



# BEING A STUDENT IN THE HABSBURG MONARCHY

International Conference

Croatian Institute of History  
Zagreb, May 18-19, 2017



*Licejke u internatu u Zagrebu (1910), Croatian School Museum, 8.10.20*

**Programme & Book of Abstracts**

**International Conference**  
**BEING A STUDENT IN THE HABSBURG MONARCHY**

*Organisation:*  
**Ivana Horbec**  
**Maja Matasović**  
**Branko Ostajmer**



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**Dinko Župan**, Croatian Institute of History, Department for the History of Slavonia, Srijem and Baranja, Slavonski Brod

# Programme

**Thursday, May 18, 2017**

9.30 Welcome Coffee  
10.00 Opening of the Conference

## **SESSION A:**

**Towards the Modernisation of School System: Students' Perspective**

Chair: Iskra Iveljić

10.30 **Thomas Wiedenhorn** (Weingarten)

*School Reforms in Pre-Modern and Modern Period from the Perspective of Justice and Discourse Analysis: On the Implementation of a "School for All Children" in Württemberg and Habsburg*

10.50 **Branko Šuštar** (Ljubljana)

*Can "Blaže and Nežica" be Images of Elementary School Pupils in Slovenian Lands in the 19<sup>th</sup> Century?*

11.10 **Valentina Chierichetti / Simonetta Polenghi** (Milan)

*Learning in Gymnasium and Lyzeum in Habsburg Milan (1814-1859)*

11.30 **Coffee Break**

12.00 **Magdolna Éva Rébay** (Debrecen)

*School through the Eyes of Hungarian Aristocratic Students in the Austro-Hungarian Monarchy*

12.20 **Rudolf Barišić** (Zagreb)

*Education Interrupted: Reasons why Bosnian Clerics Discontinued Scholarships*

12.40 **Manuela-Claire Warscher** (Wien)

*Austrian Littoral 1850-1918 "... we do not need educated farmers"*

13.00 **Olga Orlić / Anita Sujoldžić** (Zagreb)

*Multilingual Educational Trajectories in the Austro-Hungarian Empire: Two Autobiographical Accounts*

13.20 **Discussion**

**SESSION B:**  
**Personal Maturation through Learning**  
Chair: Simonetta Polenghi

15.20 **Guido van Hengel** (The Hague)

*The Culture of Adolescence: Between the Classroom and the Reading Room*

15.40 **Zrinko Novosel** (Zagreb)

*Upbringing and Early Education in the 19<sup>th</sup> Century Memoirs*

16.00 **Mitsutoshi Inaba** (Fujieda)

*Children's Vision in Pedagogical Discourse in Bosnia and Herzegovina under Habsburg Monarchy*

16.20 **Coffee Break**

16.50 **Marijana Kokanović Marković** (Novi Sad)

*Young Ladies at the Piano: The Role of Music in Upbringing and Education of Girls in Novi Sad in the 19<sup>th</sup> Century*

17.10 **Dinko Župan** (Slavonski Brod)

*Being a Female Pupil – Education of Middle Class Girls in Croatia in the Second Half of the 19<sup>th</sup> Century*

17.30 **Discussion**

**Friday, May 19, 2017**

**SESSION C:**  
***Peregrinatio academica***  
Chair: Branko Šuštar

10.00 **Olga Khavanova** (Moscow)

*Poor Pupils – Informative Letters? The Hungarian Nobleman István Dessewffy at the Vienna Theresianum in the 1750s*

10.20 **Vlasta Švoger** (Zagreb)

*Students from a Small Country in the Big City – Croats Studying in Vienