVNO VOJNO NA PRIMERU DRŽAVNE GIMNAZIJE V GORICI // THE LITERARY CANON IN AUSTRIAN GRAMMAR SCHOOL BEFORE WORLD WAR I IN THE STATE GRAMMAR SCHOOL IN GORIZIA

Namen razprave je predstaviti osnovne značilnosti gimnazijskega literarnega kanona v avstrijski (cislajtanski) polovici dvojne monarhije na začetku 20. stoletja preko analize letnih poročil Državne gimnazije v Gorici. Literarni kanon lahko opredelimo kot skupek literarnih del, ki iz različnih razlogov v določeni družbi (ter določenem časovnem obdobju) veljajo kot izrazito dragocena, pomembna in vplivna. Skladno s tem želijo družbe preko svojih institucij znanje o njih prenesti tudi na prihodnje rodove, kar se vse od vzpostavitve moderne države dogaja predvsem v šoli. Ker je sestava različnih literarnih kanonov vedno odvisna od sočasnih estetskih, idejnih, religioznih in drugih prepričanj, ne moremo resnično razumeti njihove sestave brez seznanitve s širšim družbenim kontekstom. Skladno s tem je razprava razdeljena na dva dela. V prvem delu so shematično predstavljeni ideali t.i. neohumanizma, prevladujočega filozofsko-pedagoškega gibanja 19. stol. v srednji Evropi ter položaj gimnazije v izobraževalnem sistemu habsburške monarhije. Drugi, empirični del, pa prikazuje izbrane avtorje in njihova dela, ki so jih obravnavali dijaki na goriški gimnaziji na začetku 20. stol. Že sama razporeditev ur kaže na izrazito prevlado humanističnih predmetov, predvsem jezikov oz. literature. Pri obravnavanih avtorjih prevladujejo predstavniki grško-rimske antike, v okviru nacionalnih literarnih kanonov pa avtorji »neoklasične« usmeritve. Spričo kulturno-normativne vloge, ki jo literarni kanon vedno igra v določeni družbi, razprava odpira vpogled v širši družbeno-kulturni kontekst habsburške monarhije pred začetkom prve svetovne vojne.

KLJUČNE BESEDE: literarni kanon, zgodovina izobraževanja, gimnazija, Avstro-Ogrska, Gorica

Purpose of the paper is to present the basic characteristics of the literary canon in grammar schools in the Austrian (Cisleithania) half of the dual monarchy at the beginning of the 20th century, through the analysis of annual reports of state grammar school in Gorizia. Literary canon can be defined as a unit of literary works, which are regarded as highly valuable, important and influential for various reasons in a given society (and in a certain period of time). In accordance with this, societies want to pass the knowledge about them on to the next generations through their institutions. Since the creation of modern society, this happens mainly in schools. Since the structure of various literary canons is always dependent on the concurrent aesthetic, ideational, religious and other beliefs, we cannot truly understand their structure without being familiarized with the wider social context. In accordance with this, the paper is divided into two parts. The first part systematically introduces the ideals of the so-called Neohumanism, the dominant philosophical-pedagogical movement of the 19th century in Central Europe, as well as the position of the grammar school in the educational system of the Habsburg monarchy. The second, empirical part, shows selected authors and their works, which were discussed by students of the grammar school in Gorizia at the beginning of the 20th century.

Class scheduling itself shows the predominance of humanistic subjects, especially languages or literature. Among the discussed authors, there is a predominance of representatives of Greco-Roman antiquity. In national literary canon context, authors of Neoclassicism dominate. In view of the cultural-normative role of the literary canon in a particular society, the paper offers insights into the wider socio-cultural context of the Habsburg monarchy before World War I.

KEYWORDS: literary canon, history of education, secondary school, Austria-Hungary, Gorizia

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NAJ NAM MUZE POMAGAJO USMERJATI POUK ZGODOVINE // LET THE MUSES HELP US LEAD HISTORY LESSONS

Pouk zgodovine je precej bolj dinamičen proces, kot smo si pripravljene priznati, saj prehitava tudi najbolj inovativne učitelje. Zato še toliko bolj potrebuje sistematično organiziran premislek o tem, kako nanj vplivajo prihajajoče novosti. 38. zborovanje ZZDS je s tematskim sklopom Pogledi na pouk zgodovine v šoli idealen prostor za strokovni premislek o tem ali pouk zgodovine ustrezno sledi naglemu razvoju družbe ter ali so njegove vsebine ustrezne za sodobni čas.

Sodobna informacijsko-komunikacijska tehnologija nam pri pouku omogoča enostaven in hiter dostop do informacij, a vemo, da so te zares uporabne le za tistega, ki ima dovolj znanja, da jih lahko kritično sprejema. Znanja, ki jih pridobimo v šoli, morajo ostati živa in se tiho razvijati dalje. V mladih ne smemo ubiti radovednosti, kajti ta je ključna tako v šoli kot v znanosti. Zato ne le avtonomija, temveč strokovno premišljena podpora učiteljem je tisto, kar bi moralo usmerjati sodobni pouk zgodovine.

Prispevek skuša na podlagi analize učnih načrtov in srednješolskih veljavnih učbenikov usmeriti premislek o tem kam in do kod hoče srednješolski pouk zgodovine ter odgovoriti na vprašanje kaj pričakujejo poslušalci (dijaki) ter kaj zmoremo pripovedovalci (profesorji). Naj nam torej v prihodnosti raje muze (in ne šolski politiki) usmerjajo pouk zgodovine.

KLJUČNE BESEDE: splošna izobrazba, pouk zgodovine, humanistična dimenzija, komunikacijsko-informacijska tehnologija, učni načrti

Teaching history is a much more dynamic process than we are willing to admit, for it is ahead of even the most innovative teachers. Therefore it needs a systematically organized consideration of how it is influenced by the upcoming innovations. The 38th Assembly of the HAS with its thematic set Views on teaching history in schools is the perfect place for a professional consideration whether history lessons appropriately follow the rapid development of society and whether the teaching contents are in accordance with modern times.

Modern information and communication technologies enable us with easy and fast information access in teaching. But we know that this information is only useful for individuals with enough knowledge for critical reception. Knowledge we gain from school has to remain alive and it has to quietly develop further. We mustn't ruin the curiosity of the youth, for it is essential, both in school and science. Therefore, not only autonomy, but also professionally premeditated support for teachers should guide the modern history lessons.

Based on an analysis of curricula and secondary school textbooks the article tries to direct the consideration on where and how far the secondary school history lessons want to go and to answer two questions – what do the listeners (students) expect and what can the narrators (professors) do. Therefore, in the future let the muses (and not the school politicians) help us lead history lessons.

KEYWORDS: general education, history lessons, humanistic dimension, communication and information technology, curriculum

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MOTIV ŠOLE V REVIJI CICIBAN (1945-2015) // MOTIF OF SCHOOL IN THE JOURNAL CICIBAN (1945-2015)

Revija *Ciciban* je bila ustanovljena leta 1945 in praznuje 70-let. Revija je poimenovana po Župančičevi pesmi *Ciciban in še kaj*, 1915. Od 1945 so uredniki J. Ribičič, A. Vajngerl, L. Krakar, A. Č. Šinkovec, Z. Vrščaj Holy, B. Jurca, L. Suhodolčan, J. Šmit, B. Kos, N. Bucik in S. Remškar.

Revija je že od začetka bila zelo povezana s šolstvom, nadomeščala je berila, zato so bile objavljene pesmi, kratke zgodbe iz šolskega življenja, kasneje pravljice. Pomembno izobraževalno vlogo so imele naslovnice in naslovi (*Abeceda, Domača naloga, Šolska ura*) in vzgojni (*Grbi naših republik, Pismo v JLA, Titu za rojstni dan*). Po 1970 pride do novega pojmovanja izobrazbe (*Knjige, Knjižni list, Znanje*). Pomembna tema so počitnice (*Počitniško spanje, Podaljšane počitnice, Spomini na počitnice*), prazniki (*Danes je moj rojstni dan, Novo leto, Prvomajska*) in učenje skozi igro (*Daj, igrayva se, Tudi igrati se je treba znati, Zajček učenjak*).

Po 1990 pride do prehoda med Dedkom Mrazom in Božičkom, tovarišem in gospodom, tovarišico in učiteljico. Glavni lik je otrok, ki se v šoli dolgočasi (*Dolgčas*). Otroci se tudi bojijo šole (*Šolski zvonec*), posledice šolskega založništva so vidne v pretežkih šolskih torbah (*Šolske torbe*), potrošništvu in zamenjavi bralnih z igralnimi dejavnostmi (*Ugani in nalepi uganke*). Revija tematizira prijazno šolo (*Iščimo rime, Šolske uganke*), potrošništvo (*Hud promet, Ko se avto zjutraj zbudi, Mudi se, mudi*). Revija ima literarni in izobraževalni del, tudi mesečno prilogo *Cici - Vesela šola* (1998).

Zanimivo je spremljati razvoj slovenskih (mladinskih) pisateljev in ideoloških sprememb in šolskih praznovanj Dedka Mraza, Božička in Miklavža. Leta 1998 nastane revija *Cicido*, za predšolske otroke in *Priloga za starše*, ki jo leta 2007 zamenja reklamna priloga za odrasle *Pogled*. Učenci prvega triletja uporabljajo leposlovni in izobraževalni del *Cicibana* ter priloge *Vesele šole*, sprva kot edino, kasneje kod dopolnilno in danes kot dodatno izobraževalno gradivo.

KLJUČNE BESEDE: mladinska književnost, šolstvo, učitelji, učenci, vzgoja

The journal Ciciban was founded in 1945 and is celebrating 70 years. The journal is named after the poem "Ciciban in še kaj" (Ciciban and More), written by Župančič in 1915. Since 1945 the editors were J. Ribičič A. Vajngerl L. Krakar, A. F. Šinkovec, Z. Vrščaj Holy, B. Jurca, L. Suhodolčan J. Smit, B. Kos, N. and S. Bucik Remškar.

From its beginning the journal was closely linked to the educational system. It replaced school readers, therefore poems, short stories of school life and later on fairy tales were published. Headlines and titles had an important educational role (Alphabet, Homework, School Lesson, Coat-of-Arms of our Republics, A Letter in the Yugoslav People's Army, To Tito for His Birthday). After 1970 there is a new conception of education (Books, Literary Sheet, Knowledge). An important theme are vacation (Holiday sleeping, Extended vacation, Holiday memories), holidays (Today is My Birthday, New Year, Labour Day) and learning through play (Let's Play, You Need to Know How to Play, Rabbit Scholar).

After 1990 there is a transition between Father Frost and Santa Claus, comrade and mister, comrade and teacher. The main character is a child, who is bored in school (Boredom). The children are also afraid of school (School Bell), the consequences of school publishing are seen in overweight school bags (School Bags), consumerism and in the replacement of reading with playing habits (Guess and Paste the Riddle). The journal thematizes a friendly school (Seeking rhymes, School riddles), consumerism (Heavy Traffic, When the Car Awakens in the Morning, In Such a Hurry, in Hurry). The journal has a literary and educational part, including the monthly supplement Cici – Happy School (1998).

It is interesting to follow the development of Slovenian (youth) writers and ideological changes in school celebrations of Father Frost, Santa Claus and St. Nicholas. In 1998 the journal Cicido, for preschool children, was established and the Supplement for parents, which was replaced by the commercial supplement for adults, The View, in 2007. In the first triennium the students use the belletristic and educational part of Ciciban, and the supplement Happy School, first as a sole, later on as complementary and today as supplementary study material.

KEYWORDS: youth literature, educational system, teachers, students, education

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POUK ZGODOVINE O VOJNAH SKOZI OČI OTROK // HISTORY LESSONS ON WAR THROUGH CHILDREN'S EYES

Pri pouku zgodovine v osnovnih in srednjih šolah se obravnava tudi teme o vojnah, polnih nasilja, trpljenja, okrutnosti, hudobije, zla in brezbriznosti. Zato je pomembna in odgovorna naloga pouka zgodovine, kako obravnavati vojno tematiko. Obravnava vojaških operacij, diplomatskih akcij ter statističnih prikazov posledic vojn je lahko suhoparna in brezosebna. Vključevanje didaktičnih gradiv s prizori mučenja in trpljenja lahko šokirajo in pri učencih povzročijo stres ali travme, morda sprožijo neprimerne opazke in odpor do pouka zgodovine. Zato so različne oblike pričevanj, osebnih življenjskih zgodb ali študijskih primerov primerne za pouk zgodovine o vojnem nasilju in trpljenju ljudi. Pričevanja so lahko izražena v zapisu ali filmskem prikazu osebne življenjske zgodbe, v pesmi, v foto zgodbi ohranjene fotografije, v črticah, povestih ali romanih z zgodovinskim ozadjem, v spisih in risbah otrok, žrtvah vojnega nasilja, v dnevnikih ipd. Odgovorna naloga učitelja je, da izbere takšna pričevanja, da bo v učencih vzbudil empatijo, sočutje in spoštovanje žrtev vojnega nasilja. Učence je treba opozoriti, da so takšna pričevanja viri prve roke in ne znanstvena zgodovina, ki je napisana na temelju raznolikih dostopnih zgodovinskih virov. Učence je treba ozavestiti, naj ne bodo brezbrizni opazovalci, ampak da se je treba na nasilje, krivice in kršenje človekovih pravic odzvati.

KLJUČNE BESEDE: pouk zgodovine, viri prve roke, genocidi, holokavst, človekove pravice

One of the discussed topics in history lessons in primary and secondary schools are war topics, which are full of violence, suffering, cruelty, wickedness, evilness and carelessness. Therefore, the history lessons have an important and responsible task in how to discuss war topics. The discussion of military operations, diplomatic actions and statistical display of war consequences can be dull and impersonal. The integration of didactic material with scenes of torture and suffering can shock and cause stress or trauma in students, perhaps it may even trigger inappropriate remarks or history aversion. Therefore, various forms of testimonies, personal life stories or case studies are suitable for history lessons about war violence and the suffering of people. Testimonies can be expressed as a record, film display, song, photo story of a preserved photography, short stories, stories or novels with historical background, essays and children drawings, war victims, diaries, etc. The teacher's responsibility is to choose the kind of testimonies that will cause empathy, compassion and respect for the war victims. Students must note that these testimonies are firsthand sources, and not scientific history, which was written on the basis of different available historical sources. Students should be made aware that they should not be careless observers, but should respond to violence, injustice and violations of human rights.

KEYWORDS: history lessons, first-hand sources, genocide, Holocaust, human rights

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RAZVOJ GIMNAZIJE RAVNE NA KOROŠKEM // DEVELOPMENT OF THE GRAMMAR SCHOOL RAVNE NA KOROŠKEM (CARINTHIA)

V prispevku želim predstaviti razvoj osrednje izobraževalne ustanove Gimnazije Ravne, ki je pomenila možnost izobraževanja mladim generacijam na obrobem območju Koroške, kjer takšnega izobraževanja prej ni bilo. Predstavil bi prizadevanja prebivalcev za pričetek gradnje z udarniškim delom in potrditev projekta pri predsedniku Titu. Osredotočil bi se na socialno strukturo dijakov in njihovo uspešnost zaključka šolanja posameznih generacij ter doseganje pomembnih dosežkov dijakov na znanstvenem področju. Opisal bi delovanje šole do usmerjenega izobraževanja, spremembe, ki jih

je prineslo to izobraževanje in ponovno uvedbo gimnazijskega izobraževanja. Prispevek bi zaključil s pomembnostjo ustanove na Koroškem.

KLJUČNE BESEDE: gimnazija, usmerjeno izobraževanje, socialna struktura, kadri, šolska glasila

In this article I want to present the development of the central educational institution, the grammar school Ravne that offered the possibility of education for young generations in the peripheral region of Carinthia, where such education previously did not exist. I want to show the effort of the inhabitants for starting the construction with 'shock-work', and gaining Tito's approval for the project. I want to focus on the social structure of students and the successful graduation of various generations, as well as the significant achievements of students in the scientific field. I want to describe the schools activities until the directed education, the changes brought by this education and the renewed introduction of grammar school education. I want to conclude the article with the significance of the institution in Carinthia.

KEYWORDS: grammar school, oriented education, social structure, personnel, school newsletters

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PLUTARH O VZGOJI IN IZOBRAŽEVANJU // PLUTARCH ON EDUCATION

V referatu bo predstavljen pogled grškega pisca Plutarha na vzgojo in izobraževanje, kot ga je mogoče razbrati na osnovi treh pripisanih mu razprav: *De liberis educandis*, *Quomodo adolescens poetas audire debeat* in *De recta ratione audiendi*. Plutarh (ok. 45–pred 125) je večji del svojega življenja preživel v rodni Hajroneji v Bojotiji. Izhajal je iz bogate in izobražene družine, kar mu je omogočilo, da je bil tudi sam deležen najboljše izobrazbe. V poznejših letih je v Hajroneji ustanovil lastno zasebno šolo družinskega značaja, v kateri se je posvetil vzgoji svojih (imel je štiri sinove in hčer) in tujih otrok. Vprašanjem vzgoje in izobraževanja se je mestoma posvečal v številnih svojih delih, v treh izbranih razpravah pa je svojo pozornost v prvi vrsti namenil prav vzgojno-izobraževalni tematiki. Avtorica bo Plutarhovo razumevanje vzgoje in izobraževanja poskusila osvetliti skozi prikaz političnega položaja Grčije v Plutarhovem času in skozi primerjavo z vzgojno-izobraževalnimi koncepti grških avtorjev klasičnega in helenističnega obdobja.

KLJUČNE BESEDE: Plutarh, antika, Grčija, vzgoja, izobraževanje

The paper will present the Greek writer Plutarch's view on education, as it can be understood on the basis of three papers, attributed to him: De liberis educandis, Quomodo adolescens poetas audire debeat and De recta ratione audiendi. Plutarch (c. 45–before 125) spent the majority of his life in his native Chaeronea in Beotia. He originated from a wealthy and educated family, which enabled him to receive the best education. In subsequent years he established his own private school with a family character in Chaeronea, where he devoted himself to educating his own (he had four sons and a daughter) and other's children. He discussed the question of education partly in numerous works, but in the three selected papers he gave his attention principally to this. The author will try to highlight Plutarch's understanding of education, through the political situation of Greece in his time, and through the comparison with the educational concepts of Greek authors of the classical and Hellenistic period.

KEYWORDS: Plutarch, antiquity, Greece, education, learning

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OD RENESANČNIH AKADEMIJ DO PRIMORSKE UNIVERZE // FROM THE ACADEMIES OF RENAISSANCE TO THE UNIVERSITY OF PRIMORSKA

Več stoletij so v Slovenski Istri nastajala posamezna žarišča, kjer sta se kovala znanje in krepila primorska intelektualna moč. Zgodovinski pogled na čas koprskih akademij (16. – 18. stol.), delovanje beneškega *Collegia dei Nobili*, francoskega liceja, avstrijske c. kr. gimnazije, ki se ji je v drugi polovici 19. stoletja pridružilo še trojezično učiteljsko (1875/6 – 1909), so osnove, na katerih se je kasneje gradilo visokošolsko izobraževanje. Ustanovitev univerze v Ljubljani 1919 in predhodna prizadevanja po ustanovitvi univerze v Trstu predstavljajo prve stvarne dosežke na tej poti. Šele v 70. letih 20. stoletja so nastajali prvi centri visokega šolstva izven slovenske prestolnice. Pospešeno dinamiko dogajanja v drugi polovici 20. stoletja so ustvarjale posamezne interesne skupine, ki so oblikovale prve študijske programe in snovale raziskovalne projekte. Zgodovinsko društvo za Južno Primorsko je ustanovilo založbo *Annales*. V Kopru sta Visokošolsko središče in Znanstveno-raziskovalno središče združevala pobude in koordinirala ustanavljanje prvih visokih šol. Nastajati so začeli prvi dokumenti na državnem nivoju v prid ustanovitve javne univerze. Podlage za njeno ustanovitev je skupaj z državo in akademsko stroko gradilo tudi primorsko gospodarstvo. Državni zbor RS je 29. januarja 2003 končno sprejel Odlok o ustanovitvi Univerze na Primorskem.

KLJUČNE BESEDE: akademije, Collegio dei Nobili, c. kr. gimnazija, trojezično učiteljsko, Univerza na Primorskem

For centuries several centers appeared in Slovenian Istria, in which knowledge grew and intellectual faculties strengthened. The historical view on the time of the academies in Koper (16th – 18th century), the activities of the Venetian Collegia dei Nobili, the French lyceum, the Austrian Imperial-Royal grammar school, the trilingual teacher-training college (1875/6 – 1909), which joined in the second part of the 19th century the Austrian Imperial-Royal grammar school, form the basis on which higher education was later built. The establishment of the University of Ljubljana, 1919, and preliminary efforts for establishing the University in Trieste, represent the first real accomplishments along the way. It was only in the 1970s, when first centers of higher education were created outside the Slovenian capital. The dynamics of events, in the second part of the 20th century, were created by different interest groups, which formed the first study program and research projects. The Historical Society of Southern Primorska established the Annales press. The Higher education center and the Science and research center in Koper unified the initiatives and coordinated the establishment of the first real colleges. After a while first documents on national level in the favor of establishing a public University were created. The basis for its establishment was built by state and academic profession together with the littoral economy. The parliament finally passed the Act about the establishment of the University of Primorska on 29th January 2003.

KEYWORDS: academies, Collegio dei Nobili, Imperial-Royal grammarschool, trilingual teacher-training college, University of Primorska

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SCHOOLING ITALIANS IN RIJEKA AND SLOVENES IN TRIESTE. INTEGRATION, ASSIMILATION, AND ETHNIC RESISTANCE OF MINORITIES IN THE COLD WAR EXPERIENCE AND BEYOND

The question of the language of education has been a major concern and political battlefield of Italian, Croatian and Slovenian circles in the late Habsburg northeastern Adriatic. After a period of forced Italianization and the disappear of Croatian and Slovenian language schools, since the end of World War II, Croatian and Slovenian schools began again to be opened alongside the Italians. The aim of this paper is to discuss in particular the problem of minority schools since then, and to concentrate on the case of Italian language schools in Rijeka, attempting a comparison with the case of the Slovenian schools in Trieste. The preservation of Italian and of Slovenian languages and cultures as minorities in post war Yugoslavia and Italy, had to be reconfigured in two very different ideological and political realms. The right of receiving an education in their own language raised problems of defining Italians and Slovenes in a dramatic political conjuncture and in a dynamic multilingual environment, in the context of the Italo-Yugoslav contest and of the Cold War confrontation. The minority schools in Rijeka and in Trieste are seen as places of constant confrontation and measurement of the processes of integration of minority speaking families in the new political, cultural and ideological contexts.

KEY WORDS: *Italians, Slovenes, Minorities, Schools, Cold War*

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IZOBRAŽEVANJE NA DOMU NEKOČ IN DANES V EVROPI S POUČENJEM NA 18. IN 19. STOLETJU // HOMESCHOOLING IN EUROPE IN THE PAST AND PRESENT WITH THE EMPHASIS ON THE 18TH AND 19TH CENTURY

Izobraževanje na domu se je v različnih oblikah pojavljalo skozi celotno zgodovino. Prispevek najprej predstavi vlogo družine, ki jo le-ta igra pri izvajanju tovrstnega izobraževanja in na kratko predstavi njegove različne pretekle ter moderno obliko. Največ pozornosti posveti izobraževanju plemiških in bogatih meščanskih otrok na domu v 18. in 19. stoletju v Evropi, ob tem pa na kratko oriše tudi razloge in motivacije staršev, zaradi katerih so se odločali za tovrstno izobraževanje. Nato predstavi razpravo, ki se je vršila ob koncu 18. stoletja in v prvi polovici 19. stoletja o tem, ali je za otroke bolj koristno šolanje doma ali v javni šoli. Ob tem razišče tudi ideje dveh najpomembnejših pedagoških mislecev, Johna Lockeja in Johanna Friedricha Herbarta, o vlogi družine v vzgojno-izobraževalnem procesu. Posveti se vpeljavi šoloobveznosti in nastanku javnega šolstva v Angliji in nemško govorečih deželah in razloži, kateri ideološki, politični, družbeni in gospodarski razlogi so mu botrovali. Čisto na kratko predstavi zakonodajo o obveznem izobraževanju ter kaj je le-ta pomenila za izobraževanje doma in kaj zanj še vedno v nekaterih evropskih državah pomeni. Na koncu poda ugotovitev, da se izobraževanje na domu nekoč in danes precej razlikujeta, a sta si v nekaterih aspektih tudi podobna.

KLJUČNE BESEDE: izobraževanje na domu, otrok, plemstvo, meščanstvo, družina

Homeschooling has appeared in various forms throughout history. The paper first discusses the role of the family in homeschooling and briefly presents former and modern forms of homeschooling. It shows homeschooling of aristocratic and wealthy bourgeois children in the 18th and 19th century in Europe, and outlines reasons and motivations for which parents decided for this kind of education. Next the paper presents a discussion from the end of the 18th and the beginning of the 19th century, about whether it is better for children to be homeschooled, or to go to a public school. It researches

the ideas of two important pedagogical intellectuals, John Locke and Johann Friedrich Herbart, on the role of family in the educational process. It shows the introduction of compulsory education and shows the formation of public education in England and the German-speaking countries, and explains what ideological, political, social and economic reasons were responsible for it. It briefly presents the legislation on compulsory education and what it meant for home education, and what it still means in some European countries. In the end it explains how homeschooling in the past is different from homeschooling in the present, but still resemblance in some aspects.

KEYWORDS: *homeschooling, child, aristocracy, bourgeoisie, family*

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THE GROTESQUE DISCUSSION ABOUT THE DESTINY OF SLOVENIAN GYMNASIUM OF GORIZIA, 1919-1922. HOW TO EXPEL SLOVENIAN CULTURE FROM THE CITIES.

For the real first time in its history, after World War I, Italy faced the problem how to treat linguistic minorities within its borders.

Between the end of the war and the beginning of the Fascist era, the thought about minorities' rights was contradictory and vague. While the official attitude was to be respectful and democratic, in facts Italy gradually limited the public space of its non-Italian new citizens.

The case of the Slovenian Gymnasium of Gorizia could be a specimen.

The authorities officially claimed the right to maintain non-Italian schools, but only in areas where the minorities traditionally lived. From 1908 existed in Gorizia a Slovenian Gymnasium, never tolerated by Italian nationalists. After World War I it was closed and then temporally re-opened in the same building of the Slovenian Realschule in Idrija.

The issue was to set Slovenian schools only in pure Slovenian towns, in which there were no Italians: since all the bigger towns in the Julian March had Italian majorities (Trieste, Gorizia, Capodistria...), Slovenian schools should be set only in small and marginal towns like Idrija and Tolmin.

From 1919 to 1921 Italian politicians and intellectuals discussed in private letters and in the newspapers about where to transfer the Slovenian Gymnasium: to Ajdovščina, to Postojna or to Sežana, even to Vipava... But somebody also suggested to set it in pure Italian areas, far from the influence of potential Slovenian irredentism, like Udine or Cividale.

The beginning of Fascist era finally decided the definitive closure of all non-Italian schools.

KEY WORDS: *after war, gymnasium, Gorizia, Julian March, nationalism*

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VPLIVI OSNOVNOŠOLSKIH IZOBRAŽEVALNIH USTANOV NA KULTURNO IN GOSPODARSKO PODOBO PODEŽELJA V DRUGI POLOVICI 19. STOLETJA: PRIMER SODNEGA OKRAJA KANAL // INFLUENCES OF PRIMARY EDUCATIONAL INSTITUTIONS ON THE CULTURAL AND ECONOMIC IMAGE OF COUNTRYSIDE IN THE SECOND HALF OF THE 19TH CENTURY: JURISDICTION KANAL

Prispevek bo obravnaval širjenje in različne vplive izobraževalnih ustanov na področju sodnega okraja Kanal v drugi polovici 19. stoletja. V sodnem okraju Kanal (dežela Goriška in Gradiška) sta do leta 1874 delovali le dve osnovni šoli. Glede izobraževalne infrastrukture in kadra je okraj (predvsem višje ležeči predeli- Banjšice, Kanalski kolovrat) v začetnem obdobju Avstro-Ogrske zaostajal za deželnim

povprečjem. Moderni šolski sistem se je pričel vzpostavljati s postopnim ustanavljanjem novih šol v okraju konec 70. let 19. stoletja. Do sprememb je prišlo z modernizacijo šolskega sistema, ki ga je uvedel šolski zakon iz leta 1869. Ta je razširil mrežo šol, s čimer je šolska obveza zajela celoten okraj. Posledično se je tako leta 1890 v okraju število šol povečalo na 17. V prispevku bo raziskano, kako je prihod šole in učiteljskega kadra v kraj/občino vplival na življenje tamkajšnjega prebivalstva in na razvoj kulturnih ter gospodarskih panog. Poleg tega bo primerjal obsoške, nižje ležeče predele okraja z višjimi predeli, kjer se je izobraževalni sistem vzpostavil z zamikom šele v 80. letih 19. stoletja. Neizobraženost in nepismenost, ki sta bili posledici sorazmerno poznega prihoda izobraževalnih ustanov, sta pripomogli k slabemu odzivu na spreminjajoče se gospodarske razmere in različne krize, ki so kanalski okraj prizadele v večji meri kot preostale dele dežele.

KLJUČNE BESEDE: sodni okraj Kanal, 19. stoletje, Goriška, Osnovnošolski zakon (1869), gospodarski razvoj

The paper will address the spreading and different effects of educational institutions in the jurisdiction Kanal in the second part of the 19th century. Until 1874, only two primary schools were active in Kanal (The Princely County of Gorizia and Gradisca). Considering the educational infrastructure and personnel, the district (especially higher areas – Banjšice, Kanalski kolovrat) was behind the county's average in the initial period of Austria-Hungary. The modern school system was set-up with the gradual establishment of new schools at the end of the 1870s. Changes appeared with the Imperial Primary Education Act of 1869, which modernized the school system. The network of schools was expended, and by that the compulsory school covered the entire jurisdiction. In 1890, the number of schools increased to 17. The paper will research how the arrival of schools and personnel to this place/municipality influenced people's lives, and the development of cultural and economic industry. Also it will compare the lower lying areas with the higher areas, where the educational system was set-up with a delay in the 1880s. The lack of education and illiteracy, which were the result of a relatively late arrival of educational institutions, have contributed to a poor response on the changing economic conditions and various crises, which affected Kanal in a greater extent than other parts of the county.

KEYWORDS: jurisdiction Kanal, the 19th century, Gorizia, Imperial Primary Education Act (1869), economic development

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VPRAŠANJE UČNEGA JEZIKA NA KOROŠKEM: UVELJAVLJANJE DRŽAVNEGA ŠOLSKEGA ZAKONA 1869 NA PRIMERU BISTRICE NA ZILJI // LANGUAGE OF INSTRUCTION IN KOROŠKA (CARINTHIA): ENFORCEMENT OF THE IMPERIAL PRIMARY EDUCATION ACT OF 1869 IN BISTRICA NA ZILJI

Šestdeseta leta 19. st. stojijo v znaku demokratizacije političnega življenja, pospešene ideološke in narodno politične diferenciacije. Na več ravneh je prišlo do konfrontacij, ki so dobile obliko kulturnega boja. Eden glavnih predmetov spora je bil odnos med Katoliško cerkvijo in državo, kakor ga je opredeljeval leta 1855 sklenjeni konkordat, v tem okviru pa šolstvo. Na Koroškem je močno prevladoval nemškonacionalni antiklerikalni tabor. Nasprotoval je prizadevanjem za emancipacijo slovenskega naroda in enakopravnosti slovenskega jezika. Zahteve po uvedbi nemškega učnega jezika ali pa po podrejenem položaju slovenščine v osnovnih šolah, ki so jih obiskovali otroci s slovensko materinščino, predstavljajo »vrh ledene gore« delovanja za ohranitev in izgradnjo politične moči nemškega narodnega gibanja. Leta 1868 je Katoliška cerkev izgubila pravico do šolskega nadzorstva. Državni šolski zakon (1869) je šolstvo postavil v službo oblikovanja mlade generacije po volji dominantnega naroda.

Na primeru občine in šole v Bistrici na Zilji hočem prikazati načelno razhajanje pozicij slovenskega in nemškega narodnega gibanja na Koroškem v vprašanju položaja slovenskega jezika v osnovnem izobraževanju ter neuspešen poskus uveljavitve slovenščine kot uradnega jezika.

Opozoriti hočem na dejstvo, da je arhivsko gradivo o zgodovini šolstva nepogrešljiv vir pri proučevanju razvoja civilizacije in družbenih odnosov še zlasti v obdobju oblikovanja političnih narodov.

KLJUČNE BESEDE: Slovenci na Koroškem, šolstvo, jezikovna politika, emancipacijsko gibanje, narodnostni konflikt

The 1860s stand in the light of democratization of political life, accelerated ideological, national and political differentiation. There have been confrontations on several levels, which took on a form of cultural struggle. The relationship between the Catholic Church and the state, as it was defined with the Concordat of 1855, in this case the educational system, was one of the main objects of dispute. In Koroška the German-national anticlerical camp was heavily dominating. It opposed the efforts for emancipation of the Slovenian nation and equality of Slovenian language. Requests for the introduction of German language, or the subordination of Slovenian language in primary schools with Slovenian children, represent the "tip of the iceberg" of actions for maintenance and formation of political power of the German-national movement. In 1868, the Catholic Church lost its right of school supervision. The Imperial Primary Educational Act (1869) put the educational system into the hands of a young generation by the will of the dominant nation.

With the municipality Bistrica and its schools I want to show the divergence of Slovenian and German national movement, referring to the question about the position of Slovenian language in primary school education, and the unsuccessful enforcement of Slovenian as the official language.

I want to point out the fact, that the archive material on history of education is an indispensable source for the study of civilization development and social relations, especially during the formation of political nations.

KEYWORDS: Slovenians in Koroška, educational system, language policy, emancipation movement, national conflict

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VIDIKI, MEJNIKI IN ZNAČILNOSTI V ODNOSU DO NADARJENIH UČENCEV V SLOVENSkih ŠOLAH V 20. STOLETJU // ASPECTS, MILESTONES AND CHARACTERISTICS IN RELATION TO THE TALENTED STUDENTS IN SLOVENIAN SCHOOLS IN THE 20TH CENTURY

V moderni družbi postane vprašanje nadarjenosti aktualno konec 19. stoletja, še posebej po Galtonovi predstavitvi ideje inteligentnosti. Prispevek prikazuje pregled značilnosti in trendov v odnosu do nadarjenosti na slovenskem ter skrbi za nadarjene učence v slovenskih šolah v obdobju od začetka 20. stoletja pa do uvedbe obstoječe ureditve odkrivanja in vzgojno izobraževalnega dela z nadarjenimi učenci v 90. letih 20. stoletja. V tem obdobju zasledimo v odnosu do nadarjenih učencev več različnih mejnikov. Posebej izstopajo obdobja v 30. in 40. letih ter v 70. in 80. letih. Ob družbenem odnosu do nadarjenih nas je zanimala vloga šole in učiteljev pri odkrivanju ter obravnavi nadarjenih učencev v različnih obdobjih 20. stoletja. Posebno pozornost smo namenili tudi pomenu in vlogi socialno-ekonomskega statusa učencev pri prepoznavanju nadarjenosti ter vzgojno-izobraževalnem delu z njimi. Ključno vlogo pri skrbi za nadarjene v šoli imajo učitelji in zato prispevek prikazuje tudi ugotovljene značilnosti strokovne podpore učiteljem za delo z nadarjenimi učenci.

KLJUČNE BESEDE: nadarjeni, šola, učitelji, družbeno ekonomski status učencev, 20. stoletje

In modern society the question of talent becomes alive end of the 19th century, especially after the presentation of the idea of intelligence by Galton. The paper presents an overview of the characteristics and trends in relation to talent in Slovenian territory, and the care for talented students in Slovenian schools in the period from the beginning of the 20th century, to the imposition of the existing arrangements of identifying and the educational work with talented students in the 1990s. In this period we find various milestones in relation to the talented. Particularly notable are the periods between the 30s and 40s and the 70s and 80s. In social relations towards the talented, we were interested in the role of schools and teachers in identifying and dealing with the talented students in different periods of the 20th century. Special attention was given to the meaning and role of the student's socioeconomic status in identifying talent, and also to the educational work with the talented. In school, the teachers have a key role in caring for the talented, and therefore the paper shows the characteristics of the professional support for teachers for working with the talented students.

KEYWORDS: *the talented, school, teachers, socioeconomic status of the student, 20th century*

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THE »DEUTSCHE SCHULVEREIN« IN CARINTHIA 1880 – 1914

In the course of the national struggle of the late 19th century the school associations developed to an important tool for implementing national policy aims. One of these associations was the "Deutsche Schulverein" (founded: 1880). This played in Carinthia, but also in other crown lands during the national confrontation an increasingly important role. Its cultural and education policy activities concentrated on all of Carinthia, but that special attention was paid to the mixed-language area. Its aim was the expansion of the germanness and the repression of the Slovenian nationality in the mixed-language area. To this end, he built a dense network of local groups and promoted activities that serve its objectives. Under the pressure of Georg Ritter von Schönerer "Schulverein für Deutsche" it radicalized around the turn of the century. Now he worked vehemently against anything Slovenian in school and education.

KEY WORDS: *»Deutscher Schulverein«, associations, national dispute, Habsburg monarchy, Carinthia*

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APPRAISAL AND PUNISHMENT IN 19 AND 21 CENTURY: TEACHERS EMOTIONAL REACTION AND PERCEPTION ON STATE EVALUATION OF THEIR WORK

In the 19., and now in 21. century the highlight was and is on educational reform. But no educational reform can be succeeded without quality teachers. In order to detect quality teachers, we need to have quality evaluation systems. A properly implemented evaluation systems for teachers are essential componoment of an effective school. Author will show, by using comaprative methods, how evaluation systems were changing in Europe over three centuries. By comparing law acts and teacher testimonials in 19. century written in Habsburg Empire with those written in 21. century in Europe author will emphasize the need to change evaluation systems. It will answer why there is need for evaulation reform, what are the basic preposes of teacher evaluation system and what are the obstacles and contraversials to quality teacher evaulation systems. It will show that 19. century law makers did not put much effort in good quality evaluation systems, but also teachers did not questioned them. But in 21. century we have a wast amount of evaluation systems, teachers who are on the constant watch wherever they are going to be punished or appraised and certain amonut of teachers confirm that the system is not recognizing the quality teachers. So, by using documents in

Croatian archives and Croatian and Slovenian School Museum and the examples of teacher evaluation systems in OECD countries, the author will show how the teachers respond to evaluation, their role in creating effective school and good students and it will stress the deficiency in evaluation systems and will try to offer improved way of those in questioned.

KEY WORDS: *evaluation, professional development, teacher, 19. century, 21. Century*

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"SODOBNI UČBENIKI IN POSODOBLJENI UČNI NAČRTI ZA ZGODOVINO 20. STOLETJA V OSNOVNI ŠOLI." // "CONTEMPORARY TEXTBOOKS AND UPDATED CURRICULA FOR HISTORY OF THE 20TH CENTURY IN PRIMARY SCHOOL "

V obliki predstavitve problematike in v obliki okrogle mize želim predstaviti dileme tako glede učbenikov kot tudi učnih načrtov. Za poučevanje sodobne zgodovine obstajajo različni pogledi in pristopi, ki bi jih lahko pojasnili s stališči, ki jih Zavodovi svetovalci že leta pridobivamo tako na podlagi dela z učitelji kot tudi z delom na mednarodnem področju.

Predstavitve in okroglo mizo bi pripravila skupaj s kolegom Vincencem Filipčičem (vodja oddelka za učbenike in učila na ZRSŠ), ki bi pripravil izsledke kvalitativne analize učbenikov (opravljena 2008) Vojko Kunaver pa bi kot vodja komisije za posodabljanje učnih načrtov na ZRSŠ v letih 2006-2011 predstavil nekatere pomisleke in vodila, ki so nas pripeljali k trenutno veljavnim učnim načrtom.

KLJUČNE BESEDE: *sodobna zgodovina, osnovna šola, učbeniki, posodobljeni učni načrti*

With the presentation of issues and in the form of a round table I want to present the dilemmas regarding textbooks as well as curricula. There are different views and approaches to teaching contemporary history, which can be explained with the experiences of the Institute's advisers, which they gain through their work with teachers as well as their work in the international field.

I will prepare the presentation and the round table together with my colleague Vincenc Filipčič (Head of the Department for textbooks and teaching aids at the National Education Institute Slovenia). Vincenc Filipčič will prepare the results of the qualitative analysis of textbooks (completed in 2008), while Vojko Kunaver, as head of the Commission for updating of curricula at the National Education Institute Slovenia between 2006 and 2011, will present some scruples and principles, which lead us to the current curriculum.

KEY WORDS: *contemporary history, primary school, textbooks, updated curricula*

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FILMSKA VZGOJA PRI POUKU ZGODOVINE // FILM EDUCATION IN HISTORY LESSONS

Film je pomembno izrazno sredstvo, ki predstavlja ne le umetnost gibanja, ampak s preišljeno uporabo pridobi tudi izobraževalno funkcijo, saj sodi med didaktično metodo dela z informacijsko-komunikacijsko tehnologijo (IKT). Z vključevanjem filma v pouk zgodovine, postane film orodje v učiteljevih rokah, ki dijaku približa vsebino, mu omogoča vpogled v takratni zgodovinski čas in

prostor ter mu odpira pot k njegovi domišljiji oziroma kot meni Tomić, »filmi omogočajo dinamično prikazovanje prostorsko in časovno oddaljenih objektov in dogodkov«.¹

Učitelji se lahko poslužujemo različnih žanrov filma, čeprav pri uporabi v razredu prevladujeta dokumentarni in zgodovinsko igrani film. Prav tako lahko z uresnitvijo ključnih ciljev (tako operativnih kot procesnih) pri dijakih razvijamo ključno kompetenco sporazumevanja v maternem jeziku in digitalno pismenost ter nadgrajujemo njihovo zgodovinsko znanje s pravilno in smotno uporabo filmske vzgoje.

V okviru prispevka bosta prikazani dve različni dobri šolski praksi, in sicer v obliki medpredmetno zasnovane filmske delavnice in v obliki razvijanja točno določene veščine (pisanje zgodovinskega eseja s pomočjo filma).

KLJUČNE BESEDE: filmska vzgoja, zgodovina, veščine, filmski jezik, zgodovinski esej

Film is an important media for expression, which does not only present the art of movement, but with the premeditated use it also gains an educational function, for it is one of the didactic methods for working with information and communication technology (ICT). By integrating film into history lessons, film becomes a tool in the hand of the teacher, which draws the contents nearer to the student, gives him an insight into the historical time and space, and opens the way to his imagination, or as Tomić says, "films enable the dynamic showing of spatially and temporally distant objects and events."²

Teachers can use various film genres, although documentary and historical feature films dominate in the classroom. With the realization of the main goals (operational and procedural) we can help students to develop the key competence of communication in their mother tongue and the digital literacy. With the proper and effective use of film education, we can upgrade the historical knowledge of students.

The paper will show two different examples of good school practice, namely in the form of an interdisciplinary film workshop and in the development of a specific skill (writing a historical essay with the help of the film).

KEYWORDS: film education, history, skills, film language, history essay

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TEKMOVANJE UČENCEV IN TEKMOVANJE SREDNJEŠOLCEV IZ ZNANJA ZGODOVINE // HISTORY COMPETITION OF STUDENTS IN PRIMARY AND SECONDARY SCHOOL

Tekmovanje učencev iz znanja zgodovine poteka od leta 1997 pod okriljem Zavoda RS za šolstvo, srednješolsko tekmovanje pa je leta 2002 na pobudo članov društva prevzelo Društvo učiteljev zgodovine Slovenije. Tekmovanje učencev iz znanja zgodovine je namenjeno učencem 8. in 9. razredov osnovne šole, dijakom gimnazij (splošnih in drugih) in srednjih strokovnih šol vseh letnikov pa je namenjeno Državno tekmovanje mladih zgodovinarjev. Tako eno kot drugo tekmovanje skrbita za populariziranje zgodovine kot predmeta in omogočata učencem in dijakom, da poglobijo in razširijo znanje zgodovine na osnovi raziskovanja in proučevanja primarnih ter sekundarnih virov in literature.

¹ Tomić, A. 1999. Izbrana poglavja iz didaktike. Ljubljana. Center za pedagoško izobraževanje Filozofske fakultete, str. 99.

² Tomić, A. 1999. Izbrana poglavja iz didaktike. Ljubljana. Center za pedagoško izobraževanje Filozofske fakultete, str. 99.

V prvem desetletju tekmovanja učencev iz znanja zgodovine, so tekmovanje kronološko peljali »od antike do sodobne zgodovine 20. stoletja«. V zadnjih letih pa se vsebina osnovnošolskega tekmovanja povezuje z obeleževanjem dogodka iz naše slovenske zgodovine ali zgodovine na slovenskem prostoru. Naj omenimo le nekatere: 100-letnica Ilirskih provinc, 20 let samostojne Slovenije, 85/55 let radia/televizije, 500. obletnica velikega kmečkega upora ... Pri tem tekmovalne komisije ugotavljamo, da glede na razpisano vsebino tekmovanja nimamo zadostnega, starostni stopnji tekmovalcev primerne ter dostopnega gradiva, ki bi podpiral izbrani tekmovalni delovni naslov. Ker se v novejšem času vse bolj uveljavlja spoznanje, da si vsaka generacija ustvari svojo predstavo in interpretacijo zgodovinskega dogajanja, se zgodovinski viri vedno znova analizirajo, sintetizirajo in interpretirajo. In ker so v sodobnem zgodovinopisju v zgodovinsko zgodbo povezani različni viri, je pričakovati tudi več večperspektivnosti. Če želimo slediti ciljem tekmovanja, si moramo vsi skupaj prizadevati, da tekmovalcem zagotovimo takšno tekmovalno literaturo in vire, s katerimi bodo lahko poglobljeno spoznavali, raziskovali in širili znanje zgodovine.

KLJUČNE BESEDE: tekmovanje iz znanja, zgodovina, učenci, dijaki

The history competition of pupils in primary schools has been running since 1997 under the auspices of the National Education Institute Slovenia. In 2002, following the initiative of its members the history competition of students in secondary school was taken over by the Slovenian History Teachers' Association. The competition of pupil's historical knowledge is for 8th and 9th grade pupils, while the National competition of young historians is for all students in grammar (general and other) and secondary schools. Both competitions popularize history as a subject and enable students to deepen and broaden their historical knowledge on the basis of research and the study of primary and secondary sources and literature. In the first decade, the history competitions were going "from antiquity to modern history of the 20th century". In recent years, however, the content of the competition in primary school is associated with the marking of events from our Slovenian history or the history on Slovenian territory. To mention a few: 100 years of Illyrian provinces, 20 years of independent Slovenia, 85/55 years of radio/television, the 500th anniversary of the great peasants' revolt, etc. The competition commission's findings show the lack of the competitor's age appropriate study material, which would support the working title of the competition. In recent times the opinion, that each generation creates its own perception and interpretation of historical events, is becoming stronger, therefore the historical sources are being analyzed, synthesized and interpreted over and over again. And because in modern historiography different sources are connected into the historical story, more multi-perspectiveness is expected. If we want to pursue the objectives of the competition, we have to make every endeavour to provide the competitors with literature and sources that will help them study, research and spread the historical knowledge.

KEYWORDS: knowledge competition, history, pupils, students

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FROM AN ASSISTANT TO EQUAL COLLEAGUE. THE PROFESSIONALIZATION PROCESS OF THE TEACHING PROFESSION FOR FEMALE TEACHERS IN BADEN AND WÜRTTEMBERG

This research focuses on an analytical reconstruction and interpretation of the development of professionalization processes of the teaching profession for female teachers in the 19th and early 20th century in the two southwestern states of Germany.

This period encompasses the integration of female teachers in the public school system, the development of different female teachers' careers and their gradual adaptation to the education and training concepts of male teachers up to the days of the Weimar Republic.

The category of gender and its relevance are addressed on a discourse level as well as on a level of strategic action and the issue of intentional control of state and non-state agents and their interdependencies is looked taking recourse to the term of control as it is used in political sciences. The professionalization process is presented within the range of top down processes dominated by government control measures and bottom up processes implemented for example by teachers' associations.

Despite striking similarities between the various courses of professionalization - especially in view of the state-initiated delay of the access of women to the public school system and the defensive attitude of teachers' associations, they differ due to differences in education and training systems as well as the respective status of male teachers and their training and education concepts in both German states. The power of the church in matters of school supervision also plays an important role and so do the position of women in society generally and the status of girls' education in particular.

KEY WORDS: *History of female teachers, Gender, Government control of the professionalization process, Integration of female teachers in public school system*

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PISMENOST KMEČKEGA PREBIVALSTVA GORIŠKIH BRD V 19. STOLETJU // LITERACY OF THE RURAL POPULATION IN GORIŠKA BRDA IN THE 19TH CENTURY

Prva šola v Goriških brdih je bila ustanovljena leta 1826 v Kojskem. Do tedaj, pa tudi še kasneje, je bil pretežno del prebivalstva nepismen. Izbrani sta dve območji raziskave in sicer današnja župnija Kojsko ter župnija Kožbana, kjer je bila šola ustanovljena šele leta 1870. Na podlagi podpisov botrov v župnijski knjigi, je avtorica poskušala ugotovljati vpliv stopnje pismenosti v kraju oziroma župniji ter ugotovljati razlike v deležu pismenosti med spoloma. Med nižjimi sloji je znanje branja in pisanja pomenilo prestiž, ki ga zaradi dela za preživetje ter s šolanjem povezanih stroškov niso zmogli. Otroke, in še to zlasti prvorojence oziroma fante, ki so bili določeni za univerzalne dediče in so ostali na kmetiji, so v 1. polovici 19. stoletja šolale le najpremožnejše družine. Dekleta so šolali še redkeje; gre predvsem za družine veleposestnikov in uradnikov. Večino teh otrok so poučevali zasebni učitelji, dekleta pa so obiskovala šolo, ki so jo v Gorici imele sestre uršulinke. Le redki nadarjeni učenci so svoje znanje izpopolnili na goriški Normalki. Visok družbeni položaj le-teh v skupnosti se je kazal skozi zasedanje pomembnih položajev kot so župan in zapriseženec pri popisu premoženja in oporokah.

KLJUČNE BESEDE: kmečka družba, Goriška brda, pismenost, vaška elita, izobrazba žensk

The first school in Goriška Brda was established in 1826 in Kojsko. Until then the predominant part of the population was illiterate. There are two areas of research selected, namely the current parish of Kojsko and the parish of Kožbana, where a school was founded in 1870. Based on the signatures of godfathers in the parish book, the author has attempted to determine the impact of literacy rate in the parish, and to determine the differences in the proportion of literacy among women and men. Among the lower classes the knowledge of reading and writing meant prestige, which they were unable to gain due to the labor for survival and all the school-related expenses. In the first half of the 19th century only children from wealthy families, particularly firstborns or boys who were the main heirs and remained therefore on the farm, were being educated. Girls were even rarely educated; meant are primarily families of big landowners and officials. Most of these children were being taught by private teachers, while girls attended the school in Gorizia governed by Ursuline Sisters. Just a few gifted students had the opportunity to improve their knowledge at the normal school in Gorizia. The high social status of these individuals mirrored in important positions they had in society as mayors and notaries at inventory of property and wills.

KEYWORDS: *peasant society, Goriška brda, literacy, rural elite, the education of women*

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HOW DO OUT-OF-AREA TEACHERS IN GERMAN SECONDARY SCHOOLS DEAL WITH THE FRENCH REVOLUTION AND WITH NATIONAL SOCIALISM?

German teacher education traditionally centers on the provision of domain-specific content knowledge and pedagogical content knowledge at the expense of plain pedagogical knowledge. At the same time however, a lot of classes in secondary schools are taught by teachers who did not study the subject of these classes. The German educational sector keeps living with this obvious contradiction because this type of out-of-area teaching primarily takes place in school types of Germany's segregated system that traditionally attract little attention from the academic discourse.

How do out-of-area teachers cope with this paradox task? I have conducted interviews with both teachers with and without a degree in history. For these interviews, I asked them to bring along material they 'successfully' applied in class. I asked for a piece of material on the French Revolution and one on a topic of their choice. In explaining their materials, the teachers provided insight into their system of beliefs pertaining to history and to the teaching of history. Preliminary results show that both out-of-area teachers and in-area teachers conceive the French Revolution along remarkably similar lines often presenting similar material for similar learning routines. Obviously both the curriculum and available textbooks help to level the influence of different domain traditions. At the same time, the significance of interaction among teachers in their respective schools should not be overlooked. All this helps to make for a remarkably similar concept of history and history teaching.

KEY WORDS: *Qualitative Research, Interviews, Secondary Schools, Germany, Teacher beliefs*

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STUDENTS FROM DUCHY OF KRAIN AT REGIA SCIENTIARUM ACADEMIA IN ZAGREB IN EARLY 19TH CENTURY

The secondary and high education in Zagreb in early 19th century was organized within academy with gymnasium (Regia Scientiarum Academia cum Archigymnasio). The two-year study of philosophy served as obligatory preparation for studies of theology and law. Most students of philosophy were therefore at the age between 16 and 20. Zagreb was at the time relatively significant educational centre, although of limited (regional) scope, so there had been students who stemmed from the Duchy of Krain. By analyzing the school directories and other sources, we shall try to assess their conditions of living in Zagreb, grounds for decision to study in Zagreb, their wishes about their future professions and how all these issues had been influenced by the general political situation in the turbulent era of Napoleonic wars, when the Duchy of Krain temporarily became, as well as some Croatian lands, part of the Illyrian Provinces of French Empire.

KEY WORDS: *Regia Scientiarum Academia, Duchy of Krain, students, school directories, Napoleonic wars*

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VPLIV SPREMENJENE VLOGE GOSPODARSTVA NA OBMOČJU ZASAVJA NA IZOBRAŽEVANJE OTROK PO KONČANI OSNOVNI ŠOLI V OBDOBJU SOCIALIZMA // THE IMPACT THE CHANGED ROLE OF ECONOMY IN ZASAVJE ON EDUCATION OF CHILDREN AFTER PRIMARY SCHOOL DURING SOCIALISM

Po letu 1945 sta ustanovitev socialistične Jugoslavije in splošna gospodarska usmeritev vplivali na spremenjeno vlogo gospodarstva Zasavja v novo nastali državi. Zaradi večanja potreb širše družbene skupnosti so se, poleg ohranjanja tradicionalnega rudarstva, začele nanj vezane dejavnosti osamosvajati in delovati kot samostojna industrijska podjetja (Centralne rudarske delavnice-Strojna tovarna Trbovlje).

Vzporedno s spremembami v gospodarski politiki in s tem v organizaciji podjetij, se je večala potreba po strokovnem usposabljanju delavcev v proizvodnji kakor tudi po usposabljanju kadra ekonomske smeri, kar je posledično vplivalo na lokalni razvoj izobraževanja otrok po končani osnovni šoli. Zato so se poleg obstoječih poklicnih šol iz obdobja kraljevine Jugoslavije, ki so se spreminjale v skladu s potrebami družbe in spremembami zakonodaje, ustanovljale strokovne kakor tudi t.i. industrijske šole.

Kako je to potekalo v praksi, bo prikazano s predstavitvijo treh šol – tipičnih za Zasavje v obdobju socializma (rudarska, kovinarska in ekonomska šola). Z analizo zapisov v kronikah, dokumentih in časopisju bodo predstavljene lokalne okoliščine, ki so omogočale njihovo ustanovitev in delovanje, in ne nazadnje povzročile proces propadanja.

Kakšne so posledice tega procesa za šolajočo mladino v Zasavju, bo prikazano s kratko predstavitvijo današnjega stanja vseh treh šol v zaključku prispevka.

KLJUČNE BESEDE: Zasavje, socialistično gospodarstvo, industrijska šola, strokovno izobraževanje, usmerjeno izobraževanje

After 1945, the establishment of socialist Yugoslavia and the general economic direction affected the changed role of economy in Zasavje in the newly formed state. In addition to preserving traditional mining, due to increasing needs of the wider community, mining related activities became autonomous and started to operate as independent industrial companies (Central mining workshops - Machine factory Trbovlje).

In parallel with the changes in economic policy and in the organization of companies, the need for professional training of staff in production and personnel of economic directions was increasing, with the consequent impact on local development of children's education after primary school. Therefore, in addition to existing vocational schools from the period of Kingdom of Yugoslavia, which varied according to the needs of society and changes in legislation, new professional as well as the so-called industrial schools were established.

How this worked in practice will be shown with the presentation of three schools typical for Zasavje during socialism (school of mines, economics and metalwork). The analysis of records in the chronicles, documents and newspapers will present local circumstances that made their establishment and operation possible, and ultimately caused a process of decay.

What are the implications of this process for school kids in Zasavje, will be shown with a brief presentation of the present situation of the above schools.

KEYWORDS: Zasavje, socialist economy, industrial school, vocational education, career-oriented education

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THE HISTORY OF GRADING IN AUSTRIA AND SOME IMPLICATIONS FOR EDUCATION IN EUROPE

This presentation aims to provide a brief historical overview of grading practices in Austria and how they may have a number of theoretical and practical implications for education in Europe as a whole. In theory, grades provide a compendium of information on achievement at school, of which outside groups (parents, employers, etc.), as well as students, can be made aware. In practice, they give timely information on how the knowledge gap inherent in lessons can be reduced. Students know where they stand and parents/employers can identify their positions on the grading scale as and when required. Since grades are only a compendium of results governed by curriculum and legal requirements, and important appreciations of a subjective nature cannot be expressed in grades, the result is frustration by teachers and even rejection by students (and their parents). However, it is important to note that grades help reinforce the achievement principle beyond origin and place of birth as driving forces for job allocation. Drawing on these arguments, I intend to show how mass schooling has been realised and why conflicts accompany the awarding of grades persist.

KEY WORDS: *History, Grading, School, Austria, Europe*

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DR. JOSIP TOMINŠEK KOT ZAGOVORNIK KLASIČNO-HUMANISTIČNE IZOBRAZBE // DR. JOSIP TOMINŠEK AS AN ADVOCATE OF CLASSICAL-HUMANISTIC EDUCATION

Slovenski filolog, šolnik, intelektualec in priznan vsestranski kulturni delavec dr. Josip Tominšek (1872–1954) je večino svojega dejavnega življenja posvetil šolstvu. Deloval je kot učitelj, kot pisec učbenikov, kot ravnatelj, pa tudi kot šolski in telovadni nadzornik. Je avtor latinske slovnice, prve slovenske grške slovnice in vadnice ter številnih drugih učnih pripomočkov. V začetnem obdobju svojega učiteljskega dela se je Tominšek v svojih prispevkih veliko posvečal nekaterim tedanjim perečim vprašanjem pouka, najbolj pa problematiki obeh klasičnih jezikov, latinščine in grščine, ki sta bila njegova osnovna predmeta, vprašanju zmanjševanja namenjenih jima ur ter smiselnosti njunega učenja in poučevanja. Njegovi prispevki o obeh klasičnih jezikih in humanistični izobrazbi, v katerih se je teoretsko opiral na sočasne zlasti avstrijske in nemške, deloma pa tudi angleške vire, njegove ugotovitve in ideje ostajajo kljub več kot stoletni časovni oddaljenosti še danes aktualni. Večina njegovih prispevkov je nastala v obdobju, ko še ni prevzel ravnateljske službe; pozneje mu obveznosti niso več puščale časa za to.

KLJUČNE BESEDE: Josip Tominšek, klasični jeziki, latinščina, grščina, matura

Dr. Josip Tominšek (1872-1954), Slovenian philologist, pedagogue, intellectual and famous versatile cultural worker dedicated most of his active life to education. He worked as a teacher, writer of textbooks, principal, as well as school and gym supervisor. He is the author of Latin grammar, the first Slovenian Greek grammar and exercise book, and numerous other teaching accessories. In the initial period of his teaching Tominšek stressed in his articles the then topical issue of teaching and especially the issue of both classical languages, Latin and Greek, which were his primary subjects. He stressed the issue of reducing Latin and Greek lessons and the importance of learning and teaching them. Even today, despite more than a century of time distance, his contributions on both classical languages and the humanistic education, in which he theoretically leaned on the contemporary Austrian and German, partly also English sources, his findings and ideas remain current. Most of his

contributions were created in the time before he was a principal; later his obligations left him with no spare time.

KEYWORDS: *Josip Tominšek, classical languages, Latin, Greek, matura examination*

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KVALITETNO ŠOLSTVO BOLJ STVAR MENTALITETE KOT POGOJEV – SLOVENSKO ŠOLSTVO V BEGUNSKIH TABORIŠČIH V ITALIJI IN AVSTRIJI PO DRUGI SVETOVNI VOJNI // QUALITY EDUCATION MORE A MATTER OF MENTALITY THAN CONDITIONS – SLOVENIAN EDUCATION IN REFUGEE CAMPS IN ITALY AND AUSTRIA AFTER WORLD WAR II

Del Slovencev se je po drugi svetovni vojni znašel v begunskih taboriščih v Italiji in Avstriji. Kljub vsesplošnemu pomanjkanju (hrane, učnih pripomočkov in gradiv, učil, pomanjkanju prostora) so slovenski taboriščniki vzpostavili šolstvo, ki je doseglo zavidljivo raven. V taboriščih so tako za slovenske otroke (pridružili pa so se tudi nekateri otroci drugih narodnosti) ustanovili otroške vrtce, ljudske šole, begunsko gimnazijo (ta doseže celo javno priznanje, z maturitetnim spričevalom slovenske begunske gimnazije so se dijaki lahko vpisali na univerzo), strokovne srednje šole. Velik poudarek so dajali znanju tujih jezikov, spodbujali so interdisciplinaren pristop ter razvijanje družbene odgovornosti posameznika. Ne glede na slabe pogoje so profesorji, ki za svoje delo večinoma niso bili plačani, pričakovali od dijakov visoko znanje. Učitelji in profesorji so v taborišču, ker je primanjkovalo učbenikov, te začeli pisati in izdajati sami. V taborišču tako izide preko 40 različnih učbenikov, tu nastane tudi prvi Zgodovinski atlas Slovenije.

Formalno izobraževanje so močno povezovali z neformalnim preko literarnih večerov, bralnih večerov, različnih krožkov (filozofski, pravni, sociološki, kulturni itd.), pevskih zborov in dramskih skupin. Učence in dijake so spodbujali k pisanju in izdajanju različnih časopisov, organizirali so akademije.

Nezanemarljiv je tudi vpliv begunskega šolstva na ponovno vzpostavitev slovenskega zamejskega šolstva.

O kvaliteti teh šol zgovorno priča podatek, da so številni dijaki slovenske begunske gimnazije kasneje dosegli zavidljive mednarodne kariere.

KLJUČNE BESEDE: Slovenci, šolstvo, begunska povojna taborišča, Avstrija in Italija

After the World War II a part of Slovenians found themselves in refugee camps in Italy and Austria. Despite the general lack of food, space, teaching aids, accessories and materials, the Slovenians created an educational system that reached an enviable level. Kindergartens, folk schools, refugee grammar schools (with public recognition; with the high school graduation certificate from refugee grammar school students could enroll at University) and professional secondary schools were established for Slovenian children and even some children of other nationalities joined. A great emphasis was on the knowledge of foreign languages. An interdisciplinary approach and development of the social responsibility of the individual were being promoted. Notwithstanding the poor conditions, professors even without payment expected high level of knowledge from their students. Due to the lack of textbooks in camps, teachers and professors themselves started writing and publishing. Over 40 different textbooks were published in camps, also the first Historical Atlas of Slovenia.

Formal education was strongly associated with informal education through literary and reading evenings, different courses (philosophical, legal, sociological, cultural, etc.), choirs and dramatic societies. Students were encouraged to write and publish various newspapers and also Academies were being organized.

Refugee education had a significant impact on the re-establishment of Slovenian education in neighboring countries.

Many students from Slovenian refugee secondary schools had later on impressive international careers, which speaks about the high quality of these schools.

KEYWORDS: Slovenians, educational system, refugee camps after the war, Austria and Italy

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PETER PAVEL VERGERIJ STAREJŠI IN NJEGOV DOPRINOS K PEDAGOGIKI V OBDOBJU HUMANIZMA // PETER PAUL VERGERIO, SR. AND HIS CONTRIBUTION TO PEDAGOGY IN THE PERIOD OF HUMANISM

Peter Pavel Vergerij starejši, leta 1370 v Koprju rojeni humanist, je svoje udejstvovanje na pedagoškem področju začel že za čas svojega študija v Firencah, nadaljeval pa ob dokončanju izobraževanja v Padovi, ko je bil hkrati univerzitetni predavatelj ter zasebni učitelj. V to obdobje njegovega življenja postavljamo tudi dve, s pedagoškega vidika zelo pomembni deli, ki sta nastali v okviru tedanjega humanističnega duha. Komedijo *Paulus, ad iuvenum mores corrigendos* (1390) je napisal za čas svojega bivanja v Firencah, v njej pa skozi glavni lik mladeniča obravnaval pomen izobraževanja ter pravilne vzgoje posameznika. Svojo idejo je v drugem delu, traktatu *De ingenii moribus et liberalibus studiis adolescentiae* (1402), še nadgradil; osredotočil se je na vprašanja vzgoje mladega plemiča, spoštovanje vrlin, vloge vzornika v času odraščanja ter pomena študija svobodnih umetnosti za izoblikovanje posameznika. Pri svojem delu se je naslanjal na prispevke velikih antičnih piscev, ki so tovrstna in podobna vprašanja že obravnavali, o uspešnosti omenjenega traktata pa priča njegova razširjenost širom Evrope.

KLJUČNE BESEDE: Koper, Peter Pavel Vergerij starejši, humanizem, pedagogika, Paulus, De ingenii moribus et liberalibus studiis adolescentiae

Peter Paul Vergerio Sr., a humanist born in 1370 in Koper, started to work in the field of pedagogy already during his study in Florence, and continued after the completion of his education in Padua, when he worked simultaneously as a university professor and a private teacher. In this period of his life he wrote two, from a pedagogical view very important works in the then humanistic spirit. He wrote the comedy Paulus, ad iuvenum mores corrigendos (1390) while living in Florence, in which he discussed the importance of education and proper upbringing of individuals through the main character, a young man. He upgraded his idea in his second work, the treatise De ingenii moribus et liberalibus studiis adolescentiae (1402). He focused on the issues of education of a young aristocrat, on the respect of virtues, the importance of role models during adolescence and how the study of liberal arts influences the identity formation. His work based in contributions of famous ancient writers, who already discussed aforementioned issues. The treatise was distributed throughout Europe, which speaks about its success.

KEYWORDS: Koper, Peter Paul Vergerio Sr., humanism, pedagogy, Paulus, De ingenii moribus et liberalibus studiis adolescentiae

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EVOLUTION OF THE EDUCATION SYSTEM IN POLAND AFTER 1989

In 1989 a change of political system took place in Poland. The result of this was a radical change in the education system. During the reform a new type of obligatory school was introduced – the

gymnasium (gimnazjum) – and the organisation of primary and secondary schools was changed fundamentally. The year 1989 also marked the beginning of the opportunity to organise private schooling, which resulted in the setting up of a number of private schools. On the basis of an exegesis of legal acts, projects of parliamentary acts, as well as reports of curators of education, the author presents the evolution of the education system in Poland from 1989 to the projects of education system reform that are currently discussed in the parliament.

KEY WORDS: Education system, Change of political system, Polish general secondary school level education, Private and state schooling, Educational reforms

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»NOVI ČASI IN NOVO MIŠLJENJE«, ŠOLANJE NA ZAVODU ZA FIZKULTURO V LJUBLJANI // "NEW TIMES AND NEW THINKING", EDUCATION AT THE INSTITUTE FOR PHYSICAL CULTURE IN LJUBLJANA

Šola je bila v očeh ideologov povojnega režima in njihovih pedagoških svetovalcev eno najpomembnejših orožij v boju za »novo družbo« in »novega človeka«, zato naj bi jo posebej temeljito očistili pretekle dediščine ter prenovili z novimi ljudmi in vsebinami. Predvojne Sokole in Orle je zamenjala Fizkulturna (od leta 1948 Telovadna) zveza Slovenije, ki se je leta 1952 preoblikovala v Zvezo za telesno vzgojo Partizan. Časopis Tovariš je 27. junija 1947 poročal o Zavodu za fizkulturo kot ustanovi, »ki bo osvobodila slovensko fizkulturo tujega vpliva, ki jo bo otrebila odvišne navlake ter ji dala ljudski in življenjski značaj«. Prva generacija novih učiteljev telovadbe in športa se je po enem letu, kolikor je trajalo šolanje, razkropila po slovenskih krajih in odločilno krojila usodo razvoja športa tako na lokalnem kot tudi državnem nivoju. Skozi njihove osebne zgodbe in ohranjene arhivske vire osvetljujemo mehanizme vzpostavitve visokega šolstva ter njen vpliv na razvoj ali obuditev športnega življenja v novi socialistični ureditvi nasploh.

KLJUČNE BESEDE: povojno šolstvo, šport, telovadba, socializem

The school was in the eyes of the ideologists of the post-war regime and their pedagogical advisors one of the most important weapons in the fight for a "new society" and a "new man", and therefore it had to be redesigned with new people and contents. The pre-war gymnastic societies Sokol and Orel were replaced with Physical culture (from 1948 Physical education) association of Slovenia, which, in 1952, was transformed into Association for physical education Partizan. On the 27th June 1947 the journal Comrade ("Tovariš") reported that the Institution for physical culture "will liberate the Slovenian physical culture from foreign influence and give it people and worldly character". After one year of schooling the first generation of new gym teachers dispersed across Slovenian towns and started to shape the destiny of sport development at both local and national level. Through their personal stories and the preserved archive sources we enlighten the mechanisms for the establishment of higher education and its impact on the development or revival of sports life in the new socialist regime in general.

KEYWORDS: post-war educational system, sport, exercise, socialism

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MATEMATIČNO-TEHNIŠKO IZOBRAŽEVANJE AVSTRIJSKE PROVINCE JEZUITOV STARE DRUŽBE // MATHEMATICAL AND TECHNICAL EDUCATION OF THE AUSTRIAN PROVINCE OF JESUITS

Notranjeavstrijsko okolje je bilo med poglavitnimi središči Boškovićeve znanosti ob koncu jezuitske dobe. Stoletje pozneje je enako okolje podprlo atomizem in statistično fiziko v tedanjem predmestju Celovca rojenega Jožefa Stefana in njegovega učenca Ludwiga Boltzmanna, ki je poročil napol Slovenko. Socialno-pedagoška struktura avstrijskih dednih dežel se je izkazala v obeh primerih kot idealna mreža za širjenje dinamičnih in statističnih teorij atomov. V tretje lahko pričakujemo nove napredne prispevke iz istega srednjeevropskega okolja v 21. stoletju. Jezuitski profesorji v Notranji Avstriji in južno od nje so svoje znanje osredotočali v Gradcu in ga obenem prvovrstno razpredali po vsej provinci in zunaj nje v misijonih. Gabrijel Gruber je domače uspehe jezuitskega znanja zanesel po vsem svetu potem, ko je svoje poglavitne preizkuse možnosti za sodobnejši pogon ladij po toku navzgor preizkušal na Muri in urejeval tokove Ljubljaniice ter Drave ob Ptuj in Mariboru. Kot jezuitski general je nato sloves notranjeavstrijskega in predvsem slovenskega jezuitskega znanja iz Rusije prenesel v ZDA tako uspešno, da je protestantski predsednik George Washington v Gruberjevo Georgetownso šolo ob tedanji prestolnici Washington poslal celo svoje nečake; zato portret G. Gruberja kot najvidnejšega jezuitskega učitelja iz slovenskih logov še danes simbolično krasi avlo univerze Georgetown, ne zgolj kot simbol znanja.

KLJUČNE BESEDE: mreža šol za matematično-tehniško izobraževanje, jezuiti, Habsburška monarhija, Ruđer Josip Bošković (1711-1787), 17-18. stoletje

The Inner-Austrian environment has been one of the main centers of Bošković's science at the end of the Jesuit period. A century later, the same environment supported atomism and statistical physics of Jožef Stefan who was born in the then suburbs of Klagenfurt, and his student Ludwig Boltzmann, who married a half Slovenian. The socio-pedagogical structure of Austrian lands proved in both cases to be the ideal network for the dissemination of dynamical and statistical theories of atoms. We can expect new advanced contributions from the same Central European environment in the 21st century. Jesuit professors in Inner Austria and in territories south of it focused their knowledge in Graz, and at the same time they deliberated it in missions inside and outside the Province of Jesuits. Gabrijel Gruber spread the domestic success of Jesuit knowledge worldwide, after he tested his main experiments about the possibilities for modern ship propulsion upstream on the Mura river and regulated the flow of water on the Ljubljaniica and Drava river below Ptuj and Maribor. As the Jesuit General he then transferred the reputation of the Inner-Austrian and especially Slovenian Jesuit knowledge from Russia to the USA so successfully, that the protestant president George Washington sent his nephews to Gruber's Georgetown school near the capital Washington; that is why the entrance hall of the University of Georgetown is today still symbolically adorned with the portrait of the well-known Jesuit teacher from Slovenian circle G. Gruber, who is therefore not only a symbol of knowledge.

KEYWORDS: network of schools for mathematics and technical education, the Jesuits, Habsburg Monarchy, Ruđer Josip Bošković (1711-1787), 17th-18th century

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EPIDEMIJA V ŠOLSKIH KLOPEH: PRIMER ŠPANSKE GRIPE LETA 1918 // EPIDEMIC IN SCHOOL BENCHES: AN EXAMPLE OF THE SPANISH FLU IN 1918

Epidemija španske gripe je leta 1918 močno prizadela tudi prebivalstvo v slovenskih deželah. Smrtonosni val te bolezni je avstro-ogrske dežele zajel jeseni in pozimi leta 1918. Čeprav so znane le približne, nezanesljive ocene o številu obolelih in umrlih, nam sočasni viri posredno razkrivajo veliko razsežnost obolenja za to boleznijo in pogosto smrtnost med obolelimi. Raziskovanje otežujejo zapletene geopolitične razmere v letih 1918/1919, saj je epidemija izbruhnila ob samem koncu prve svetovne vojne, ko je hkrati prišlo tudi do razpada Avstro-Ogrske in nastanka Države SHS.

Iz ohranjenih poročil okrajnih glavarstev Deželni vladi v Ljubljani je razvidno, da so za gripo množično obolevali tudi učenci in učitelji različnih šol. O prekinitvi pouka in zapiranju šol so poročali iz mnogih kranjskih okrajnih glavarstev. Izpad učencev pri pouku je bil po posameznih krajih in šolah različen in sicer v razponu od 16%–75% vseh šolarjev. V Ljubljani so npr. v začetku oktobra 1918 z odredbo mestnega fizika najprej prekinili pouk v vseh šolah, nato so vse srednje, javne in zasebne ljudske šole in vrtce zaprli do 3. novembra. Na podlagi šolskih kronik in mrljskih knjig bo prikazana umrljivost za špansko gripo šolskih otrok in učiteljev v Ljubljani.

KLJUČNE BESEDE: španska gripa, otroci, šola, prva svetovna vojna, epidemije

In 1918, an epidemic of the Spanish flu severely affected the population in Slovenian lands. The deadly wave of this disease has captured the Austro-Hungarian lands in the autumn and winter of 1918. Only an approximate, unreliable number of illnesses and deaths are known, but simultaneous sources indirectly reveal all the dimensions of this illness, which had a high mortality rate. The research is difficult due to the complex geopolitical situation in the years 1918/1919, since the epidemic broke out at the very end of World War I, when also the Austro-Hungarian Empire disintegrated and the State of Slovenes, Croats and Serbs was created.

Preserved reports of district boards to Provincial government in Ljubljana show that students and teachers in different schools developed signs of the flu. Different district boards in Carniola reported about suspension of classes and closing of schools. Class attendance was varying in different places and schools, namely between 16%-75% of all schoolchildren. In Ljubljana for example, in early October 1918, all schools were closed by the order of the town council. Later all secondary, public and private folk schools and kindergartens were closed until 3th November. The mortality of schoolchildren and teachers in Ljubljana due to the Spanish flu will be shown on the basis of school chronicles and death records.

KEY WORDS: Spanish flu, kids, school, WWI, epidemics

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OD PEDAGOŠKE MISLI PROF. FRANA OROŽNA DO SODOBNE INTERPRETACIJE DEDIŠČINE // FROM PROF. FRAN OROŽEN'S PEDAGOGICAL THOUGHT TO MODERN INTERPRETATION OF HERITAGE

Fran Orožen (1853-1912), geograf in zgodovinar, ki se je šolal na Dunaju in diplomiral pri prof. Symoniju, je v letih 1906-1909 vodil društvo slovenskih profesorjev. Njegov profesor in mentor Symony je nanj zelo močno vplival s poudarjanjem empiričnega raziskovanja in opazovanja gora. Orožen je bil med pobudniki ustanovitve Slovenskega planinskega društva in tudi prvi predsednik SPD ter pobudnik za izhajanje planinskega vestnika. V planinstvu je videl predvsem način

spoznavanja gora z vso naravno in kulturno dediščino, v svoji pedagoški misli, ki se je odrazila predvsem v razpravah, objavljenih v Učiteljskem tovarišu, pa je predvsem utemeljeval doživljajsko in izkustveno učenje domoznanstva. »Pouk se mora naslanjati na mnogo vprašanj, ki vodijo učenca do tega, da kolikor mogoče sam reši zahtevano zemljepisno nalogo. Kar si je učenec sam pridobil, to postane njegova prava lastnina in vzbuja v njem veselje do dela in zanimanje do predmeta, kar je ravno pri zemljepisnem pouku velike važnosti. Iz tega pa je razvidno, da se mora učitelj posluževati pri zemljepisu heuristične metode in nato gledati, da postanejo učenci samouki, ki si bodo v poznejših letih sami razširili potrebno zemljepisno znanje« je zapisal že leta 1900. Planinski vestnik je videl predvsem kot poljudnoznanstveno revijo in v času njegovega SPD je to pretežno tudi bila. Dobrih sto let kasneje je zelo zanimivo primerjati Orožnove poglede in izhodišča stroke, ki je v Sloveniji žal zelo malo prepoznana in poznana, še manj pa uporabljena – to je interpretacija dediščine. Gre za izrazito interdisciplinarno stroko, ki jo zlasti avtorji v ZDA štejejo v širši okvir strateškega komuniciranja s poudarkom na vrednotah, v Evropi pa se uveljavlja predvsem kot humanistični koncept vseživljenjskega izobraževanja, ki temelji na doživljanju naravne in kulturne dediščine in oblikovanju osebnega, poglobljenega odnosa do nje. Več kot sto let stare Orožnove misli o učenju domoznanstva ob dejavnostih v naravi, zlasti gorski, se kažejo v kontekstu sodobne stroke interpretacije dediščine kot presenetljivo daljnovidne. Zlasti v današnjem času, ko večina obiskovalcev gorski svet doživlja le kot športni poligon, brez poglobljene želje odkrivati, spoznavati in razumeti.

KLJUČNE BESEDE: Fran Orožen, doživljajsko učenje, interpretacija dediščine, planinstvo

Fran Orožen (1853-1912), geographer and historian who attended school in Vienna and graduated under Prof. Symony, led the Society of Slovenian professors in the years 1906-1909. He was very strongly influenced by his professor and mentor Symony, who emphasized the empirical research and observation of mountains.

Orožen was among the initiators of the Slovenian Mountaineering Society establishment and its first chairman, as well as the initiator of the mountaineering gazette. For him, mountaineering was a way to discover mountains with the natural and cultural heritage. In his pedagogical thought, which was reflected primarily in debates published in the Teacher's Comrade ("Učiteljski tovariš") he substantiated experiential learning of local studies. "Lessons should rest on many questions that lead students in solving the required geographical assignment by themselves. The knowledge that the student gained by himself, becomes his real belonging and arouses in him the pleasure for work and the interest for the subject, which is very important in geographical teaching. This shows that the teacher should make use of heuristic methods in geography and then make sure, that his students become self-taught and in later years expand the required geographical knowledge themselves," he wrote in 1900. He perceived the mountaineering gazette as a popular scientific magazine, and during his time in the Slovenian Mountaineering Society it mainly was. One hundred years later, it is very interesting to compare Orožen's views and the basis of the profession, which in Slovenia is unfortunately poorly known and recognized, much less used - this is the interpretation of heritage. It is a highly interdisciplinary profession that is considered, particularly by authors in the United States, in the wider context of strategic communications with an emphasis on values. In Europe it is considered mainly as a humanistic concept of a lifelong learning based on the experience of the natural and cultural heritage and the creation of a personal, in-depth relationship. Orožen's more than one hundred-year-old thoughts on teaching local studies with activities in nature, especially mountains, are reflected in the context of the modern professional heritage interpretation as surprisingly farsighted. Especially nowadays when most visitors experience the world of mountains only as a sports range, without the desire for discovery, learning and understanding.

KEYWORDS: Fran Orožen, experiential learning, heritage interpretation, mountaineering

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PRISPEVEK CERKVENIH USTANOV PRI IZOBRAŽEVANJU OTROK S TEŽAVAMI NA ZAČETKU 20. STOLETJA // CONTRIBUTION OF CHURCH INSTITUTIONS TO THE EDUCATION OF CHILDREN WITH PROBLEMS AT THE BEGINNING OF THE 20TH CENTURY

Prispevek ima namen predstaviti, kaj so Cerkev in njene ustanove naredile za izobraževanje otrok, ki so se znašli v težavah z okoljem in zaradi prekrškov niso smeli več obiskovati rednih izobraževalnih ustanov (predvsem ljudskih šol). Vključena bodo prva štiri desetletja 20. stoletja, to je konec avstrijskega obdobja in čas Kraljevine Jugoslavije. Obširneje bosta obravnavani ustanovi, ki ju je v omenjenem času vodila redovna skupnost salezijancev (to je poboljševalnica v graščini Rakovnik pri Ljubljani in nato Banovinski vzgojni zavod na Selu pri Ljubljani). Pri delu za uveljavljanje bolj človeških pogojev dela z mladimi v težavah jim je bil v pomembno oporo mladinski sodnik Fran Milčinski. Zato bo pozornost namenjena tudi njemu in njegovemu prispevku za bolj sistematično ureditev vprašanja dela z mladimi, ki so bili v predhodnem obdobju preprosto poslani v zapore in zaprti skupaj s pravimi kriminalci. Po zaslugi F. Milčinskega so se zadeve začele urejati. Pri uvajanju novih metod dela mu je služila vzgojna ustanova, ki so jo prevzeli salezijanci in jo vodili do konca avstrijskega obdobja slovenske zgodovine.

KLJUČNE BESEDE: Cerkev, Fran Milčinski, vzgojni zavodi, salezijanci, Slovenija

The article will explain what the Church and its institutions did for the education of children, who found themselves in trouble with their surroundings and due to offenses weren't allowed to attend regular educational institutions (mainly folk schools). The first four decades of the 20th century, from the end of the Austrian period until the time of Kingdom of Yugoslavia, will be included. Institutions, which were lead by a monastic community of Salesians (the reformatory in the manor Rakovnik near Ljubljana and the educational institution in Selo near Ljubljana) will be discussed extensively. The youth judge Fran Milčinski had an important role in the enforcement of more human conditions in working with difficult youth. Therefore, attention is also devoted to him and his contribution to a more systematic regularization of working with young people, who in the preceding period were simply sent to prisons and imprisoned together with real criminals. Thanks to F. Milčinski matters became more organized. The educational institution, which was taken over and led by the Salesians until the end of the Austrian period of Slovenian history had an important role in the introduction of new working methods.

KEYWORDS: Church, Fran Milčinski, educational institutions, Salesians, Slovenia

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VODENJE OSNOVNIH ŠOL IN POSLOVNA SKUPNOST OSNOVNIH ŠOL MARIBOR V OSEMDESETIH LETIH 20. STOLETJA // MANAGEMENT OF PRIMARY SCHOOLS AND BUSINESS COMMUNITY OF PRIMARY SCHOOLS MARIBOR IN THE 1980s

Prispevek predstavlja dejavnost Poslovne skupnosti osnovnih šol Maribor v 70 in 80 letih 20. tega stoletja. Skupnost je registrirano združenje 40 osnovnih šol Maribora in sosednjih občin. Poslovna skupnost je imela svoje prostore, organizirano pravno svetovanje, sredstva, počitniške domove. V njej so ravnateljji povezanih šol oblikovali skupno politiko in vodenje na področju poslovanja, pedagoškega vodenja, sodelovanja z ustanoviteljem in OE Zavoda RS za šolstvo, profesionalnega razvoja ravnateljev ter strokovnih delavcev.

Pogled v dejavnost pokaže na značilnosti ravnateljstva v navedenem obdobju, stopnjo avtonomije pri poslovanju, obnovi zgradb, nabavi učne tehnologije, določanju plač, delovne obveznosti učiteljev in druge aktualne zadeve na področju poslovanja, s katerimi so se ukvarjale šole in njihovi ravnatelji. Pokaže na pripravo in izvedbo usposabljanj za pedagoško vodenje, značilnosti pedagoškega vodenja, hospitacij in pedagoškega nadzora.

Prispevek v zaključku povezuje analizo značilnosti vodenja in delovanja osnovnih šol v takratnem obdobju s primerjavo kasnejšega razvoja in sedanjega časa.

KLJUČNE BESEDE: ravnatelji, avtonomija, vodenje, sodelovanje, Maribor

The paper presents activities of the Business Community of Primary Schools Maribor in the 1970s and 1980s. The Business Community was a registered association of 40 primary schools from Maribor and neighboring municipalities. It had its premises, organized legal guidance, resources, vacation homes. Within the Community principles of related schools formed a common policy and management in the field of business, pedagogical leadership, collaboration with the founder and the regional unit of the National Education Institute Slovenia, professional development of principals and professionals.

A closer look into the activity shows the characteristics of a principal's work in the 1970s and 1980s, the level of autonomy in management, reconstruction of buildings, purchase of educational technologies, determining of salaries, teacher's working obligations and other current issues in the field of management, with which schools and their principals had to deal with. It shows the preparation and implementation of training courses for pedagogical management, the characteristics of pedagogical management, teaching observation and pedagogical supervision.

The paper links the analysis of the characteristics of management and activities of primary schools in the 1970s and 1980s by comparing subsequent developments and the present.

KEYWORDS: principals, autonomy, management, cooperation, Maribor

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VLOGA IN POMEN INDUSTRIJSKE KOVINARSKÉ ŠOLE LITOSTROJ V ZGODOVINI TEHNIŠKEGA IZOBRAŽEVANJA // THE ROLE AND IMPORTANCE OF INDUSTRIAL SCHOOL OF METALWORK LITOSTROJ IN THE HISTORY OF TECHNICAL EDUCATION

Industrijska kovinarska šola Litostroj je bila ustanovljena jeseni 1947 kot vzgojnoizobraževalni del podjetja Litostroj. Šola se je že od samega začetka uspešno razvijala in dosegala vidne rezultate. Tozadevno je postajala vse bolj znana tako doma kot na tujem. Razvila je namreč uspešne metodično-didaktične modele teoretičnega in praktičnega pouka ter specialno metodiko praktičnega pouka. Obenem ni pozabila na kulturno in jezikovno vzgojo svojih dijakov. Kmalu je postala tudi eksperimentalna šola Zavoda za strokovno izobraževanje LRS oziroma Zavoda za šolstvo SRS. S širitvijo Litostroja v 60. letih 20. stoletja so se povečevale tudi potrebe po izobraževanju in izpopolnjevanju odraslih. Tako je šola postala izobraževalni center, ki se posvečal tudi razvoju in izvajanju poklicnega izobraževanja odraslih. Leta 1973 se ji je pridružil tudi elektrotehnični oddelek, ki ga je po dogovoru z Litostrojem ustanovilo podjetje Iskra. Po štiridesetih letih dela in razvoja šole pa so se začeli pogoji, v katerih je delovala, močno slabšati. Slabšanje gospodarskih razmer konec 80. let 20. stoletja je terjalo svoj davek in Litostroj za svojo poklicno šolo ni več zmožal skrbeti. Tako sta spomladi leta 1992 Litostroj in Republika Slovenija sklenila pogodbo o prenosu premoženja ter pravic in dolžnosti ustanovitelja šole s podjetja Litostroj na Republiko Slovenijo. S tem sta šoli omogočila preživetje in pa priložnost za nov zagon in uspešen razvoj, ki ga pod imenom Srednja šola tehniških strok Šiška doživlja na začetku 21. stoletju.

KLJUČNE BESEDE: Tehniško izobraževanje, 20. stoletje, Litostroj, Industrijska kovinarska šola Litostroj, SŠTS Šiška

The Industrial School of Metalwork Litostrój was established in autumn of 1947, as the educational part of the Litostrój Company. From the start the school has been successfully developing and achieving visible results. Based on this it became well known both at home and abroad. The school has developed successful methodical-didactic models of theoretical and practical lessons and a special methodology for practical lessons. At the same time it did not ignore the cultural and linguistic education of its students. Soon it also became an experimental school of the Institute of Technical Education of the People's Republic of Slovenia or the National Education Institute Slovenia. With the expansion of Litostrój in the 1960s the needs for education and training of adults have increased. Thus, the school became an educational center, which devoted itself to the development and implementation of vocational adult education. In 1973, the electrotechnical department, which was established by Iskra in agreement with Litostrój, joined the school. After forty years of work and development the conditions under which the school operated, started to deteriorate significantly. Deterioration of the economic situation at the end of the 1980s took its toll and Litostrój was no longer in the position to take care of its vocational school. Thus, in the spring of 1992 Litostrój and the Republic of Slovenia signed an agreement on the transfer of property, rights and obligations of the founder of the school from Litostrój to the Republic of Slovenia, so that the school could survive. It also got the opportunity for a new start and successful development in the beginning of the 21st century under the name Secondary School of Technical Professions Šiška.

KEYWORDS: *Technical education, 20th century, Litostrój, Industrial School of Metalwork Litostrój, Secondary School of Technical Professions Šiška*

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GAJ MARCIJ KELER, UČITELJ IZ FLAVIJSKEGA MUNICIPIJA NEVIODUNUM (DRNOVO PRI KRŠKEM) – PRISPEVEK K ŠOLSTVU V ANTIKI // GAIUS MARCIUS CEILER, TEACHER FROM THE FLAVIUM MUNICIPALITY NEVIODUNUM (DRNOVO NEAR KRŠKO) – A PAPER ON EDUCATION IN ANTIQUITY

Leta 1885 je starinokop Jernej Pečnik iz Krškega v okviru izkopavanj vzhodne nekropole rimskega municipija Nevidunum (Drnovo pri Krškem), ki so potekala pod pokroviteljstvom Deželnega muzeja za Kranjsko, na poljih pri vasi Brege izkopal iz kamnitih plošč sestavljen grob prekrit z lepo oblikovanim nagrobnikom z naslednjim napisom: *C(aius) Marci-/us C(ai) f(iilius) / Ceiler / praec(eptor) gr(ammaticus ? , Graecus?) / ⁵an(norum) L h(ic) s(itus.) / Pompeia / Q(uinti) f(ilia) Respec-/ ta sibi et con-/ [i]ugi v(iva) f(ecit)*. Kot izhaja iz navedenega besedila je spomenik v petdesetem letu starosti umrlemu soprogu Gaju Markiju Kelerju postavila žena Pompeja Respekta in navedla tudi njegov poklic z okrajšano besedno zvezo *praec(eptor) gr*, ki jo lahko razložimo kot učitelj gramatike ali kot učitelj grškega jezika. Na podlagi tega in drugih pričevanj v antičnih virih, bo v prispevku osvetljen položaj in vloga učitelja v antični družbi in predstavljene izobraževalne prakse v antičnem šolskem sistemu.

KLJUČNE BESEDE: antika, šolstvo, vzgoja, družbena zgodovina

*In 1885, on the fields of the village Breg, during the excavations of the eastern necropolis of the Roman municipality Nevidunum (Drnovo near Krško), which were conducted under the auspices of the Provincial Museum of Carniola, archaeologist Jernej Pečnik from Krško discovered a grave composed of slabs of rocks covered with a beautifully shaped tombstone with the following inscription: *C(aius) Marci-/us C(ai) f(iilius) / Ceiler / praec(eptor) gr(ammaticus ? , Graecus?) / ⁵an(norum) L h(ic) s(itus.) / Pompeia / Q(uinti) f(ilia) Respec-/ ta sibi et con-/ [i]ugi v(iva) f(ecit)*. The monument was erected by Pompeja Respekta for her husband Gaius Marcius Ceiler, who died fifty years of age. She also stated his profession with the abbreviated phrase *praec(eptor) gr*, which can be interpreted as a grammar teacher or teacher of Greek language. Based on this and other testimonies*

in antique sources, the paper will illuminate the position and role of a teacher in the antique society, and present the educational practices in the antique educational system.

KEYWORDS: *antiquity, educational system, education, social history*

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**OBNOVA IN RAZVOJ ŠOLSTVA V OKRAJU SLOVENJ GRADEC V LETIH 1945–1953 //
REBUILDING AND DEVELOPMENT OF THE EDUCATIONAL SYSTEM IN DISTRICT SLOVENJ
GRADEDEC 1945-1953**

V prispevku bom prikazal razvoj in organizacijo šolstva na slovenskem Koroškem po drugi svetovni vojni do začetka petdesetih let 20. stoletja. Obravnavano obdobje zaznamujejo tri prelomnice. Za prvo šolsko leto po osvoboditvi so značilne začasne rešitve, neenotnost prosvetne politike, ko je nova oblast poskušala čim prej odpraviti posledice okupacije in zagotoviti osnovne materialne in kadrovske pogoje za začetek šolskega dela, in ob tem organizirati šolsko delo na novih ideoloških temeljih. Po utrditvi oblasti je s šol odstranila ali premestila učitelje, za katere je menila, da ideološko in politično ne ustrezajo. S šolskim letom 1947/48 so nastopile spremembe v organizaciji šolstva z uvedbo enotnih »sedemletk«. Ker te niso izpolnile pričakovanj in v resnici niso omogočile večjemu številu otrok doseči vsaj nižjo srednješolsko izobrazbo, so v začetku petdesetih let v partijskih strukturah priznali, da v šolstvu ni bilo napredka in da bi zato morali bolj upoštevati stroko. Ponovno uvedena osemletna šolska obveznost leta 1953 je pomenila konec nazadovanja v šolskem sistemu.

Ob pregledu šolstva na Koroškem bom poskušal izpostaviti tudi morebitne lokalne posebnosti pri organizaciji šolstva in izvajanju partijskih direktiv. Zanimala me bosta socialna in izobrazbena struktura učencev ter okolja. Na osnovi partijskih dokumentov bom prikazal še odnos lokalnih partijskih oblasti do prosvetnih delavcev ter spremenjeno vlogo učiteljev v novem družbenem sistemu.

KLJUČNE BESEDE: *obnova šolstva, sedemletke, obvezno izobraževanje, partija, ideologija*

In this article I will show the development and organization of the educational system in Slovenian Carinthia after World War II, until the beginning of the 1950s. The period considered is marked by three milestones. The first school year after liberation is characterized by typical temporary solutions, discord of the educational policy, when the new government tried to eliminate as soon as possible the consequences of occupation and to ensure basic material and personnel conditions for the start of school work, and to organize school work on new ideological foundations. After its consolidation the government removed or transferred teachers, who were considered ideologically and politically inadequate. With the introduction of schools with a seven year-program in the school year 1947/48, new changes occurred in the organisation of the educational system. Because these didn't meet the expectations and in fact didn't enable a larger number of students to achieve at least lower-secondary education, in the 1950s structures of the Communist Party acknowledged that there has been no progress in education and therefore they should have abode by the profession more. The renewed introduction of the eight-year primary school in 1953 was the end of the school system regression.

With the review of education in Carinthia, I will try to highlight the possible local peculiarities in the organisation of education and pursuance of the directives of the Party. I will be interested in the social and educational structure of students and the environment. On the basis of Party documents I will present the relation between the local Party government and educational workers and the changed role of teachers in the new social system.

KEYWORDS: *Rebuilding education, seven year-program primary school, compulsory education, Communist Party, ideology*

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SOCIALISTIČNA STRANKA AVSTRIJE O ŠOLSTVU ZA KOROŠKE SLOVENCE 1945-1958 // THE SOCIALIST PARTY OF AUSTRIA ON EDUCATION FOR CARINTHIAN SLOVENES 1945-1958

Socialistična stranka Avstrije je bistveno sooblikovala šolsko politiko Avstrije in po svoji deželni organizaciji tudi šolstvo za slovensko manjšino na Koroškem. Njeno načelno gledanje, da le šolstvo lahko pripomore do socialnega napredovanja nedominantnih slojev, je na Koroškem hudo zanemarjala. Kot vladajoča stranka na Koroškem ni upoštevala lastnih osnovnih načel. Na lokalni ravni so nekateri njeni vidni funkcionarji vodili boj proti obvezni dvojezični šoli in se tako znašli na isti liniji kot pristaši stranke neodvisnih in še formalno neorganizirani ljudje in skupine, ki so se po podpisu ADP zbrali v raznih nemškonalnih društvih in organizacijah. Naposled je obvezno dvojezično šolstvo z dekretom septembra 1958 odpravil deželni glavar Ferdinand Wedenig. Na zvezni ravni je vicekancler Adolf Schärf v štiridesetih letih nasprotoval ustanovitvi slovenske srednje šole, ki jo je potem leta 1957 dekretiral minister Drimmel (ljudska stranka) proti volji svojih strankarskih kolegov iz Koroške. Člani stranke, ki so v socialistični stranki pozitivno ocenjevali šolstvo za slovensko manjšino na Koroškem, se v njej niso mogli uveljaviti ne na deželni in ne na zvezni ravni.

KLJUČNE BESEDE: manjšinsko šolstvo, Socialistična stranka Avstrije, obvezno dvojezično šolstvo, slovenska gimnazija v Celovcu

The Socialist Party of Austria essentially co-shaped the Austrian school policy and through its provincial organization also the educational system for the Slovenian minority in Carinthia. Here the party neglected its basic principle that only the educational system can contribute to the social progress of the non-dominant classes. As the governing party in Carinthia, it failed to comply with its own basic principles. Some of its significant functionaries have led a fight at the local level against mandatory bilingual school and thus found themselves on the same side with the supporters of the independent party and the formally disorganized people and groups who after the signing of the Austrian State Treaty joined different German National Associations and organizations. In September 1958, the state governor Ferdinand Wedenig abolished the mandatory bilingual education with a decree. In the 1940s the vice-chancellor Adolf Schärf disapproved the formation of a Slovenian secondary school at the federal level, which was then decreed in 1957, by minister Drimmel (People's party) against the will of his party colleagues from Carinthia. Party members, who assessed the education for the Slovenian minority in Carinthia in a positive way, couldn't assert themselves in the socialist party neither at the provincial nor the federal level.

KEYWORDS: *minority education, the Socialist Party of Austria, compulsory bilingual education, Slovenian grammar school in Klagenfurt*

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THE DEVELOPMENT OF THE IDEA OF LIFELONG LEARNING

The aim of paper is describe as idea lifelong learning was developed. We can observed of development of adult education from XIX century. Nowadays meaning of learning is important than in past and should be continued by all life of man. Therefore, in paper will be shown development idea from adult education where the most important was formal education to modern concept: lifelong learning. There will be shown history of universities of Grundtvig and influence this form of education

to continuing education. There will be describe reasons of changes in adult education. The idea of lifelong learning and its meaning in modern society will be shown.

KEY WORDS: Lifelong learning, adult education, formal education, informal education, nonformal education, continuing education

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BILI SO PODMLADEK ARMADE »SLAVNE« - VOJAŠKI ŠOLSKI SISTEM SFR JUGOSLAVIJE // THEY WERE THE OFFSPRING OF THE "FAMOUS" ARMY - MILITARY EDUCATION SYSTEM IN SFR YUGOSLAVIA

Vojaški vrh in politiki v drugi Jugoslaviji so se zelo radi pohvalili, da sodi Jugoslavija med majhno število držav, ki imajo lastno obrambno vojaško politiko, doktrino in strategijo. Skladno s tem je imela Jugoslavija tudi popolnoma razvit sistem vojaškega šolstva, v katerem so šolali kadre za potrebe splošne ljudske obrambe in družbene samozaščite. Da bi razumeli sistem vojaškega šolstva v SFRJ, moramo spoznati vsaj temeljne elemente njegove razvojne poti. Na splošno lahko trdimo, da je imel povojni razvoj jugoslovanskega vojaškega šolskega sistema pomembna obeležja kontinuitete in stabilnosti, s poglobljeno analizo pa lahko ugotovimo, da so imela posamezna obdobja, odvisno od sprememb, ki so se zgodile v osnovnih opredelitvah, manjše ali večje posebnosti.

Prispevek bo prikazal šolsko pot mladih (načeloma med štirinajstim in dva do štiriindvajsetim letom starosti) fantov in tudi deklet, ki so želeli postati podoficirji ali oficirji in so bili, kot so pogosto sami dejali, podmladek, armade »slavne«.

KLJUČNE BESEDE: SFR Jugoslavija, vojaško izobraževanje, srednja vojaška šola, vojaška gimnazija, vojaška akademija, gojenec – pitomac

The top brass and politicians in the second Yugoslavia loved to say, that Yugoslavia was one of the few countries that had its own defensive military policy, doctrine and strategy. In accordance with that, Yugoslavia had a fully developed system of military education, which educated the personnel for the needs of the general national defense and social self-protection. To understand the system of military education in SFR Yugoslavia, we at least need to know the basic elements of its development path. In general we can say that the postwar development of the Yugoslavian military education had important characteristics of continuity and stability. With an in-depth analysis we can see that certain periods had, depending on changes that have occurred in the basic definitions, minor or major particularities.

The article will show the educational path of young (generally between the age of 14 and 22 to 24) boys and girls, who wanted to become NCOs or officers, and were, as they often said themselves, the offspring of the "famous" army.

KEYWORDS: SFR Yugoslavia, military education, secondary military school, military high school, military academy, alumnus

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PEDAGOGICAL PORTRAIT OF KYIV COLLEGE STUDENT OF THE EARLY TWENTIETH CENTURY AS REFLECTED BY BEHAVIOUR LISTS

The author presents a generalized pedagogical portrait of Kyiv college student of the early twentieth century. The main source of research is students' behaviour lists of Pavel Galagan College that are

stored in the Kyiv State Archives. It was found that behaviour lists is a form of student pedagogical characteristic in the early twentieth century. It is proved that pedagogical characteristics of that time did not have a well-defined structure and they were composed in an arbitrary manner at the end of the school year. Typically, the characteristics were very concise and comprised the following information: level of abilities, behavior, attitude towards others, hobbies, main traits of character. The main value of these characteristics is that the information given in them show a "common" student of the last century.

The author of the analysis applies microhistorical approach, manifested in the focus of research interest on "a common man" – a student – and manifested as well in experimental form of presentation of research results that has a form of a dialogue between a reader and a historian.

Also offered a summary of application of microhistorical approach to Ukrainian research on history of education.

KEY WORDS: microhistorical approach, history of education, student characteristic, behaviour lists.

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SLOVENSKA PLANINSKA IZOBRAŽEVANJA DO 2. SVETOVNE VOJNO IN POMEN ZA SLOVENSTVO // SLOVENE MOUNTAINEERING EDUCATION UNTIL WORLD WAR II AND ITS MEANING FOR SLOVENIANNES

Slovenci smo leta 1893 dobili svojo planinsko organizacijo – Slovensko planinsko društvo (SPD), ki si je kot glavno vodilo zadalo narodnoobrambno delo napram Nemcem v slovenskih gorah. Le-te so si, predvsem z urejanjem planinskih poti ter gradnjo koč, lastila nemška planinska društva, ki so delovala pri nas. Med njihovo delovanje je sodilo tudi izobraževanje vodnikov za vodenje po gorah. SPD se jim je zoperstavil na več področjih – postavljal je svoje kočice in urejal svoje poti. Kmalu po ustanovitvi je začel izobraževati tudi svoje gorske vodnike ter prek društvene revije – Planinskega vestnika – informiral in izobraževal svoje člane. Že v prvem desetletju 20. stoletja je SPD, z razvejanim delovanjem, uspel našim goram povrniti »slovenski značaj«. Po 1. svetovni vojni je bil SPD bolj gospodarsko usmerjena organizacija, zato se predvsem mladi v njej niso našli in so ustanovili "turistovsko" (turist je tisti, ki dela ture v gore) društvo – Turistovski klub Skala. Skala je bila klub, ki je v veliki meri zaslužen za hiter vzpon slovenskega alpinizma. Kot pobudnik smučanja v dvajsetih letih 20. stoletja mu gredo velike zasluge, da Slovenci danes nismo le "planinski/alpinistični" narod, pač pa tudi "narod smučarjev". To mu je med drugim uspelo tudi z različnimi izobraževalnimi dejavnostmi na tem področju.

KLJUČNE BESEDE: Slovensko planinsko društvo, Turistovski klub Skala, planinstvo, alpinizem, gorski vodniki

In 1893, Slovenes got their mountaineering organization – Slovene Mountaineering Society, main principle of which was national defense against Germans in Slovenian mountains. By organizing hiking trails and building cabins, the German mountaineering societies that worked in Slovenia, felt entitled to Slovenian mountains. Among other things they educated mountain guides. The Slovene Mountaineering Society opposed them on several areas – it was building its own cabins and organizing its own hiking trails. Soon after it was founded it started to educate its own mountain guides and through the Mountaineering gazette tried to inform and educate its members. Already in the first decade of the 20th century the Slovene Mountaineering Society managed restore the "Slovenian character" of Slovenian mountains. After World War I the Slovene Mountaineering Society was a more economically oriented organization, so particularly the youth didn't find itself in

the society and founded a “hiking” society – Hiking club Skala. Skala is largely credited for the rapid rise of Slovenian alpinism. As the initiator of skiing in the 1920s it largely contributed to Slovenians being not only a mountain/alpine, but also a skiing nation. This was achieved with various educational activities in this field.

KEYWORDS: *Slovenian Mountaineering Society, Hiking club Skala, mountaineering, alpinism, mountain guides*

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VERSKA PREVZGOJA KONVERTITOV, KI SO PRESTOPILI (NAZAJ) V RIMSKOKATOLIŠKO CERKEV // RELIGIOUS RE-EDUCATION OF CONVERTS WHO CONVERTED (BACK) TO THE ROMAN CATHOLIC CHURCH

V prispevku bo predstavljena praksa duhovnikov Rimskokatoliške cerkve (RKC) ob prošnjah oseb nekatoliških veroizpovedi za vstop v katolicizem. Ti konvertiti so bili v obdobju med svetovnimi vojnami na Slovenskem pogosto izvorno katoliške vere, a so prestopili v drugo vero, nato pa so se želeli v RKC ponovno »vrniti«. Raziskani bodo konkretni primeri različnih skupin, razlogi in pogoji za njihov prestop oziroma re-konverzijo. Ključni zahtevi, ki so jo morali izpolniti vsi kandidati, sta bili »poduk o katoliški veri«, s poudarkom na razlikah med katoliško vero in vero iz katere so želeli izstopiti, ter pokora. To so izvajali lokalni župniki, ki so tudi sami presodili, kdaj je oseba pripravljena za vstop v RKC. Za navodila, kako ravnati in za pridobitev pooblastila za sprejem kandidatov v RKC pa so se morali obrniti na pristojnega škofa. Pri versko mešanih porokah, pa so župniki zahtevali tudi sklenitev pogodbe o katoliški vzgoji otrok. Med kandidati so bili tudi tujci, zlasti kmalu po 1. svetovni vojni je bilo med njimi precej Rusov. Opazamo, da so se zahteve s strani ljubljanskega škofijskega ordinariata v 30-ih letih zaostrile v primerjavi z desetletjem poprej, število prošenj pa se je tudi povečalo in sicer sorazmerno s povečanim številom izstopov iz RKC.

KLJUČNE BESEDE: konvertiti, verski poduk, Katoliška cerkev, obdobje med obema vojnami

The paper will present the practice of the Roman Catholic priests at the requests of non-Catholics to enter into Catholicism. In Slovenia these converts were in the interwar period originally often Catholics who converted into another religion and then wanted to “return” into the Roman Catholic Church. The paper will research concrete examples of different groups, reasons and conditions for their crossing and re-conversion. The key requirements all candidates had to fulfill were the “lesson about the Catholic faith”, with an emphasis on the differences between the Catholic faith and the faith they wanted to withdraw from, and penance. For instructions on how to proceed and to obtain authorization for the admission of candidates in the Roman Catholic Church, they had to turn to the competent bishop. In religiously mixed marriages the priests demanded a contract on the catholic education of children. Among candidates were also foreigners, especially shortly after World War I we find a lot of Russians among them. We note, that in the 1930s the requests of the Ljubljana diocesan office had tightened in comparison to the previous decade, and also the number of applications increased, namely in proportion to the increased number of exits from the Roman Catholic Church.

KEYWORDS: *converts, religious lesson, the Catholic Church, interwar period*

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THE FLOW OF IDEAS WHAT ARE THE SLOVENIAN TEACHERS WROTE IN THE JOURNAL *TEACHER* IN THE PERIOD BETWEEN THE TWO WARS?

In the journal Teacher, journal of Teacher Association of Serbia, in the period between the two wars, the articles related to the developments in education throughout the Kingdom of Serbs, Croats and Slovenian, and later Yugoslavia are wrote. The level of education and the organization of schilling system in the country was not uniform, and the representatives of educational policy corresponded the exchanged of ideas which were represented in the other, in particular, further, parts of the Kingdom. On the other hand, this journal, allowed the Serbian teachers to be familiar with the developments in pedagogy and education throughout the country. The first post-war years Serbian teachers knew little about the events in the Slovenian education system. That's why they like to read articles about new pedagogical issues from Slovenia as they were issues from J. Štriter or Vitor Bežek. Also, the articles from methodology, as were articles Pavel Flea or E. Adamic, were required. Particularly were interesting the observations of teachers Ivan Dimnik about education of children with disabilities. His articles have given the support to a group of Yugoslav experts in the formation of Braille in Latin and Cyrillic. In Teacher there are the texts about the Second Pan slavish pedagogical congress in Ljubljana, which wrote Serbian educator Miodrag Matic 1937. Articles are written in Slovenian, but also the Serbian language, which is facility the understanding of presented matter. In fact, presents problems were similar or the same - a way of processing lessons, insufficient of resources, undefined status of teachers, students' needs, and the desire for knowledge.

The aims of this paper is, with using the historical method and by analyzing of the texts of Slovenian teachers and educators, to emphasize the need for the flow of ideas and information in the development of a science, in this case the pedagogy. Perhaps, for Slovenian and Serbian teachers a newspaper with multinational authors is needed also now.

KEY WORDS: *journal Teacher, about new pedagogical issues from Slovenia, Second Pan slavish pedagogical congress in Ljubljana*

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IZOBRAŽEVANJE OD USTNEGA IZROČILA DO VISOKE ŠOLE V KOROŠKI REGIJI. ORIS RAZVOJA ŠOLSTVA MED PEKO IN POHORJEM // EDUCATION FROM ORAL TRADITION TO HIGH SCHOOL IN KOROŠKA REGION. OUTLINE OF THE DEVELOPMENT OF EDUCATION BETWEEN PECA AND POHORJE

Na območju treh dolin, Mežiške, Mislinjske in dela Dravske, so bili do 19. stoletja le redki deležni formalnega izobraževanja v župnijski, meščanski, trški šoli ali trivialki.

Znanja in vedenja o zemlji, vremenu, boleznih pri živalih in ljudeh, njihovem zdravljenju in zdravilnih učinkih zelišč so na mlajše generacije prenašali z ustnim izročilom. Prvi zapisi teh znanj so na Koroškem nastali v 18. stoletju.

Prvi ohranjen pisni dokument o rabi slovenskega jezika v Mežiški dolini je Črnjanski rokopis iz 17. stoletja, stoletje mlajši Leški rokopis je primer za Koroško značilne bukovniške dejavnosti. Pismenost in tisk sta krepila gospodarski razvoj in znanstvene raziskave. Na Koroškem je pomembno izobraževalno vlogo opravljala leta 1851 ustanovljena slovenska založba Mohorjeva družba v Celovcu. V vse slovensko gibanje bralne kulture se je razvila Bralna značka, prvič podeljena leta 1961 na Prevaljah.

Raba slovenskega jezika v osnovnih šolah v 19. stoletju ni bila samoumevna. Pod vplivom germanizacije so prevladale utrakvistične šole, s prevladujočim nemškim jezikom. K temu so dodatno pripomogla tudi nemška društva Schulverein. Nemščino je po prvi vojni zamenja srbščina.

Gospodarske in politične spremembe so vplivale na organiziranost šol in zaradi geografskega terena so za območje značilne številne podružnične osnovne šole, s specifičnim učnim procesom.

Uvedba obveznega šolstva je tesno povezana z razvojem industrije, ki je za ustvarjanje vedno večjega kapitala potrebovala vse več in bolj izobražene delavce. Posamezniki so strokovna znanja pridobili na tujih višjih šolah in univerzah, a večina je bila priučenih delavcev. Vrzeli so nekoliko zapolnili po letu 1920 z uvedbo meščanskih šol, v obdobju socializma pa s poklicnimi šolami in gimnazijo. Podjetja so organizirala interno izobraževanje ter podpirala program Ljudske univerze in fakultet v Mariboru in Ljubljani.

Pomemben institut izobraževanja je štipendiranje, sprva v podporo posameznikom, v obdobju socializma pa skoraj slehernemu dijaku in študentu, kar je vplivalo na splošen dvig izobrazbe. Bivanje v dijaškem domu je omogočilo izobraževanje tudi najbolj oddaljenim.

Neformalno izobraževanje je od druge polovice 19. stoletja potekalo v okviru različnih in številnih društev, ki so prirejale številna predavanja. V proces izobraževanja odraslih so se s predavanji in razstavami vključili učitelji, zdravniki in drugi izobraženci.

KLJUČNE BESEDE: izobraževanje, osnovne šole, meščanske šole, Gimnazija Ravne, štipendiranje

Until the 19th century in the area of three valleys, Meža, Mislinja and Drava, only few received formal education in parish, burgher and trivial schools.

Knowledge about the Earth, weather, diseases in animals and humans, their treatment and healing herbs was passed on to younger generations by oral tradition. In Koroška region the first records of this knowledge arose in the 18th century.

The oldest preserved written document about the use of Slovenian language in the Meža Valley is the Črna manuscript ("Črnjanski rokopis") from the 17th century. A century younger Leše manuscript ("Leški rokopis") is an example of 'Bukovništvo' in Koroška region. Literacy and printing strengthened the economic development and scientific research. The in 1851 established Slovenian publishing house Mohor's Society (Mohorjeva družba) in Klagenfurt had an important educational role in Koroška region. The Reading badge (Bralna značka) developed into an all Slovenian movement of reading culture. It was first presented in Prevalje in 1961.

The use of Slovenian language in primary schools in the 19th century was not self-evident. Under the influence of Germanisation the utraquist schools predominated, with the dominant German language. Additionally this was aided by the German Society Schulverein. After World War I German language was replaced with Serbian.

Economic and political changes affected the organization of schools. Due to the geographical terrain numerous branch schools with a specific learning process are characteristic of the area. The introduction of compulsory education is closely linked to the development of industry, which needed more and more educated workers for creating more capital. Individuals gained expert knowledge at foreign colleges and universities, but most of them were trained workers. The gap was filled in after 1920, with the introduction of burgher schools, and in the period of socialism with vocational and grammar schools. Companies organized private education and supported the program of Adult education institutes and faculties in Maribor and Ljubljana.

An important part of education are scholarships, initially to support individuals, but in the period of state-socialism to support almost every student, which resulted in a general increase of education. Staying in a dormitory enabled also the education of the most faraway students.

From the second half of the 19th century informal education took place in various and numerous associations, which have hosted a number of lectures. Teachers, doctors and other intellectuals involved themselves in the process of adult education, with lectures and exhibitions.

KEYWORDS: education, primary school, burgher school, Grammar school Ravne, scholarships

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UKROJITEV POVOJNEGA ŠOLSTVA V SLOVENIJI 1945 – 1946 // TAILORING THE POST-WAR EDUCATION IN SLOVENIA 1945 – 1946

Vzporedno z revolucionarnim prevzemanjem oblasti se je v Sloveniji takoj po koncu druge svetovne vojne začel spreminjati tudi šolski sistem. Bolj kot njegova struktura se je v prvih letih spremenila njegova vsebina. Ob odpravi privatnih in ukinitvi meščanskih šol so bili prvi ukrepi usmerjeni k uvedbi novih učnih vsebin, zamenjavi učbenikov in spremembi učnih načrtov. Poleg tega je bilo potrebno čim prej odpraviti vpliv cerkve v šoli in ideološko preveriti vse učitelje. Spremembe centralno vodenega šolskega sistema so formalno sicer sprejemali državni organi, ki so bili zadolženi predvsem za njihovo izvajanje, dejansko pa partijski forumi, med katerimi je glavne odločitve sprejemala Šolska komisija pri CK KPS, ki pa se je morala držati smernic enake komisije pri CK KPJ. Tehnologija uvajanja šolskih reform je do konca enopartijskega sistema v svojem bistvu ostala enaka.

KLJUČNE BESEDE: povojno šolstvo, šolska komisija, CK KPS, Ministrstvo za prosveto, učitelji

Immediately after World War II the educational system in Slovenia began to change in parallel with the revolutionary acquisition of power. In the early years its contents were changed rather than its structure. After the abolition of private and burgher schools, the first measures were the introduction of new teaching contents, replacement of textbooks and curriculum changes. In addition, it was necessary to eliminate the influence of the Church in schools and to ideologically test all the teachers. Changes of the centrally managed educational system should be formally made by state authorities, which were mainly responsible for their implementation, but were in fact made by the Communist Party forums, among which the main decisions were made by the School Commission at the Central Committee of the Communist Party of Slovenia, which had to adhere to the directives of a similar Commission at the Central Committee of the Communist Party of Yugoslavia. The introduction of education reforms remained in its essence the same until the end of the one-party system.

KEYWORDS: postwar education, school committee, Central Committee of the Communist Party of Slovenia, Ministry of Education, teachers

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DOKTORSKI ŠTUDIJ NA SLOVENSKI AKADEMIJI ZNANOSTI IN UMETNOSTI // THE DOCTORAL STUDY AT THE SLOVENIAN ACADEMY OF SCIENCES AND ARTS

V referatu bom predstavil doktorski študij, ki je potekal v okviru Slovenske akademije znanosti in umetnosti od leta 1949 do 1956. Po drugi svetovni vojni je oblast jugoslovansko znanost želela preoblikovati v skladu s smernicami sovjetske raziskovalne politike (univerze naj bi se preoblikovale v izobraževalne ustanove, republiške akademije znanosti pa naj bi postale gremij raziskovalnih inštitutov), kar se je odražalo v pogostih reformah. Ena od takšnih je bila reforma podiplomskega študija, ki se je pričela leta 1948 in se sklenila z uveljavitvijo tristopenjskega študija na ljubljanski univerzi v drugi polovici petdesetih let. Pravna podlaga za ustanovitev doktorskega študija na ljubljanski akademiji je bil Zakon o SAZU, sprejet maja 1948, ki je določal, da bo akademija vzgajala znanstveni kader vzporedno z (ljubljsko) univerzo. V referatu bo narejena primerjava doktorskega študija na ljubljanski univerzi in raziskovalnih inštitutih.

KLJUČNE BESEDE: doktorski študij, Univerza v Ljubljani, SAZU, Inštitut Jožefa Stefana, Kemijski inštitut Boris Kidrič

The paper will introduce the doctoral study, which took place in the framework of the Slovenian Academy of Sciences and Arts from 1949 to 1956. After World War II, the government wanted to transform the Yugoslav science in accordance with the guidelines of the Soviet research policy (universities should be transformed into educational institutions, republican academy of sciences should become guild of research institutes), which was reflected in the frequent reforms. One of these was the reform of postgraduate course, which began in 1948 and concluded with the introduction of the three-level study at the University of Ljubljana in the second half of the 1950s. The legal standing for the establishment of the doctoral study at the Ljubljana Academy was the Act of the Slovenian Academy of Sciences and Arts, adopted in May 1948, which stated that the Academy will raise the scientific personnel in parallel with the University of Ljubljana. The paper will show the comparison of the doctoral study at the University of Ljubljana and at research institutes.

KEYWORDS: *doctoral study, University of Ljubljana, Institute Jožef Stefan, Institute of Chemistry Boris Kidrič*

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PARTIZANSKA ŠOLA NA TRŽAŠKEM 1943- 1945 // PARTISAN SCHOOL IN TRIESTE REGION 1943- 1945

Poglavje o slovenskem partizanskem šolstvu je pomembno v sklopu narodnoosvobodilnega gibanja (NOB) na Primorskem. Fašistični režim v Italiji, odnosno v tedanji Julijski krajini, je zatrl slovensko šolstvo z uvedbo Gentilijeve šolske reforme v letu 1923. Takoj po kapitulaciji Italije, 8. septembra 1943, se je začela obnova slovenskega šolstva z velikim zanosom. V septembru 1943 je celotno deželo Primorsko zajel vseljudski upor. Rodila se je zamisel o slovenski partizanski šoli na Primorskem. V sklopu NOB na Slovenskem je nastalo partizansko šolstvo že v letu 1942. Na Primorskem se je razvilo partizansko šolstvo v jeseni 1943, ki je nato delovalo vse do osvoboditve izpod fašizma in nacizma v maju 1945. Posebno pozornost zasluži partizansko šolstvo na Tržaškem v obdobju 1943-1945. Težko je bilo vzpostavljati šole na Primorskem, še nekoliko težje na Tržaškem. Obnavljanje šol v oktobru 1943 je bilo marsikje samoniklo, pobude so prihajale z različnih strani. Najbolj organizirani in prodorni so bili krajevni odbori OF. Posebno mesto zavzema okrožnica Narodno-osvobodilnega sveta za Primorsko Slovenijo z dne 22. oktobra 1943, ki jo je podpisal pisatelj France Bevk kot prosvetni referent.

Na Tržaškem je v obdobju 1943-1945 delovalo okrog 30 šol. Prav vse niso delovale stalno in redno. Le nekaterim je uspelo obstati obe šolski leti. V mestu Trst in obmestju šolska oblast OF ni uspela vzpostaviti šol, zato je organizirala številne večerne tečaje.

Narodnoosvobodilni boj je bil seveda v svojem bistvu predvsem vojaški upor in boj. Obenem pa je bil NOB pri nas tudi kulturni boj. Boj za slovensko besedo, pesem, časopis, knjigo, šolo. Skratka v eni roki puška, v drugi knjiga.

KLJUČNE BESEDE: Narodnoosvobodilni boj (NOB), Trst, Primorska, šola, slovenstvo

The chapter of Slovenian Partisan education is important in the context of the National Liberation Movement (NOB) in Primorska. The Fascist regime in Italy, namely in the then Venezia Giulia, suppressed the Slovenian education by introducing Gentile school reform in 1923. Immediately after the capitulation of Italy on the 8th of September 1943, the restoration of Slovenian educational system began with great enthusiasm. In September 1943, the whole Primorska was struck by people's resistance and the idea of a Slovenian Partisan school in Primorska was born. Within NOB in Slovenia the Partisan education was already formed back in 1942. In Primorska it has evolved in autumn of 1943, and was active until the liberation from Fascism and Nazism in May 1945. The Partisan education in Trieste region between 1943 and 1945 deserves special attention. It was difficult to establish schools in Primorska, even harder in Trieste region. The restoration of schools in October

1943 was in many places self-sown, initiatives came from different sides. Local committees of the Liberation Front (OF) were the most organized and propulsive. A special place is given to the circular of People's Liberation Council of Slovene Primorska from the 22nd October 1943, signed by writer France Bevk as educational clerk.

There were around 30 schools active in Trieste region between 1943 and 1945. Not all worked constantly and regularly. Only a few existed in both school years. In the city Trieste and commuter belt the school authority of the OF failed to establish a school and therefore organized a number of evening classes.

The People's Liberation Army was, of course in its essence, mainly a military resistance and struggle. At the same time NOB was also a cultural fight. The fight for Slovenian language, poems, newspapers, books, schools. In a word, in one hand a gun and in the other a book.

KEY WORDS: National Liberation Army (NOB), Trieste, Primorska, school, Slovenianness

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PRACTICAL MUSEUM PEDAGOGY FOR ELEMENTARY SCHOOL PUPILS

The purpose of the study is to find out: firstly, how the requirements in the new curriculum (2016) of the elementary schools of Finland can be executed in museum and secondly, what does the local elementary school teachers think about the practical museum pedagogy experiment. According to the guidelines of the curriculum the education should be provided in different environments and include practical activity. One aspect of teaching history is that the pupils should learn how to study different resources restored in museums with other pupils. Experimental workshops for elementary school pupils were held in Arktikum museum located in Rovaniemi. The data was collected by asking opinions of the teachers whose pupils participated on the workshops. According to the data the workshops brought variety to teaching history and gave ideas how to teach the subject in the classrooms. Results also show that the practical approach to teach history in a museum was following the guidelines of the curriculum and was an experiment which can be developed further on.

KEY WORDS: museum pedagogy, curriculum, elementary school, Finland

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TRGOVSKO STROKOVNO ŠOLSTVO V SLOVENIJI // MERCANTILE TECHNICAL EDUCATION IN SLOVENIA

Starejši slovenski trgovci so se večinoma s samoizobrazbo in pridnostjo povzpeli do določenega blagostanja in ugleda. Prav zato so mogoče o pomenu izobrazbe v slovenskih trgovskih krogih razmišljali že sredi 19. stoletja, v dobi narodne prebuje. Trgovci so namreč predstavljali enega nosilnih stebrov meščanstva in ni bilo vseeno, koliko so bili izobraženi in omikani.

Začetki trgovskega šolstva v Avstriji segajo v 18. stoletje, v čas cesarice Marije Terezije. Takrat je bila na Dunaju ustanovljena prva trgovska šola, k. k. Real-Handlungsakademie. Dobrih sto let kasneje je na Slovenskem obstajala le 1834. leta ustanovljena Mahrova trgovska šola v Ljubljani, pa še ta z nemškimi učnim jezikom. Sicer pa so se trgovske šole delile na trgovske nadaljevalne (gremialne) šole, nižje trgovske šole, srednje šole poimenovane kot višje trgovske šole (sprva tudi akademije) ter nazadnje trgovske visoke šole (v času Avstro-Ogrske sta bili le na Dunaju in v Trstu).

V času prve Jugoslavije pa sta v Sloveniji poleg gremialnih in dvorazrednih trgovskih šol delovali še dve trgovski akademiji, organizirana pa je bila tudi vrsta trgovskih tečajev. Lahko rečemo, da je bilo v času do druge svetovne vojne za trgovski naraščaj dobro poskrbljeno.

KLJUČNE BESEDE: trgovina, zgodovina, Slovenija, izobraževanje, trgovsko šolstvo

Older Slovenian merchants moved up to a certain level of welfare and reputation mostly with self-education and diligence. It is therefore possible that the Slovenian mercantile circles thought about the importance of education as early as in the mid-19th century, in the era of national awakening. Merchants namely have presented one of the main pillars of bourgeoisie and it was important how educated and civilized they were.

The beginnings of mercantile education in Austria date back to the 18th century, to the time of Empress Maria Theresa. At that time the first mercantile school was founded in Vienna, the Imperial Royal Real Handlungsakademie. One hundred years later, in Slovenian territory there was only one, established in the year 1834, the Mahrov mercantile school in Ljubljana, but even this one with the German language of instruction. Moreover, the mercantile schools were divided into follow-up (gremial) schools, lower mercantile schools, secondary schools designated as higher mercantile schools (at first designated as Academies) and finally mercantile colleges (at the time of the Austro-Hungarian Empire these were only in Vienna and Trieste).

Next to the gremial and two-classroom mercantile schools in Slovenia two more mercantile academies were active at the time of the first Yugoslavia. We can say that until World War II it was well taken care of for mercantile offspring.

KEYWORDS: trade, history, Slovenia, education, mercantile education

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IZOBRAŽEVANJE JUDOV V GORICI // EDUCATION OF JEWS IN GORIZIA

Goriški Judje so bili verjetno prisotni v mestu že ob njegovem nastanku, prva pisna omemba pa sega v leto 1288. Judje so znotraj krščanske fevdalne družbe uživali močno notranjo avtonomijo. Judovske skupnosti so živele v ločenih predelih mesta. Prostor naselitve je navadno obsegal trg, ulico ali dve, včasih tudi posebno četrt. Judovska skupnost je navadno sezidala sinagogo in versko šolo ter poskrbela za obredno kopališče in pokopališče. V skupnosti so delovali mesar, pisar in krojač, vodil pa jo je njen najpremožnejši član in tudi rabin.

Leta 1715 se v getu v Gorici omenja šola, verjetno je bila namenjena zgolj verskemu pouku. Leta 1789 so morali Judje urediti šolo z nemškimi učnim jezikom, da bi tako zmanjšali razlike z ostalimi Goričani. Šola je delovala nekaj let, nato so jo ukinili in začeli otroke pošiljati v mestne šole, po nekaj letih so jo spet odprli za otroke premožnih družin.

Judovska šola oz. ješiva (hebr. *yeshivah*) v Gorici se je v času rabina Giacoma Bolaffia, v Gorici je deloval med 1894–1903, precej izboljšala. Poučevala sta učitelj Abramo Pavia in učiteljica Betty Pavia. Izobraževanje je vključevalo branje, slovnico, prevajanje in komentarje k svetopisemskim besedilom. Nadalje so se učenci učili tudi prevajanja molitev. Za učenke je prišlo v poštev učenje judovske morale, za učence pa spoznavanje judovske zgodovine in judovske literature. Starejši učenci so se učili tudi judovskih ritualov, hebrejske kaligrafije in recitiranja liturgičnih formularjev v sinagogi. Za verski pouk je denarna sredstva prispevalo tudi državno ministrstvo za uk in bogočastje.

Pripadniki goriške judovske skupnosti so bili ob koncu 19. stoletja v povprečju bolj izobraženi od večine prebivalstva Gorice. Judovska šola v nekdanjem getu je bila dobro obiskana, čeprav je nekaj otrok obiskovalo tudi ostale mestne šole. Iz leta 1900 izvira že druga prošnja skupnosti za ukinitvev šole zaradi stroškov, ki so jih imeli s plačevanjem učitelja.

Judovsko šolstvo v Gorici je nov razmah doživelo leta 1928 s prihodom novega rabina Abraham Schreiberja, sicer pripadnik otrodoksnega judovstva iz Madžarske. Okrog njega so se zbirali judovski učenci, nekateri med njimi so se prav zaradi omenjenega rabina priselili v Gorico, da so lahko sledili njegovemu poučevanju. K razmahu verske šole v Gorici so prispevali predvsem priseljeni Judje iz Poljske. Za kratek čas je Gorica spet pridobila tisti žar judovskih študij, tako značilen za prvo polovico 19. stoletja in obeh rabinov iz družine Reggio.

KLJUČNE BESEDE: Judje na Goriškem, izobraževanje Judov, judovsko šolstvo, ješiva

It is likely that Jews were present in Gorizia at the time of its establishment, while the first written record dates back to 1288. Within the Christian feudal society Jews had a strong internal autonomy. Jewish communities have lived in separate parts of the city. Usually, the settlement included a market town, a street or two, sometimes even a special quarter. The Jewish community had usually built a synagogue and religious school and secured a place for the ritual bath and cemetery. The community was led by its wealthiest member and a rabbi furthermore it had a butcher, a tailor and a scribe.

In 1715, a school is mentioned in the Jewish ghetto in Gorizia. Probably it was intended purely for religious lessons. In 1789, Jews had to arrange a school with German as the language of instruction, in order to reduce the differences with the rest of Gorizia inhabitants. The school operated for several years, but was later closed and people began to send their children to city schools. A few years later the school was reopened for children of wealthy families.

In the time of Rabbi Giacomo Bolaffio, who worked between 1894 and 1903, the Jewish school or yeshiva (hebr. Yeshivah) in Gorizia has improved substantially. The teachers Abramo Pavia and Betty Pavia were teaching. Education included reading, grammar, translation and commentaries on the biblical text. Furthermore, the students learned to translate prayers. Girls had to learn about Jewish ethics, while boys learned about the Jewish history and literature. Older students learned also about Jewish rituals, Hebrew calligraphy and the recitation of liturgical forms in the synagogue. The Ministry of Education and Science contributed funds for the religious school.

At the end of the 19th century members of the Gorizia Jewish community were, on average, better educated than most of the population of Gorizia. The Jewish school in the former ghetto was well attended, although some children also attended other city schools. In 1900 we find the second request of the community for the school's abolishment due to the costs for paying a teacher. With the arrival of Rabbi Abraham Schreiber in 1928, who was a member of the Orthodox Judaism from Hungary, the Jewish education in Gorizia experienced a new development. Jewish students were gathered around him. Some of them moved to Gorizia because of the said Rabbi, to follow his teaching. The development of religious schools in Gorizia was driven mainly by immigrant Jews from Poland. For a short time Gorizia regained the enthusiasm of Jewish studies, typical for the first half of the 19th century and the two Rabbis from the family Reggio.

KEYWORDS: Jews in Gorizia, education of Jews, Jewish education, yeshiva

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VLOGA, POMEN IN MOŽNOSTI SLIKE V UČNEM PROCESU, OD JANA A. KOMENSKEGA DO DANES // ROLE, IMPORTANCE AND POSSIBILITY OF IMAGES IN THE LEARNING PROCESS, FROM JAN A. KOMENSKY UNTIL TODAY

Prihaja obdobje slik! Kamorkoli se uzremo, smo z njimi preplavljeni, tudi, in morda predvsem s pomočjo najsodobnejših informacijskih tehnologij. T. i. (s)likovno-vizualna in umetniška pismenost ter znanost o slikah prihajata in prehajata vedno bolj tudi v ospredje potreb slovenske pedagoške javnosti. Sicer (pre)počasi, tudi zaradi nezanimanja šolske politike, ki se prednostno posveča

problemom bralne in matematično-naravoslovne pismenosti. Vendar, eden od vodilnih ameriških inovatorjev na področju interaktivne tehnologije, je že pred več kot 15 leti izjavil nekako takole: "Svet besed in števil je nepreklicno mrtev". Kar je lahko eden od razlogov za zaskrbljenost. Več kot radikalna izjava se je takrat prednostno nanašala na vlogo slike v vzgojno-izobraževalnih procesih ...

Avtor bo v prispevku predstavil nekaj razlogov za vedno večji pomen slik tudi v vzgoji in izobraževanju. Ti imajo korenine v iznajdbi fotografije v 19. stoletju in v neustavljivem razvoju (učne) tehnologije v zadnjih 50 letih. Delo s slikami (bodisi kot sredstvo za doseg drugih ciljev bodisi kot končni cilj) vidi kot temeljno pri vseh učnih predmetih v osnovni in srednji šoli, ne nazadnje, tudi pri pouku predmeta zgodovina.

Ustvarjanje, preučevanje, razumevanje in interpretiranje slike bo predstavljeno na primerih (likovnih) umetnin, vizualnih komunikacij in grafičnih izrazov kot so histogrami, grafi in drugo.

KLJUČNE BESEDE: vloga, pomen in možnosti slike v učnem procesu, (s)likovno-vizualna pismenost, informacijska tehnologija, učitelji zgodovina

The period of pictures is coming! Everywhere we look, we are inundated with them, also, and perhaps mostly with the help of modern information technologies. The so-called visual and artistic literacy and pictorial science are coming increasingly in the foreground of needs of the Slovenian educational public. Otherwise (too) slowly, also due to lack of interest of school policy, that is preferentially dedicated to the problems of reading and mathematical and natural science literacy. However, one of American leading innovators in the field of interactive technology has said, more than 15 years ago: "The world of words and numbers is irrevocably dead". Which may be one the reason for concern. This more than a radical statement was then referring to the role of images in educational processes...

In this paper the author will present some of the reasons for the growing importance of images in education. These have their roots in the invention of photography in the 19th century and the unstoppable development (learning) technologies in the last 50 years. Working with pictures (either as a means to achieve other goals either as the end goal) is seen as basic in all school subjects in primary and secondary school, last but not least, also in history lessons.

Creating, studying, understanding and interpretation of images will be presented with the examples of works of art, visual communications and graphic expressions such as histograms, graphs and more.

KEYWORDS: *the role, importance and possibility of images in the learning process, visual literacy, information technology, history teachers*

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ANTON OSTERC IN PEDAGOŠKE POLEMIKE MED OBEMA VOJNAMA // ANTON OSTERC AND THE PEDAGOGICAL POLEMICS IN THE INTERWAR PERIOD

Za čas med obema vojnama v Sloveniji je značilen izrazit pluralizem pedagoških teorij. Tako kot v svetu, je tudi pri nas mogoče prepoznati predstavnike reformske pedagogike (koncept, ki je v ospredje postavljala otroka), duhoslovne pedagogike (koncept, ki je v ospredje postavljala učiteljevo občutljivost za kulturo) in socialno kritične pedagogike (koncept, ki je v ospredje postavljala učiteljevo občutljivost za socialno pravičnost). V prispevku predstavljamo vsebino dveh polemik, v katerih je sodeloval Anton Osterc, učitelj na meščanski šoli v Mariboru in do 2. svetovne vojne ravnatelj meščanske šole v Trziču. Osterc je bil pri nas eden redkih značilnih predstavnikov reformske pedagogike. Že kar znamenita je polemika o stari in o novi šoli, ki jo je imel z dr. Karlom Ozvaldom, profesorjem na Filozofski fakulteti Univerze v Ljubljani in značilnim predstavnikom duhoslovne pedagogike. V drugi polemiki je Osterc zagovarjal pozicijo reformske pedagogike nasproti socialno kritični pedagogiki. Drugi akter te polemike je bil srbski marksistično orientirani učitelj Dragutin Mihailović. Teoretske,

pa tudi ideološke in politične razlike med akterji so tukaj zaradi narave polemike posebno izostrene in zato tudi zelo nazorne.

KLJUČNE BESEDE: Anton Osterc, reformska pedagogika, duhoslovna pedagogika, socialno kritična pedagogika, pedagoška teorija

In the interwar period a noticeable pluralism of pedagogical theories was characteristic for Slovenia. In the world as well as in Slovenia we can find representatives of the reform pedagogy (a concept which gave children prominence), cultural pedagogy (a concept that gave prominence to the teacher's sensibility for culture) and socially critical pedagogy (a concept that gave prominence to the teacher's sensibility for social fairness). The article presents the contents of two polemics in which Anton Osterc, a teacher at the burgher school in Maribor and the principal at the burgher school in Monfalcone until World War II, participated. Osterc was one of the few typical representatives of reform pedagogy in Slovenia. His polemic about the old and the new school, that he had with dr. Karl Ozvald, a professor at the University of Ljubljana and a characteristic representative of cultural pedagogy, is famous. In the second polemic Osterc was defending the position of reform pedagogy against socially critical pedagogy. The second actor in this controversy was the Serbian teacher Dragutin Mihailović, who was Marxist-oriented. Due to the nature of a polemic the theoretical as well as ideological and political differences between actors are particularly focused and therefore also very explicit.

KEYWORDS: Anton Osterc, reform pedagogy, cultural pedagogy, socially critical pedagogy, pedagogical theory

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SOCIALISTIČNA ŠOLA IN VPRAŠANJE POLOŽAJA VERNIH UČITELJEV // SOCIALIST SCHOOL AND THE SITUATION OF RELIGIOUS TEACHERS

V okviru problematičnega odnosa med religijo in socialističnim sistemom, kot smo ga poznali v Jugoslaviji, je bilo vprašanje položaja vernih učiteljev izpostavljeno ves povojni čas, najbolj pa je prišlo v ospredje v času zaostritev zahtev po marksistični idejnosti šolskega pouka v sedemdesetih letih. Tedaj se je v najvišjih političnih forumih, v SZDL in prvič po vojni tudi v tisku razvila ostra polemika, v kateri so sodelovali marksistični teoretiki in najvišji politični predstavniki (M. Kučan, F. Šetinc) na eni in ugledni teologi (F. Perko, V. Grmič, J. Janžekovič) na drugi strani, kasneje pa se je vanjo vključila tudi nastajajoča intelektualna opozicija. Prispevek bo na podlagi arhivskih virov partijskih organov, SZDL in tedanjega časopisnega tiska najprej na teoretskem nivoju analiziral vztrajanje pri leninističnem konceptu vzgoje in izobraževanja, ki se ni skladal z načeli samoupravljanja in izkazoval velik demokratični deficit, na kar so opozarjali predstavniki RKC, pa tudi nekateri dialoško naravnani sociologi religije. Temu bo sledil prikaz poskusa političnega formuliranja položaja in pravic vernega učitelja v javni šoli, ki je temeljil na omenjeni ideološki predpostavki, a kljub temu v duhu poznega jugoslovanskega socializma skušal vključiti tudi vernike v vrste podpornikov samoupravne ureditve.

KLJUČNE BESEDE: socialistična šola, idejnost izobraževanja, RKC, verni učitelji, moralno-politični kriteriji

In the context of the problematic relations between religion and state-socialism we knew in Yugoslavia, the situation of religious teachers was in the focus during the entire post-war period, especially in the 70s, after the demands of the Marxist ideas in school lessons escalated. In the highest political forums, in the Socialist Alliance of Working People (SZDL), and for the first time after the war also in the press, a sharp polemic has developed with the involvement of the Marxist theorists and

the highest political representatives (M. Kučan, F. Šetinc) on one side and eminent theologians (F. Perko, V. Grmič, J. Janžekovič) on the other side. Later the emerging intellectual opposition also joined. Based on archival sources of Communist Party bodies, SZDL and newspapers from that period this contribution will first on theoretical level analyze the insistence on the Leninist concept of education that was not consistent with the principles of self-management and showed a large democratic deficit. This had been pointed out by representatives of the Roman Catholic Church, and also some sociologists of religion. Then the presentation of political formulation of the situation and rights of religious teachers will follow, which was based on the said ideological assumption, but in the spirit of the late Yugoslav socialism still sought to include religious people into the ranks of supporters of self-governing regime.

KEYWORDS: *socialist school, ideologies of education, Roman Catholic Church, religious teachers, moral and political criteria*

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UČBENIKI ZA ZGODOVINO: NJIHOV POMEN IN KVALITETA // HISTORY TEXTBOOKS: THEIR IMPORTANCE AND QUALITY

Prispevek analizira vlogo učbenika v sodobnem poučevanju zgodovine na slovenskih šolah. Sodobni pouk zgodovine zahteva, da so učenci pri pouku aktivni, sodelujejo in razmišljajo, kar pa učitelji največkrat dosežajo s tem, da uporabljajo dodatno gradivo (npr. delovne liste, elektronske prosojnice itd.), ki omogočajo učencem, da so resnično aktivni, delajo lastne zapiske, zapisujejo analize virov, rešujejo probleme ... Prispevek se torej v prvem delu osredotoča na vlogo in pomen učbenika v sodobnem poučevanju zgodovine. Dejstvo je, da se zgodovinski učbeniki uporabljajo povsod po svetu, vendar pa obstajajo velike razlike v načinu, kako so sestavljeni, njihovem pedagoškem razumevanju ter v izboru gradiva, ki je njihov sestavni del. Ne glede na to pa se vsi učitelji soočajo z vprašanjem, kako uporabljati učbenike pri svojem poučevanju.

V nadaljevanju prispevek analizira značilnosti kvalitetnega učbenika za zgodovino, elemente, ki zagotavljajo kvaliteto in predstavi, kdo so akterji, ki bi morali zagotavljati kvaliteto učbenika.

KLJUČNE BESEDE: Zgodovinski učbeniki, poučevanje zgodovine, učni načrt, koncepti poučevanja zgodovine, učno okolje

The article analyzes the role of a textbook in contemporary history lessons in Slovenian schools. Contemporary history lessons require pupils to be active, to participate and to think. Most times teachers achieve this by using additional material (e.g. worksheets, electronic slides, etc.), that allows pupils to be truly active, to make their own notes, to analyse sources, to solve problems... In the first part the article focuses on the role and importance of textbooks in modern history lessons. The fact is, that history textbooks are being used everywhere across the globe, but there are differences in the way they are made, in their pedagogical understanding and in the selection of material that presents their content. However, all teachers are faced with the question how to use textbooks in their lessons.

The article analyses the characteristics of a quality textbook for history, elements that ensure the quality and presents, who are the agents that should ensure the quality of textbooks.

KEYWORDS: *history textbooks, history lessons, curriculum, concepts of history lessons, learning environment*

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**SREDNJEŠOLSKO IZOBRAŽEVANJE TRŽAŠKIH SLOVENCEV ZA ČASA AVSTRO-
OGRSKE IN USTANOVITEV SLOVENSKE GIMNAZIJE V TRSTU LETA 1945 //**
*SECONDARY SCHOOL EDUCATION OF TRIESTE SLOVENES IN THE TIME OF AUSTRIA-
HUNGARY AND THE ESTABLISHMENT OF THE SLOVENE GRAMMAR SCHOOL IN TRIESTE IN
1945*

V drugi polovici 19. stol. so se tržaški Slovenci vpisovali večinoma na nemško klasično gimnazijo in v manjši meri na nemško realko. Ob koncu 19. stol. in v času pred prvo svetovno vojno je prišlo do porasta vpisov v obeh zavodih, predvsem pa na gimnazijo. Vzrokov za to je bilo več: na eni strani je gimnazija predstavljala za kmečke in delavske družine možnost družbenega vzpona, na drugi strani pa se je prav v tem času začelo politično in družbeno uveljavljati slovensko meščanstvo, ki je v gimnaziji videlo pomembno izobraževalno pot za doseg svojih ciljev. Vzporedno z večanjem števila slovenskih dijakov se je postopoma izboljševal tudi položaj slovenščine v okviru obeh šol, tako gimnazije kot realke. Tik pred koncem prve svetovne vojne je kazalo, da bodo tržaški Slovenci dobili svojo gimnazijo, kar pa se ni uresničilo zaradi zasedbe mesta s strani italijanske vojske. Tako je slovensko gimnazijo v Trstu ustanovila šele Zavezniška vojaška uprava leta 1945: ustroj šole je bil enak ustroju italijanskih šol z izjemo učnega jezika, nekaj elementov pa je le izhajalo iz nekdanje nemške gimnazije.

KLJUČNE BESEDE: nemška gimnazija, nemška realka, tečaji slovenščine, Trst, licej Franceta Prešerna

In the second half of the 19th century the Trieste Slovenes enrolled mostly in the German grammar school and to a lesser extent in the German “real” school. At the end of the 19th century and before World War I there has been an increase in entries to both institutions, particularly in the grammar school. The reasons were several: on the one hand the grammar school was a possibility for working country folk to move up the social ladder, on the other hand, this was the time of political and social enforcement of the Slovenian bourgeoisie, which saw the grammar school as an important educational path for achieving their objectives. In parallel with the increasing number of Slovenian students, also the status of Slovenian language was improving in both schools. Just before the end of World War I it seemed that the Trieste Slovenes will get their grammar school. But this wasn’t put into effect due to the occupation of the city by the Italian army. Thus, the Slovenian grammar school in Trieste was founded only by the Allied military government in 1945: the school structure was the same as the structure of Italian schools, with the exception of the language of instruction, however some elements originated in the former German grammar school.

KEYWORDS: German grammar school, German “real” school, Slovenian courses, Trieste, lyceum France Prešeren

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**DOMOVINSKA VZGOJA PRI GIMNAZIJSKEM POUKU KNJIŽEVNOSTI NA
SLOVENSKEM V ČASU AVSTRO-OGRSKE (OD 1867 DO 1918) // PATRIOTIC EDUCATION
IN LITERATURE LESSONS IN SLOVENIAN SECONDARY SCHOOLS IN THE TIME OF THE
AUSTRO-HUNGARIAN EMPIRE (1867 – 1918)**

Šola kot izobraževalna institucija in močna državna instanca, ki ima pomembno vlogo pri oblikovanju narodne zavesti in (samo)podobe učencev, z različnimi mehanizmi katalizira družbeno in (kulturno)politično dogajanje. Eden teh mehanizmov je, tako teza pričujočega prispevka, tudi pouk

književnosti, ki je potekal v okviru ur nemščine in slovenščine na klasičnih oz. humanističnih gimnazijah na Slovenskem. V središču raziskave sta klasični gimnaziji v Ljubljani in v Mariboru, selektivno pa so upoštewane tudi druge gimnazije, ki so jih obiskovali slovenski učenci. Na podlagi empiričnega gradiva, letnih šolskih poročil/izvestij oz. *Jahresberichte*, ki so izhajali od gimnazijske reforme leta 1849 do razpada monarhije leta 1918, prispevek proučuje, kako se je domoljubnost izražala – in privzgjajala – v okviru šolskih in maturitetnih spisov ter obveznega čtiva, kakšne podobnosti oz. razlike zaznamujejo pouk slovenščine in nemščine na izbranih gimnazijah, v kakšnem razmerju sta bili ožja in širša domovina ter kateri avtorji, literarna dela in citati so pri tem odigrali odločilno vlogo.

KLJUČNE BESEDE: domovinska vzgoja, izvestja, pouk književnosti, klasična gimnazija, maturitetni spisi, Avstro-Ogrska

School as an educational institution and a powerful state instance, which has an important role in the shaping of national consciousness and (self-)image of students, with different mechanisms catalyzes the social and (cultural)political developments. One of these mechanisms are literature lessons within German and Slovenian lessons at classical or humanistic secondary schools in Slovenia. In the heart of the research are the classical secondary schools in Ljubljana and Maribor, but other secondary schools attended by Slovenian students are also taken into account. On the basis of empirical material, the annual school reports (Izvestja or. Jahresberichte), which were issued from the secondary school reform in 1849 until the collapse of the monarchy in 1918, the contribution examines how patriotism was expressed in school essays and mandatory literature, what similarities or differences mark Slovenian and German lessons at selected secondary schools, what was the relation between the narrower and the wider homeland and which authors, literary works and quotes played a decisive role in this.

KEYWORDS: homeland education, annual school reports (Izvestja), literature lessons, classical secondary school, matriculation essays, Austro-Hungary

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UČITELJI V ŽUPNIJSKIH ŠOLAH V DOLNJEM PREKMURJU V 17. IN 18. STOLETJU // TEACHERS IN PARISH SCHOOLS IN LOWER PREKMURJE REGION IN THE 17TH AND 18TH CENTURY

Prekmurci svojega verskega in s tem izobraževalnega središča v domačem okolju niso imeli, saj niso imeli ne škofije ne drugih pomembnih kulturnih središč, kar ni bilo ugodno zanje. Vse do leta 1777, ko je Marija Terezija izdala odredbo *Ratio educationis*, je Cerkev sama skrbela za šolstvo, ustanovljala šole in določala učni načrt neodvisno od države. Šele po tej odredbi so šole postale državne, kar je pomenilo, da je država urejala šolstvo, nadzorovala pouk, vzgojo otrok in predpisovala učno snov. Delo učitelja v tedanjem času torej nikakor ni primerljivo z današnjo vlogo učitelja, tako po vzgojno-izobraževalni vlogi kot tudi po učnem programu ne. Njihovo delo so namreč redno nadzorovali duhovniki, poučevali pa so kar v lastni hiši ali učiteljevem domu, ki je bil na stroške župljanov postavljen v neposredni bližini župnišča oziroma cerkve. Poleg tega so pogosto delovali še v vlogi cerkovnika, kantorja, organista in po potrebi opravljali še kakšno drugo opravilo, zaradi česar je poučevanje ostajalo v senci oziroma je bilo nekoliko zapostavljeno. V prispevku se bom osredotočila na vlogo učitelja v tedanjem izobraževalnem procesu, katere predmete so poučevali, v katerem jeziku in nenazadnje kaj so bili ti učitelji po izobrazbi in narodnosti.

KLJUČNE BESEDE: dolnje Prekmurje, 17. in 18. stoletje, učitelji in njihove karakteristike, vloge učiteljev, poučevanje

People in Prekmurje region didn't have a religious and educational center in their local environment, because they had neither a diocese nor other important cultural centers, and it did not benefit them. Until 1777, when Maria Theresa issued the decree Ratio educationis, the Church itself was in charge of education. It was founding schools and determined the curriculum independently of the state. Only after this decree the state governed the educational system, supervised school lessons, education of children and determined the subject matter. A teacher's work at that time is therefore not comparable with his present role, both in an educational role as well as the curriculum. Their work was in fact regularly monitored by priests and they taught in their own house or the teacher's home, which was erected near the rectory or the church at the expenses of the parishioners. In addition teachers also worked as sextons, organists, and if necessary performed other tasks, which meant teaching remained in shadows and was somewhat neglected. In this article I will focus on the role of the teacher in the educational process of the specified time period, which subjects were taught, in which language, and finally, what was these teachers' education and nationality.

KEYWORDS: Lower Prekmurje, 17th and 18th century, teachers and their characteristics, the role of teachers, teaching

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VZGOJA IN IZOBRAŽEVANJE V NACISTIČNI NEMČIJI NA PRIMERU MEŽIŠKE DOLINE // EDUCATION IN NAZI GERMANY IN THE MEŽA VALLEY

V nacistični Nemčiji sta imela vzgoja in izobraževanje zelo pomembno vlogo, mogoče celo pomembnejšo kot se zdi na prvi pogled. Del nacistične stranke NSDAP je bila strankina organizacija Hitlerjugend, ki je skrbela za vzgojo mladih fantov v bodoče nemške vojake. Znotraj nje je delovala podorganizacija za dekleta imenovana Bund deutscher Mädchen, ki je vzgajala dekleta za bodoče nemške žene, ki bodo skrbele za dom in družino. Obe organizaciji sta bili zelo dejavni v nemškem izobraževalnem sistemu. Le tega so Nemci v času druge svetovne vojne vzpostavili tudi na okupiranih slovenskih območjih Gorenjske, Spodnje Štajerske in Mežiške doline. Cilj nemških oblasti je bil s ponemčevanjem Slovencev pričeti že v predšolski in šolski dobi ter tako v nekaj letih popolnoma ponemčiti slovenski narod. V Mežiški dolini je nemški okupator že v prvih tednih okupacije pričel s prvimi jezikovnimi tečajji za šolsko mladino in odrasle, ki so potekali v vseh večjih krajih po Mežiški dolini. Jeseni leta 1941 se je pričel redni pouk v ljudskih šolah pod vodstvom učiteljev iz avstrijske Koroške. Leta 1943 je pogosta partizanska dejavnost na podeželju ovirala šolsko delo. Stanje se je leta 1944 razširilo tudi na šole v večjih krajih Mežiške doline, ki so morale svoje prostore odstopiti vedno večjemu številu nemških vojaških in policijskih enot. Nemško ponemčevanje in izpad pouka sta povzročili, da je bilo ob koncu vojne precej slovenskih otrok in mladostnikov popolnoma ali deloma nepismenih in so imeli težave pri ponovnem vključevanju v učni proces.

KLJUČNE BESEDE: Mežiška dolina, 1941-1945, nemška okupacija, nemški šolski sistem, Koroška

In Nazi Germany education had a very important role, perhaps even more important than it would seem at a first glance. Part of the Nazi Party NSDAP was the organization Hitlerjugend, which was responsible for educating young boys into future German soldiers. Within Hitlerjugend a sub-organization for girls called Bund deutscher Mädchen was active. It educated girls for future German wives, who will take care of home and family. Both organizations were very active in the German educational system. During World War II Germans established this system in the occupied areas of Slovenian Upper Carniola (Gorenjska), Lower Styria (Spodnja Štajerska) and the Meža Valley. The aim of German authorities was the complete Germanisation of Slovenia and this process should already start at preschool and school level. In the Meža Valley, the German occupying forces started with language courses for schoolchildren and adults in the first weeks of the occupation. They were held in all major towns of the Mežica Valley. In the autumn of 1941, regular school began under the guidance of teachers from Carinthia. In 1943, frequent partisan activity in rural areas hampered

lessons. In 1944, the situation extended to schools in larger towns in the Mežica Valley, which had to resign their space to the increasing number of German military and police units. Germanisation and irregular lessons have caused a large number of fully or partly illiterate Slovenian children and adolescents at the end of World War II, who had difficulties reintegrating into the learning process.

KEYWORDS: the Meža Valley, 1941-1945, German occupation, the German school system, Carinthia

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FRANC MOČNIK, MARTIN ČULEN AND HIS MATHEMATIC TEXTBOOKS

In 1866 was written the first Slovak mathematical textbook for secondary schools "Počtoveda čili aritmetika pre I., II. a III. triedu nižšieho gymnasia, pre nižšie reálky a obecný život". Its author was teacher and mathematician Martin Čulen (1823-1894). He was inspired by widespread mathematical textbooks of dr. Franc Močnik (1814 – 1892). My article analyses the concepts and differences of Čulen's and Močnik's textbooks. Some are also collected in Museum of Education and Pedagogy fund.

KEY WORDS: Franc Močnik, Martin Čulen, mathematic, textbook, 19. century

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DR. MATIJA AMBROŽIČ'S ACTIVITY IN THE FIELD OF CHILD WELFARE IN THE KINGDOM (SCS) OF YUGOSLAVIA

Upon arriving in Belgrade in 1926, Dr. Matija Ambrožič continued his fruitful work in the field of pediatrics, began in Slovenia, developing an idea that social care and child protection should be organized in a system of social and sanitary institutions - schools and courses dealing with the preparation of the medical staff, counseling and health centers, children's homes and family colonies for infants and young children, institutions for health care, day care centers, kindergartens, hospitals and sanatoriums, rehabilitation centers, schools in nature.

He had fruitful cooperation with experts in this field, as well as charities. In the house of the Mother Association, whose manager he was, there was theoretical and practical training of medical students in the field of pediatrics, young doctors performed the internships on completion of studies in the field of preventive medicine and students of the Nursing School, there were courses for babysitters who would work in orphanages and kindergartens or provide assistance in the family. He was a vice president of the Yugoslav Union for the Protection of Children, established in 1933 as an organization that encompasses all institutions and organizations that work in this field.

KEY WORDS: Social care, child protection, family colonies for children, day care center, nursing school

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THE ROLE OF SCHOOL IN RAISING OF THE "NEW MAN": THE CASE OF LITHUANIAN SSR

According to M. Geller (1994), the Soviet school, which had a potential to become most revolutionary, in the long course of time became the most reactionary and conservative school in the world. Undoubtedly, referring to the pedagogical system, which existed almost the whole 20th century, we

cannot ignore various changes that occurred in it. However, if we consider the main goal of the Soviet school, it remained almost unchanged. The names of the heads of the country and the numbers of party congresses would change but the requirements to school would always remain the same: to shape and raise the New Man (Person), who is committed to the ideals of the Communist Party, always determined to fight for the ideas of the Communism and to be an active builder of Soviet society (Trimakienė, 2007). On the basis of historical documents (educational documents, works of soviet pedagogy, pedagogical press, etc.), scholarly literature and the materials of the qualitative interviews with teachers, who worked in the Soviet school and the informants, who learnt in that school, the presentation will make attempts to discuss how these requirements were implemented in the schools of one of the republics of the Soviet Union, that is, in Lithuanian SSR, in the period of 1944-1990.

KEY WORDS: Soviet pedagogy, school, ideology, "New Man", upbringing

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UČITELJI STRESI NA GORIŠKEM IN KOROŠKEM – KRONIKA DVEH UČITELJSKIH DRUŽIN // TEACHERS STRES IN GORIZIA AND CARINTHIA - CHRONICLE OF TWO FAMILIES OF TEACHERS

Prispevek poskuša na osnovi pričevanja in z uporabo zgodovinskih virov in literature napisati življenjsko pot dveh primorskih učiteljskih družin od 60. let 19. stoletja. Začetnika učiteljske družine sta bila Anton Stres iz Sužida in žena Amalija, rojena Schlegl, iz Šturij. Bila sta učitelja v Bovcu, Breginju in Sedlu. Anton je vodil pevski zbor bovške čitalnice. V njuni družini so bili učitelji: sinova Anton in Feliks ter hčerke Franja, Milena in Stanka. Anton mlajši je bil učitelj v Idrskem in nadučitelj v Cerknem. Bil je eden od začetnikov slovenskega planinstva na soški strani Julijskih Alp in pisec planinskih člankov. V družini Alojzije in Feliksa Stresa, ki je bil pred prvo svetovno vojno učitelj v Temnici in Škrbini na Krasu, so bili učitelji Milena, Boris in Gvido. Družina je morala v begunstvo, ki se je končalo na Lešah pri Prevaljah, kjer je Feliks učil do upokojitve. Zakonca Milena in šolski upravitelj Ivo Močnik sta pomembno prispevala pri utrjevanju slovenske pripadnosti Libelič po prvi svetovni vojni. Boris in učiteljica Mira Stres sta imela dve desetletji po drugi svetovni vojni pomembno vlogo v kulturnem življenju na Prevaljah. Gvido je bil učitelj na šoli v Lokovici pri Prevaljah, upravitelj šole v Pamečah pri Slovenj Gradcu in od leta 1957 zaposlen v Študijski knjižnici na Ravnah na Koroškem.

KLJUČNE BESEDE: učitelji Stresi, Goriška, narodno prebujanje, begunstvo, Koroška

The paper attempts to show the life path of two littoral families of teachers from the 1860s, on the basis of testimonies and with the use of historical sources and literature. At the beginning of this family of teachers are Anton Stres from Sužid and his wife Amalija, born Schlegl, from Šturje. They worked as teachers in Bovec, Breginj and Sedlo. Anton led the choir of the Reading Society Bovec. In their family, teachers were: sons Anton and Feliks and daughters Franja, Milena and Stanka. Anton Jr. was a teacher in Idrsko and headteacher in Cerkno. He was one of the pioneers of Slovenian mountaineering on the Isonzo side of the Julian Alps and writer of mountain articles. In the family of Alojzija and Feliks Stres, who was a teacher before the First World War in Temnica and Škrbina in Karst, teachers were also Milena, Boris and Gvido. The family had to go into exile, and so they came to Leše in Prevalje, where Feliks taught until his retirement. Spouses Milena and headteacher Ivo Močnik contributed to Slovenian annexation of Libeliče after the First World War. Boris and teacher Mira Stres had an important role two decades after the Second World War in the cultural life in Prevalje. Gvido was a teacher at primary school in Lokovica in Prevalje, headteacher of the school in Pameče in Slovenj Gradec and from 1957 he worked at the Study Library in Ravne in Carinthia.

KEYWORDS: teachers Stres, Gorizia, national awakening, refugees, Carinthia

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RAZVOJ PISMENOSTI V PREKMURJU IN PORABJU V OBDOBJU DUALIZMA // THE DEVELOPMENT OF LITERACY IN PREKMURJE AND RABA REGION IN THE PERIOD OF DUALISM

Cilj predavanja je prikazati razvoj šolstva na Ogrskem in stanje na področju pismenosti v Prekmurju in Porabju v obdobju od 1870 do 1910. Prvenstveno bom poskušal predstaviti, v kakšni obliki in meri je Zakon o ljudskem izobraževanju iz leta 1868, ki ga je pripravil József Eötvös, vplival na šolstvo in posledično na stopnjo pismenosti na obravnavanem območju. Pri tem sem si pomagal z madžarsko in slovensko strokovno literaturo, vezano na obravnavano tematiko, in z viri ter s podatki popisov prebivalstva iz let 1880, 1900 in 1910.

Rezultati, ki so pridobljeni (in obenem predstavljeni v diplomski nalogi) upravičujejo nujnost in uspešnost omenjenega zakona. Njegov glavni cilj, ki je bil tudi uspešno dosežen, je bila namreč čim obsežnejša vključitev prebivalstva v izobraževalne procese, hkrati s tem pa čim uspešnejša odprava nepismenosti.

Iz statističnih podatkov je razvidno, da je leta 1880 v Prekmurju pisati in brati znalo 28,5 % vsega prebivalstva, v Porabju pa 21,7 %. Trideset let kasneje (leta 1910) je pismenost v Prekmurju narasla na 61,2 %, v Porabju pa na 58,9 %.

KLJUČNE BESEDE: šolstvo, pismenost, dualizem, Prekmurje, Porabje

The aim of the lecture is to show the development of education in Hungary and the literacy in Prekmurje and Raba region in the period from 1870 to 1910. Primarily I will try to present in what form and dimension the Educational Act of 1868, drafted by József Eötvös, influenced on education and, consequently, the level of literacy in this area. In doing so, I have used the Hungarian and Slovenian scientific literature related to subject matter, sources and census data from the years 1880, 1900 and 1910.

The results obtained (and also presented in the thesis) justify the necessity and success of the above Act. The Act's main objective, which was successfully achieved, was in fact an extensive inclusion of population in the educational process and a successful elimination of illiteracy.

Statistics show that in 1880 28,5% of the population in Prekmurje region knew how to read and write, while in Raba region 21,7% of the population had this knowledge. Thirty years later (1910) the literacy in Prekmurje region rose to 61,2%, in Raba region to 58,9%.

KEYWORDS: educational system, literacy, Dualism, Prekmurje region, Raba region

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SLOVENSKI UČITELJ OD MEŽNARJA, SADJARJA IN PEDAGOGA DO VOJAKA REVOLUCIJE. POGLEDI NA POKLICNE PODOBE UČITELJEV IN UČITELJIC SKOZI ČAS // SLOVENIAN TEACHER FROM SEXTON, FRUIT GROWER AND EDUCATOR TO REVOLUTIONARY SOLDIER. VIEWS ON PROFESSIONAL IDENTITY OF TEACHERS THROUGH TIME

Prispevek opozarja na spremembe v poklicu izobraženca, ki posreduje znanje, ob tem vzgaja in ob sodelovanju družine in širše družbe prenaša na mlajše generacije kulturo nasploh. Za šolsko poučevanje, ki je bilo povezano s cerkveno dejavnostjo, pozneje z mestno in deželno upravo ter

različnimi zasebnimi pobudami, se je država bolj intenzivno zavzemala od srede 18. stoletja. Poklicu osnovnošolskega učitelja in njegovemu različnemu položaju sledimo od prve osnovnošolske zakonodaje 1774 in njenim spremembah v 19. stoletju, ko je liberalna šolska reforma 1869 v marsičem vplivala na oblikovanje sodobne šole in učiteljskega poklica. Učitelji in po 1880 vedno številčnejše učiteljice so postali skromno, a redno plačani deželni uradniki. Z višjo izobrazbo (štiriletna učiteljišča z matura) je tudi učiteljevanje postajalo intelektualni poklic, konec cerkvenega šolskega nadzorstva pa je do konca 19. stoletja prineslo tudi pretežno liberalno usmerjenost našega učiteljstva. Prav pri šoli in učiteljskem poklicu so se zaostrovala nasprotovanja med političnim katolicizmom in liberalizmom, politizacija šolstva pa je odredila položaj učiteljstva tudi po 1918. Šola je v prvi polovici 19. stoletja vplivala tako na jezikovno povezovanje Slovencev, zlasti po 1880 na hitro zmanjševanje nepismenosti ter vplivala na kulturni in gospodarski razvoj. Učitelji so bili pomembni predstavniki nacionalnega gibanja, rasla je njihova stanovska samozavest kot vedno bolj izobraženih narodnih vzgojiteljev, povezovali so se v učiteljska društva in vključevali v kulturno in gospodarsko dejavnost. Marsikateri učitelj je bil še sadjar, čebelar, zadružnik ali gasilec, pa tudi glasbenik, pisatelj, planinec ali celo politik. Tudi učiteljice, ki so s poklicnim delom omogočile ta vseslovenski kulturni razvoj, so bile hkrati nosilke ženskega gibanja. Po letu 1945 je šola kot državna ustanova izrecno vzgajala v duhu nove komunistične ideologije, in učitelj je pred 1990 veljal kar za »vojaka revolucije«, pri šolskem pouku pa je bila poleg napredujoče strokovnosti učiteljev vsaj enako pomembna idejnost.

KLJUČNE BESEDE: poklic učitelja, učiteljice, pedagoški tisk, učiteljska društva, zunajšolska dejavnost.

The paper points to changes in the profession of an intellectual, who passes knowledge, educates and, with the participation of family and wider society, passes culture onto a younger generation. School teaching, which has been associated with church activities, and later with city and provincial government and various private initiatives, became supported by the state intensively from the mid-18th century. We can follow the profession of primary school teacher and his different position from the first primary school legislation in 1774, and its changes in 19th century, when the liberal school reform from 1869 in many ways influenced the formation of modern school and the teaching profession. Male and after 1880 an increasing number of female teachers became modesty, but regularly paid provincial officials. With a higher education (four-year teacher-training colleges with matura examination) teaching also became an intellectual profession and with the end of Church school supervision at the end of the 19th century teachers became liberal-oriented. Contradictions between political Catholicism and liberalism exacerbated at school and teaching profession. Also after 1918, politicization of education was decreeing the position of teachers. In the first half of the 19th century school had an influence on the linguistic integration of Slovenians, also after 1880 it had quite an impact on the decrease of illiteracy and overall on the cultural and economic development. Teachers were important representatives of national movement, their confidence as educated national teachers was growing. They united into Teachers' Associations and integrated into cultural and economic activities. Many a teacher was also a fruit grower, apiarist, member of a cooperative or a firefighter, a musician, a writer, a mountaineer or even a politician. Even female teachers, who have, with their professional work enabled this Pan-Slovenian cultural development, were also bearers of the women's movement. After 1945, school as a State institution educated expressly in the spirit of the new communist ideology, and the teacher was before 1990 considered as a "revolutionary soldier". In addition to the advancing professionalism of teachers also the system of ideas was equally important in school.

KEYWORDS: teaching profession, teachers, pedagogical press, Teachers' Associations, extracurricular activities

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ON THE ROLE OF INFORMAL EDUCATION IN 19TH CENTURY CROATIA

In 19th century Croatia, informal forms of education were very important due to the unsatisfactory formal education system, which was characterised by an underdeveloped network of schools and their small numbers, especially schools for girls; the poor quality of education and underpaid teachers; too large class sizes; irregular school attendance by pupils; impossibility for higher education in Croatia until the foundation of the University of Zagreb in 1874, except in legal sciences and theology; as well as other problems. The role of informal forms of education in Croatia in the 19th century will be illustrated by the example of a number of distinguished Croatian intellectuals. On the basis of autobiography sources – autobiographies and diaries – I will demonstrate what the role of self-education, education with private tutors and governesses was in education and intellectual formation of distinguished teacher and educator Mijat Stojanović, publicist Imbro Ignjatijević Tkalac, politician and publicist Andrija Torkvat Brlić, writer Ksaver Šandor Gjalski and two Croatian female writers, Dragojla Jarnević and Ivana Brlić-Mažuranić. In their autobiographic and diary entries, they critically evaluated the positive and negative aspects of their own formal and informal education.

KEY WORDS: *informal forms of education, self-education, education through house tutors and governesses, Croatia, 19th century*

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SLOVENCİ IN POMORSKO ŠOLSTVO: KRATEK PREGLED POMORSKEGA IZOBRAŽEVANJA SLOVENCEV // SLOVENES AND MARITIME EDUCATION: SHORT OVERVIEW ON MARITIME EDUCATION OF SLOVENES

Prispevek bo govoril o nastajanju slovenskega pomorskega šolstva po drugi svetovni vojni in pomenu šolanja pomorščakov slovenskega rodu v vojnih in trgovskih šolah različnih držav v preteklosti. Poseben poudarek bo namenjen prikazu razmer, časa, okoliščin in razlogov za ustanovitev Slovenske pomorske trgovske akademije, predhodnice današnje pomorske šole, v Smedeli pri Kopru 1. 3. 1947.

V tem kontekstu bo poudarjen pomen slovenskega pomorskega in ribiškega šolstva ter začetek izobraževanja in zaposlovanja usposobljenih pomorščakov, saj je to postajalo ključno za potek procesa, v katerem se je vzpostavljalo slovensko pomorstvo.

Potreba po ustanovitvi pomorskih šol v naših deželah se je pokazala kmalu potem, ko je Karel VI. leta 1717 razglasil svobodno plovo po Jadranu. V Trstu in na Reki nastopajoča buržoazija, ki si je v merkantilistični dobi prizadevala za večji uvoz in izvoz preko naših mest, je naravnost terjala od oblasti, da se plovo zaupa strokovno usposobljenim kapitanom in oficirjem. Tako je postajalo vedno bolj nujno usposobiti nov rod pomorščakov, ki bi bil sposoben ne samo pluti in varno voditi ladje po morju. Tudi vedno večja specializacija trgovine je zahtevala šolane kapitane. Spričo takih zahtev je postajala nujna ustanovitev pomorskih šol.

Na pomorske šole se namreč niso vpisovali le fantje iz obalnih mest in bližnje okolice, temveč iz celotnega slovenskega narodnega ozemlja. Ob ustanovitvi pomorske šole leta 1947 je časopis Slovenski Jadran zapisal in bolj literarno povzel del bistva tega prispevka: »Tako je postal nekdanji šolar dijak slovenske pomorske šole. Prišel je v osvobodeno slovensko obmorsko mesto tamkaj iz Kranjčevega Prekmurja, iz Prežihove Koroške, iz vinorodne Štajerske, črnih trboveljskih revirjev, sončne Bele Krajine, iz gostoljubne Dolenjske in na videz vase zaprte Gorenjske, iz dežele dobrovoljnih Kraševcev in iz vseh krajev Slovenije.«

KLJUČNE BESEDE: pomorsko šolstvo, pomorščaki, mornarica, Slovenci, morje

The paper discusses the emergence of Slovenian maritime education after World War II and the importance of training Slovenian sailors in military and mercantile schools in different countries in the past. Special emphasis will be given to the presentation of the situation, time, circumstances and reasons for establishment of the Slovenian merchant maritime Academies, the predecessor of today's maritime school in Semedela near Koper, 1.3.1947.

The emphasis will be on the Slovenian maritime and fishing education as well as beginning of education and employment of competent sailors, since this became crucial for the process in which Slovenian shipping was established.

The need for the establishment of Maritime schools in our land was revealed shortly after Charles VI. declared freedom of navigation in the Adriatic in 1717. Bourgeoisie in Trieste and Rijeka that in the mercantilist era strove to increase import and export through our cities, demanded from the authorities that navigation is entrusted to skilled captains and officers. Thus, it became increasingly necessary to train a new generation of sailors, who would be able to sail and safely guide ships at sea. The growing specialization of trade also required schooled captains. In view of such requirements the establishment of maritime schools became necessary.

Not only boys from coastal cities and surrounding areas, but also those from other regions of Slovenian ethnic territory enrolled in Maritime schools. Upon the establishment of the maritime school in 1947, the newspaper "Slovenski Jadran" wrote and summed up the essence of this paper: "So the former pupil became a student at the Slovenian maritime school. He came into the emancipated Slovenian coastal town from Kranjec's Prekmurje, Prežih's Carinthia, wine-growing Styria, black Trbovlje districts, sunny Bela Krajina, hospitable Lower Carniola and seemingly introverted Upper Carniola, from the land of cheerful people of karst and from all parts of Slovenia."

KEYWORDS: maritime education, sailors, marine, Slovenes, sea

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IZOBRAŽEVANJE SLOVENSKIH ČASTNIKOV V SAMOSTOJNI REPUBLIKI SLOVENIJI *// EDUCATION OF SLOVENIAN OFFICERS IN THE INDEPENDENT REPUBLIC OF SLOVENIA*

Vsaka vojska ima kot organizator izobraževanja odraslih svoj izobraževalni sistem in tako je tudi v Sloveniji. V preteklosti je vojska tudi opismenjevala vojake in skrbela za druge vrste izobraževanja, tako da je dala posameznikom veliko znanj, ki so jih potrebovali v vsakdanjem življenju. Slovenija si je po letu 1991 sistem vojaškega izobraževanja in šolanja častnikov zastavila drugače kot državne tvorbe, katerih del je bila pred tem. Po letu 1991 se slovenski politični vrh ni odločil za izobraževanje kandidatov za častnike na vojaških akademijah kot v prejšnjih državah ali v večini zahodnoevropskih demokracij, ampak da bodo v Slovensko vojsko (SV) vstopali ljudje s končano civilno fakulteto VII. stopnje izobrazbe ter z odsluženim vojaškim rokom. Večina bodočih častnikov je nato šolanje nadaljevala na Šoli za častnike ali pa na Šoli za častnike vojnih enot. Po letu 2003, ko je naborništvo zamenjala profesionalna vojska, je kandidat za častnika moral opraviti Temeljno vojaško strokovno usposabljanje (TVSU) oziroma je moral imeti odslužen vojaški rok, kateremu je sledilo šolanje na Šoli za častnike, ki je trajalo 13 mesecev. Danes je program izobraževanja in usposabljanja kandidatov za častnike razdeljen na tri dele in skupaj traja 12 mesecev. Po končani Šoli za častnike, nekaj letih uspešnega dela in napredovanja, se častniki ponovno izobražujejo na Poveljniško štabni šoli ali primerljivih šolah v tujini, saj je tako šolanje pomembno za njihovo napredovanje in znanje, ki ga potrebujejo za poveljevanje enotam, opravljanje štabnih funkcij na generalštabu in na poveljstvih Slovenske vojske ter poveljstvih v zvezi NATO v tujini.

KLJUČNE BESEDE: vojaško izobraževanje, usposabljanje, Slovenska vojska, častnik, Republika Slovenija

As the organizer of adult education each army has its own educational system. That is also the case in Slovenia. In the past, the military took care of soldiers' literacy and also other types of education, by giving individuals a lot of skills, which they needed in everyday life. After 1991, Slovenia's system of military and officers' education is different from the system in former state formations. Unlike in other states or in most Western European democracies the Slovenian political leadership decided after 1991, not to train officer candidates at military academies. People who have completed the civilian faculty with level VII of education or people who served in military could be enlisted into the Slovenian Armed Forces. Most of the prospective officers then continued education at the School for Officers or the School for Officers of War Units. After 2003, when military conscription was replaced by a professional army, it became necessary for officer candidates to undergo the Basic Military Professional Training or to finish the School for Officers, which lasted 13 months, after completed military service. Today, the program of education and training of officer candidates is divided into three sections and lasts 12 months. After finishing the School for officers, several years of successful work and promotions, the officers re-educate at the Command staff school or equivalent school abroad, since such education is important for their progress and knowledge, which they need to command units, to perform staff functions at the headquarters and in the Slovenian army and NATO abroad.

KEYWORDS: military education, training, Slovenian army, officer, the Republic of Slovenia

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HISTORICAL-PEDAGOGICAL OVERVIEW OF THE DEVELOPMENT OF SCHOOL SYSTEM AND EDUCATION IN THE SREBRENİK AREA IN NORTH-EAST BOSNIA

The article represents a presentation of results which have been obtained through repeated and expanded earlier research on the development of school system in the Srebrenik Municipality in North-East Bosnia (from 2001), and which was conducted in the last three years. In this research the basic historical-pedagogical methodology has been employed. Additionally, microhistory as a method has been used. Accordingly, the analysis of the historical and pedagogical documentation related to the issues of the research and also the method of qualitative field research with the intensive in-depth interview have been used. In this manner, beside the data related to historical facts, some data from life history, related to the subject of research and persons who have been participants in these processes, were collected. Thereby, the main determinants of the development of the school system and education in the Srebrenik Area in North-East Bosnia have been shown through various historical periods (the Ottoman, Austro-Hungarian, Kingdom of Yugoslavia and former Yugoslavia).

KEY WORDS: historical-pedagogical overview, school system, education, Srebrenik, Bosnia

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JANKO IN MIRA GAČNIK – KOROŠKA PROSVETNO-KULTURNA DELAVCA IN DOMOLJUBA // JANKO AND MIRA GAČNIK – CARINTHIAN EDUCATIONAL-CULTURAL WORKERS AND PATRIOTS

Zakonca Janko (1895–1967) in Mira Gačnik (1903–1973) sta bila znana učitelja na Ravnah na Koroškem, nekdanjem Guštanju. Janko se je rodil v Gradcu, mladost je preživel v Libeličah. Po končanem učiteljišču v Mariboru je bil le nekaj mesecev učitelj, ker je moral že leta 1915 k vojakom, sprva na soško fronto in nato še v Romunijo. Po koncu vojne se je kot prostovoljec udeležil bojev za

našo severno mejo, v katerih je bil hudo ranjen. Soproga Mira je izhajala iz znane družine Šijanec v Mariboru, kjer je končala učiteljske študije.

Na guštanjski osnovni šoli je Janko služboval od leta 1921 do 1941, nekaj let kot upravitelj, Mira pa od 1925 do 1941. Drugo svetovno vojno sta preživela ločeno: Janko kot begunec v Ljubljani in kasneje kot izgnanec v Italiji, kjer je izdal edinstveno *Taboriščno čitanko*, Mira pa se je zatekla k staršem v Maribor. Po vojni sta do Jankove upokojitve leta 1951 spet poučevala v Guštanju. Izkazala sta se s svojim zavzetim pedagoškim delom pa tudi kot člana in mentorja v različnih kulturno-umetniških društvih. Zlasti Jankovo življenje je bilo ves čas prežeto z izrazitim slovenskim domoljubjem. Oba sta se s prizadevnim delom svojim sodobnikom vtisnila v neizbrisni spomin.

KLJUČNE BESEDE: Janko in Mira Gačnik, Guštanj, prosveta, kultura, domoljubje

Spouses Janko (1895-1967) and Mira Gačnik (1903-1973) were noted teachers in Ravne na Koroškem, the former Guštanj. Janko was born in Graz and spent his youth in Libeliče. After completing the teacher-training college in Maribor, he worked only a few months as a teacher, because in 1915 he was enlisted into the army. Initially he was placed at the Isonzo front and later in Romania. After the war, he was fighting as a volunteer for our northern border, where he was seriously wounded. His wife Mira comes from the famous family Šijanec in Maribor, where she completed the teacher-training college.

Janko was teaching in the elementary school in Guštanj between 1921 and 1941, a few years as headteacher, and Mira between 1925 and 1941. During World War II they lived separately: Janko as a refugee in Ljubljana, and later as an exile in Italy, where he published a unique reader "Taboriščna čitanka", while Mira resorted to her parents in Maribor. After the war they were teaching again in Guštanj, until Janko's retirement in 1951. They excelled at their enthusiastic pedagogical work, and also as members and mentors in different cultural and artistic societies. In particular Janko's life was always imbued with a strong Slovenian patriotism. With their diligent work they etched on their contemporaries' memory.

KEYWORDS: Janko and Mira Gačnik, Guštanj, education, culture, patriotism

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KATERA ZNANJA JE ARHEOLOGIJA PRISPEVALA V SODOBNEMU SVETU // WHAT KNOWLEDGE DID ARCHAEOLOGY CONTRIBUTE TO THE MODERN WORLD

Prispevek je namenjen osvetlitvi družbenega pomena znanj, ki jih daje arheologija. Poleg odkritij starih civilizacij je arheologija bistveno doprinesla k metodologiji datiranja preteklosti in k razvoju kronologije preteklih dob. Pripomogla je k poznavanju dob brez pisnih virov ali z redkimi zgodovinskimi viri, ki so včasih lahko namerno izpuščeni ali celo uničeni. S temeljnimi znanji o materialni kulturi in ostankih človekovanja je posredovala človeštvu temeljno podobo preteklosti in jo nenehno dopolnjuje. Žal je z nekaterimi zgrešenimi koncepti močno vplivala na sodobno zahodno družbo in s tem tudi na prihodnost.

Sodobna arheologija je z odlično raziskovalno metodologijo in rabo sodobne tehnologije razširila področje raziskav do polpreteklosti in jih širi v virtualni svet. S posnetki najdišč ohranja njihovo podobo tudi po uničenju in ponuja večvrstne interpretacije.

Zaradi konciznosti dokumentiranja je postala nepogrešljiva pri raziskovanju »težke« dediščine.

Z rabo sodobne informacijsko komunikacijske tehnologije uspešno širi dediščinska znanja tudi med »nemuzejske« javnosti in pospešuje holistični dediščinski pristop. Z eksperimentalno arheologijo se uspešno širijo konvivalna, v sodobnem svetu že pozabljena znanja.

Arheološka znanja so temelj človekovega poznavanja preteklosti in s tem presodnega pomena pri oblikovanju družbenih odnosov v sodobnem svetu, predvsem odnosa sodobnega zahodnega človeka do drugih kultur.

KLJUČNE BESEDE: arheologija, arheološka znanja, preteklost, dediščina, konvivalna znanja

The article will illuminate the social relevance of knowledge provided by archaeology. Beside the discoveries of ancient civilizations, archeology substantially contributed to the methodology of dating the past and to the development of chronology. It contributed to the expertise of past eras without written sources or with rare historical sources, which can sometimes be deliberately left out or even destroyed. With a basic knowledge of material culture and remnants of human activity it gave humanity a fundamental image of the past. It also continuously updates the past. Unfortunately with some fallacious concepts it had a major impact on modern Western society, and with that also on its future.

With excellent research methodology and the use of modern technology modern archeology broadened the research area to recent history and into the virtual world. With recordings of archaeological sites it preserves their original image even after the destruction and offers multiple interpretations.

Due to clear documentation it has become indispensable for the research of "difficult" heritage. With the use of modern information and communication technologies it effectively expands the knowledge about heritage among the "non-museum" public and promotes the holistic approach towards heritage. With experimental archeology the convivial knowledge, which is already forgotten in modern world, is successfully expanding.

Archaeological knowledge is the foundation of human history knowledge. It is of critical importance in the shaping of social relations in the modern world, especially the relation of a modern westerner towards other cultures.

KEY WORDS: archaeology, archaeological knowledge, history, heritage, convivial knowledge

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ŠOLA IN ŠOLSTVO – OSREDNJI USTANOVI SLOVENSKEGA NARODNEGA OBLIKOVANJA // SCHOOL AND EDUCATION - THE CENTRAL INSTITUTIONS OF THE FORMATION OF SLOVENIAN NATION

Slovenci so se – kot je znano – v 19. stoletju (torej v približno sto letih) razvili iz slabo oz. v veliki večini nepismenega ljudstva v enega najbolj pismenih narodov v Habsburški monarhiji, kar je bila nesporno zasluga avstrijskega osnovnega šolstva. Čeprav je avstrijski šolski sistem skoraj vse stoletje in v večini avstrijskih dežel s slovanskim prebivalstvom težil h germanizaciji (oz. italijanizaciji in madžarizaciji), je bil v primerjavi s francoskim ali britanskim neprimerno bolj socialno, kulturno in (z vse večjim upoštevanjem »deželnih« jezikov) tudi nacionalno odprt. Tako je odločilno prispeval k modernemu socialnemu, kulturnemu in narodnostnemu oblikovanju vseh habsburških narodov, posebej pa seveda narodov, ki še niso imeli trdnejših narodno opredeljenih elit in so s sodobno mislečim izobraženstvom šele dobili aktivne nosilce in oblikovalce narodne zavesti in politike. Odstotek srednješolsko in univerzitetno izobraženega meščanstva je bil sicer v deželah s slovenskim prebivalstvom, kot je večkrat opozoril Vasilij Melik, zaradi slabše socialne strukture, slabše razvitega srednjega šolstva in dejstva, da na Slovenskem z izjemo bogoslovnih seminarjev ni bilo visokih šol vse do propada monarhije precej nižji kot pri Nemcih, Poljaki in Čehih. Toda od štiridesetih let 19. stoletja je prav s šolanjem na višjih in visokih šolah naglo raslo število slovenskih izobražencev, ki so v drugi polovici 19. stoletja postali glasniki slovenskih narodnih zahtev, širjenje in rast pismenosti prebivalstva pa sta pospeševala poznavanje »narodnega (knjižnega) jezika«, kulturo branja in oblikovanje narodnih občutij pripadnosti.

Slovenes evolved in the 19th century (in about a hundred years) from poor or in the vast majority illiterate people in one of the most literate nations in the Habsburg Monarchy, which was indisputably the merit of the Austrian primary educational system. Although the Austrian school system has for almost the whole century and in most Austrian provinces with Slavic population aimed for a Germanization (or Italianisation and Magyarisation), it was by comparison with the French or the British much more socially, culturally and (with an increasing consideration of "provincial" languages) also nationally open. It decisively contributed to the modern social, cultural and national formation of all the Habsburg Nations, especially the nations that have not yet had nationally defined elites and have only with the modern-minded intellectuals gained active holders and creators of national consciousness and politics. The percentage of high school and university-educated citizenry was in the countries of the Slovenian population, as repeatedly pointed Vasilij Melik, due to lower social structures of less developed secondary education and the fact that on Slovenian with the exception of theological seminars there were no high schools until the fall of the monarchy rather lower than for Germans, Poles and guilds. But since the forties of the 19th century also with training in higher schools rapidly growing number of Slovenian intellectuals, who in the second half of the 19th century become messengers Slovenian national requirements, expansion and growth of literacy of the population are to foster knowledge "National (book) language "reading culture and the creation of national feelings of belonging.

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SCHOOL REFORMS IN THE PRE-MODERN PERIOD FROM THE PERSPECTIVE OF JUSTICE AND DISCOURSE ANALYSIS ON THE IMPLEMENTATION OF THE "TEUTSCHE SCHULE" IN WÜRTTEMBERG

In the field of research on education and schools, the 16th century is described as the era of school regulations. During the Reformation, many European countries established groundbreaking educational concepts. One major starting point for the implementation of institutionalised public education in Württemberg was the "General church and school ordinance" (cf. Reyscher 1834). Implementation of the "Teutsche Schule" as a standardised, comprehensive school can also be understood as a discourse which passed on ideas of justice. This contribution raises the question of the structural, symbolic and subject elements of the immanent discourse on justice as was manifested in the school regulations of Württemberg from the time of the Reformation right up to the end of Pietism. To do this, three relevant sets of school regulations are analysed in terms of the "power-strategic and domination-strategic functions of the (practical) solution to social problems presented discursively" (Caborn, et.al. 2013, p. 24). Three source texts on the implementation of public education in Württemberg form the basis for the discourse analysis: 1. regulations concerning "Teutsche Schulen" in the Große Kirchenordnung (1559), 2. Chapter XXI "Von den Schulen und Schulmeistern" in Cynosura oeconomiae ecclesiasticae Wirtembergicae (1687) and 3. the revised school regulations for German schools (1729). The discourse to be analysed refers back to temporary practices of preceding eras, which themselves in turn are reproduced by specifically conditional practices (cf. Bührmann; Schneider 2008). Does this mean that every type of school has its own order of truth and its own general policy of truth (cf. Foucault 2003) which only temporarily serve as true discourses?

KEY WORDS: *implementation, comprehensive school, discurs of justice, school reform, pre-modern period*

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IDEOLOŠKE IN VSEBINSKE SPREMEMBE PRI POUKU DRUŽBE V OSNOVNI ŠOLI // IDEOLOGICAL AND CONTENT CHANGES IN SOCIAL SCIENCE LESSONS IN PRIMARY SCHOOL

Pouk družbe ima podobno kot pouk zgodovine, geografije ali domovinske in državljske kulture in etike pomembno vlogo pri oblikovanju narodove zavesti. Posledično je mnogokrat pod vplivom politike, ki lahko oblikuje učne načrte skladno z ideološko usmerjenostjo. Obravnavani so slovenski učbeniki od druge polovice 19. stoletja do danes. Razdeljeni so na štiri obdobja, ki v grobem sovpadajo s štirimi ideološkimi koncepti, ki smo jim pripadali v preteklem stoletju in pol – Avstro-Ogrsko, Kraljevino SHS/Jugoslavijo, SFRJ in Republiko Slovenijo. Pouk družbe v osnovni šoli je med drugim usmerjen k temu, da oblikuje pozitiven odnos do domovine in nenazadnje oblasti. V vsakem obdobju so bili postavljeni drugačni kriteriji za izbor učne snovi. Predvsem na nižji stopnji šolanja je učna snov lahko »idejni filter«, namenjena »pravilnemu« usmerjanju razvijajočih osebnosti. Pouk družbe odseva družbeno, kulturno in gospodarsko podobo vsakega obravnavanega obdobja ter kaže takratno dojetje sodobnih, deloma pa tudi preteklih družbenih procesov.

KLJUČNE BESEDE: družba, učbeniki, osnovna šola, ideologija, zgodovinski pregledi

Similar to history, geography, patriotic and civil culture and ethics lessons, also social science lesson plays an important role in shaping the nation's consciousness. Consequently, it is often a subject to political interference, which can develop the curriculum in accordance with ideological orientation. Discussed are Slovenian textbooks from the second half of the 19th century till today. They are divided into four periods, which roughly clash with four ideological concepts we belonged to in the past century and a half - Austro-Hungary, the Kingdom of Serbs, Croats and Slovenes / Yugoslavia, SFRY and the Republic of Slovenia. The social science lesson in primary school develops a positive relation towards one's homeland and authority. In each period different criteria for the selection of subject matter were set. In particular, at a lower level of education the subject matter can be a "filter of ideas", intended to "correctly" motivate the burgeoning personalities. Social science lesson reflects the social, cultural and economic image of each of the discussed period and shows the then perception of contemporary and partly previous social processes.

KEYWORDS: social science, textbooks, primary school, ideology, historical reviews

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TRANSFORMACIJA PSIHOLOŠKEGA PROFILA UČITELJA ZGODOVINE V SR SLOVENIJI IN NEMŠKI DEMOKRATIČNI REPUBLIKI // TRANSFORMATION OF THE PSYCHOLOGICAL PROFILE OF A HISTORY TEACHER IN THE SOCIALIST REPUBLIC OF SLOVENIA AND THE GERMAN DEMOCRATIC REPUBLIC

Na preseku politične, pedagoške in zgodovinske dimenzije organizacije pouka zgodovine v obvezni (javni) šoli določenega prostora in časa se v šolskem polju formirajo realni pogoji za profesionalno delovanje učitelja zgodovine. Z elementi posameznih pogojev učiteljskega poklica se kandidat za učitelja zgodovine seznanja v času svojega šolanja oz. študija. Še pred nastopom samega dela učitelja

zgodovine pa pristojni državni organi presojujejo o kandidatovi ustreznosti, s čemer se (med drugim) tudi ugotavlja, ali kandidat sprejema državno veljavne standarde poklica.

Na osnovi vsebinske in metodološke analize učbenikov za zgodovino obvezne šole v SR Sloveniji in Nemški demokratični Republiki s konca 1980ih let ugotavljamo, koliko manevrskega prostora je (učbeniški) kanon sodobne zgodovine dopuščal učitelju zgodovine, da je lahko po eni strani zadovoljil profesionalnim standardom svojega poklica in se po drugi strani osebno prilagajal spreminjajočim se družbeno-političnim razmeram.

Z vidika didaktike zgodovine analiziramo proces transformacije pogojev profesionalnega delovanja učiteljev zgodovine na prehodu iz socialistične v pluralno družbo, ki posledično opredeljuje nov psihološki profil sodobnega učitelja zgodovine.

KLJUČNE BESEDE: učitelj zgodovine, didaktika zgodovine, pedagoška psihologija, SR Slovenija, Nemška demokratična republika

At the intersection of political, pedagogical and historiographical dimension of the organization of history lessons in compulsory (public) school of a certain space and time, real conditions for a professional performance of a history teacher are forming in the school field. The candidate for a history teacher becomes familiar with elements of individual conditions of the teaching profession during his schooling. Before the history teacher starts to work, the national authorities judge the candidate's suitability to determine whether he accepts the publicly valid professional standards.

Based on the substantive and methodological analysis of history textbooks for compulsory schools in the Socialist Republic of Slovenia and the German Democratic Republic at the end of the 1980s we establish how much room for maneuver space was allowed in the canon of modern history, so that the teacher could on the one hand satisfy the professional standards of his profession and on the other hand personally adapt to the changing socio-political situations.

From the perspective of history didactics we analyze the transformation of conditions for the professional operation of history teachers at the transition from a socialist to a plural society, which consequently defines a new psychological profile of a modern history teacher.

KEYWORDS: history teacher, history didactics, educational psychology, Socialistic Republic of Slovenia, German Democratic Republic

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VAJENIŠTVO – VSTOPNICA V SVET CEHOVSKE OBRTI // APPRENTICESHIP – AN ENTRY-TICKET TO THE WORLD OF TRADE GUILD

Sprejem v uk je pomenil pomembno prelomnico v življenju fanta v predmoderini dobi. S pametno izbiro bodočega poklica mu je bila namreč odprta pot do zagotovljene gmotne eksistence pa tudi družbenega ugleda. Večinoma so se namesto njega odločile rojenice in starši. Če izvzamemo številne vajence, ki so uk opravili kar pod domačo streho (v domači delavnici), je bil odhod v uk povezan z odhodom od doma, vključitvijo v novo življenjsko skupnost in novo gospodinjstvo. Odgovornost za vajenčevo preživljanje, vzgojo, strokovni napredek in varnost je prevzel mojster s soprogo, v procesu njegovega izobraževanja pa so sodelovali tudi pomočniki in drugi člani velikega gospodinjstva. Da je šlo pri tem za pomemben proces, je sčasoma ugotovila tudi država, ki je že v cehovskih pravilih predpisala osnovne smernice izvajanja obrtnega uka, kasneje pa je vajence vključila tudi v posamezne oblike rednega šolanja (nedeljske ponavljalne šole) in z obiskovanjem tega pouka (in verouka) tudi pogojevala uspešen zaključek obrtnega izobraževanja. Podatki o tem se skrivajo v cehovskih pravilih, cehovskih knjigah in listinah, širši zgodovinski vidik pa bo možno očitati tudi s pomočjo literature. Omejil se bom na obdobje med dvema osrednjima pravnima aktoma, ki sta urejala obrt – notranjeavstrijskim obrtnim redom Karla VI. (1732) in obrtnim zakonom iz leta 1859.

KLJUČNE BESEDE: obrt, ceh, vajenec, cehovska pravila, izobraževanje

Admission into training represented an important turning point in a boy's life in the pre-modern era. With a wise choice of the future profession the path to the guaranteed material existence as well as social reputation opened. In place of the boy, parents and the three Fates decided. Excluding the number of apprentices who have finished the training at home (in the home workshop), leaving for training was associated with leaving home, the integration into a new life community and a new household. Responsibility for the apprentice's livelihood, education, professional development and security was handed to the master and his wife, but also assistants and other members of the large household contributed to the process of his education. Eventually also the state determined that this was an important process and specified in the guild regulations basic guidelines of craft training. Later apprentices were included into individual forms of regular schooling (Sunday schools). The successful completion of craft training was dependent on the attendance of Sunday schools and religious education. Information regarding this is hidden in guild regulations, books and documents. The wider historical perspective will be outlined with the help of literature. I will limit myself to the period between two main legal acts, which regulated the trade – Inner Austrian Trade Rules of Charles VI. (1732) and the Trades Act of 1859.

KEYWORDS: *Crafts guild apprentice guild rules, education*

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A COMPARATIVE APPROACH TO EDUCATION OF WOMEN IN FRANCE, ENGLAND AND AUSTRO-HUNGARIAN MONARCHY IN THE SECOND HALF OF THE 19TH CENTURY

I will try to present the comparative approach to women's education in France, England and Austro-Hungarian Monarchy in the second half of the 19th century. The main goals in schools' politics of women's education in France, England and Austro-Hungarian Monarchy is similar to construction of ideal image of womanhood. School's politics of women's education in the second half of the 19th century was primarily based on constructing desirable gender and class identities. According to the opinions of the then educational authorities and psychologists, the aim of the school system was to turn the female students into good mothers, wives and housewives. "The real woman" was the one who completely fulfilled her duties as a mother, wife and housewife, she is the one who was modest, obedient, diligent, lovely, religious, silent, shy and patient. This "natural" characteristics of femininity was presented in the pedagogical discourse in France, England and Austro-Hungarian Monarchy. During the 19th century the education system was built on the idea that Foucault calls "the regime of truth". The knowledge and power were mutually connected and the education system used it to influence the cultural construction of female identities.

KEY WORDS: *Education of women, Austro-Hungarian Monarchy, France, England, second half of the 19th century*

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GOSPODIČNA CIZARA - SKRIVNI ROKOPISNI LIST LJUBLJANSKIH LICEJK // MISS CIZARA - SECRET MANUSCRIPT SHEET OF GIRLS' LYCEUM STUDENTS IN LJUBLJANA

V prispevku je opisano izvenšolsko tajno literarno delovanje gojenk Mestnega dekliškega liceja v Ljubljani, njihova "enajsta šola". V šolskih letih 1911/12 in 1912/13 so licejke izdajale skrivni list

Gospodična Cizara. V listu so se, skrite za psevdonimi, preizkušale v poeziji, prozi in publicistiki, spuščale so ostre bodice na račun avstrijske politike in reakcionarnih profesorjev. Za sodelavca so pridobile celo Ivana Cankarja in Otona Župančiča. Sotrudnice lista so obiskovale predavanja "Akademije", z Ivanom Cankarjem razpravljale o literaturi in se navduševale nad njegovimi revolucionarnimi idejami. Vse to je vplivalo na svetovnonazorsko opredelitev mladih deklet, vključile so se v tajno politično organizacijo Preporod.

Nekaterim dekletom je uspelo z objavo prispevkov v reviji *Domači prijatelj*, ki jo je urejala Zofka Kveder; toda tudi tu so ostale skrite za psevdonimi. Razrešen je bil psevdonim licejke Vere Kesler. Njeno prvo delo je bilo objavljeno že leta 1911. Prav Vera Kesler je bila med pobudnicami skrivnega lista, ki ga je tudi urejala, ilustrirala in vanj pisala svoje prvence. V "vajalnici" pesnenja v *Gospodični Cizari* se je tako začela dolga literarna pot pesnice, pisateljice, publicistke in prevajalke Vere Kesler-Albreht.

KLJUČNE BESEDE: *Gospodična Cizara*, Vera Kesler-Albreht, Ivan Cankar, Oton Župančič, Mestni dekliški licej v Ljubljani

The article describes the extra-curricular secret literary operation of students at the town's girls' lyceum in Ljubljana, their "eleventh school" ("enajsta šola"). In the school years 1911/12 and 1912/13 students issued a secret journal "Gospodična Cizara" (Miss Cizara). Hidden behind pseudonyms the students tried themselves in poetry, prose and journalism, they criticized Austrian politics and reactionary professors. Even Ivan Cankar and Oton Župančič became their associates. Associates of the journal attended the lectures of the "Academy", discussed with Ivan Cankar his literature and were enthusiastic about his revolutionary ideas. All of this influenced the world view definition of young girls and some became members of the secret political organization "Preporod".

Some girls succeeded with the publication of articles in the journal "Domači prijatelj", which was edited by Zofka Kveder, but even here they were hidden behind pseudonyms. The pseudonym of student Vera Kesler was disclosed. Her first work was published already in 1911. Vera Kesler was among the initiators of the secret journal, which she edited, illustrated and wrote her debuts in. The long literary path of poet, writer, publicist and translator Vera Kesler-Albreht began with her poems for "Gospodična Cizara".

KEYWORDS: *Gospodična Cizara*, Vera Kesler-Albreht, Ivan Cankar, Oton Župančič, town's girls' lyceum in Ljubljana

ABECEDNO KAZALO AVTORJEV POVZETKOV / ABC LIST OF PRESENTERS

- ALMASY, Karin, 7, 15
BABIČ, Dragica, 6, 16
BALKOVEC DEBEVEC, Marjetka, 5, 13, 17
BALKOVEC, Bojan, 6, 7, 13, 16
BATIČ, Matic, 5, 18
BERZELAK, Stane, 6, 7, 13, 19
BLAŽIČ, Milena Mileva, 19
BRODNIK, Vilma, 4, 21
BURJAK, Matjaž, 5, 21
CEDILNIK, Alenka, 4, 22
ČOK, Lucija, 5, 23
D'ALESSIO, Vanni, 4, 24
DE LAAT, Gita Mateja, 6, 24
DESSARDO, Andrea, 4, 25
DEVETAK, Robert, 5, 25
DOMEJ, Teodor, 4, 13, 26
DOMITER PROTNER, Ksenija, 6, 27
DROBESCH, Werner, 4, 28
ĐURIĆ, Aleksandra, 5, 28
FILIPČIČ, Vincenc, 6, 29
FRANTAR, Špela, 4, 29
GABER, Bernarda, 5, 30
GERŠIČ, Matjaž, 4, 73
GODEL-GAßNER, Rosemarie, 5, 31
GOMIRŠEK, Tanja, 5, 32
GÖTZ, Georg, 6, 33
GREGL, Mislav, 4, 33
HACIN, Nevenka, 7, 34
HEMETSBERGER, Bernhard, 5, 35
HRIBERŠEK, Matej, 4, 35
JAKLITSCH, Helena, 8, 36
JENKO, Ana, 5, 37
JURCZYK-ROMANOWSKA, Ewa, 6, 37, 46
JURJAVČIČ, Katarina, 8, 38
JUŽNIČ, Stanislav, 7, 39
KEBER, Katarina, 8, 40
KERŠIČ SVETEL, Marjeta, 5, 40
KOLAR, Bogdan, 6, 13, 42
KOREN, Andrej, 8, 42
KUNAVER, Vojko, 6, 29
LJUBIČ, Marko, 8, 43
LLULL PEÑALBA, Josué, 6, 54
LOVENJAK, Milan, 4, 44
MAČEK, Jure, 8, 45
MALLE, Avguštin, 4, 46, 80
MARCINKIEWICZ-WILK, Aleksandra, 6, 37, 46
MARKOVIĆ, Zvezdan, 5, 47
MIKHNO, Oleksandr, 5, 47
MIKŠA, Peter, 8, 48
MITHANS, Gašper, 7, 49
NIKOLOVA, Maja, 6, 50
ODER, Karla, 4, 13, 50, 80
OKOLIŠ, Stane, 7, 52
OSET, Željko, 5, 52
PAHOR, Milan, 7, 53
PAKSUNIEMI, Merja, 6, 54
POČIVAVŠEK, Marija, 7, 54
PODBERSIČ, Renato, 7, 55
PREVODNIK, Marjan, 8, 56
PROTNER, Edvard, 7, 13, 57
PUNGARTNIK, Srečko, 8, 42
RAMŠAK, Jure, 7, 58
RAZPOTNIK, Jelka Miranda, 6, 59
RUPEL, Lidia, 5, 60
SAMIDE, Irena, 7, 60
SEDAR, Klaudija, 8, 61
SKITEK, Vinko, 7, 62
SLEZÁKOVÁ, Miroslava, 6, 63
STANKOV, Ljiljana, 6, 13, 63
STONKUVIENÉ, Irena, 6, 63
STRES, Gvido, 8, 64
ŠIREC, Alojz, 8, 42
ŠTAMPAH, Miha, 5, 65
ŠULIGOJ, Rok, 8
ŠUŠTAR, Branko, 2, 4, 8, 13, 65
ŠVOGER, Vlasta, 67
TAWITIAN, Elissa, 5, 30
TERČON, Nadja, 8
TORKAR, Blaž, 8, 68
TUFEKČIČ, Adnan, 6, 69
VEROVNIK, Franc, 8, 69
VIDRIH PERKO, Verena, 5, 70
VODOPIVEC, Peter, 4, 13, 71
WIEDENHORN, Thomas, 5, 72
ZIDAR, Borut, 4, 73
ZORN, Matija, 4, 8, 48, 73
ŽITKO, Salvator, 5, 23
ŽIŽEK, Aleksander, 7, 74
ŽUPAN, Dinko, 5, 75
ŽUPANČIČ, Alenka, 7, 75

BELEŽKE / NOTES

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Povabilo na podelitev osrednjih nagrad ZZDS za zgodovinarje: nagrade KLIO in nagrade Ervina Dolenca

Nominiranci so:

Komisija ZZDS za podelitev nagrade KLIO in nagrade E. Dolenca za leto 2016, ki jo sestavljajo doc. dr. Bojan Godeša, izr. prof. dr. Aleksej Kalc, dr. Avguštin Malle, prof. dr. Branko Marušič in doc. dr. Marko Štuhec, je v ožji izbor za **nagrado KLIO** (najboljša monografija, razprava ali esej) uvrstila pet del, ki so s področja zgodovinarstva izšla v letu 2015. Nominiranci so predstavljeni po abecednem redu:

-**Jure Gašparič**, Izza parlamenta: zakulisje jugoslovanske skupščine 1919-1941, Ljubljana, Modrijan, 2015.

-**Boris Golec**, Valvasorji: med vzponom, slavo in zatonom, Ljubljana, Založba ZRC, ZRC SAZU, 2015.

-**Karla Oder**, Mati fabrika, mesto in dom, Ljubljana, Slovensko etnološko društvo = Slovene Ethnological Society, 2015.

-**Božo Repe**, S puško in knjigo: narodnoosvobodilni boj slovenskega naroda 1941-1945, Ljubljana, Cankarjeva založba, 2015.

-**Andrej Studen**, Neprilagojeni in nevarni: podoba in status Ciganov v preteklosti, Ljubljana, Inštitut za novejšo zgodovino, 2015.

Za **nagrado Ervina Dolenca** za prvenec mladih avtoric/avtorjev so nominirana tri dela, izšla 2015:

-**Ines Beguš**, Avtonomija in ekonomija Nadiških dolin v Beneški republiki, Koper, Univerzitetna založba Annales, 2015.

-**Žiga Koncilija**, Politično sodstvo: sodni procesi na Slovenskem v dveh Jugoslavijah, Ljubljana, Inštitut za novejšo zgodovino, 2015.

-**Meta Remec**, Podrgni, očedi, živali otrebi: higiena in snaga v dobi meščanstva, Ljubljana, Inštitut za novejšo zgodovino, 2015.

Razglasitev in podelitev obeh nagrad bo na prireditvi v **sredo, 28. septembra 2016 ob 20.00**, po občnem zboru ZZDS na 38. zborovanju zgodovinarjev, ki ga pripravljata ZZDS in Koroško zgodovinsko društvo **na Ravnah na Koroškem** (dvorana Srednje šole Ravne). Na prireditvi bodo s slovensko pesmijo nastopili Šentanelski pauri.

Lepo povabljeni na slavnostno podelitev!

Zborovanje in podelitev nagrade sofinancirata Ministrstvo za kulturo Republike Slovenije in ZZDS, podpirajo pa nas tudi druge ustanove. Vsem se za njihovo naklonjenost zahvaljujemo.

Zveza zgodovinskih društev Slovenije ZZDS
Historical Association of Slovenia HAS, Ljubljana



Zgodovinsko društvo za Koroško
Carinthian Historical Society, Ravne na Koroškem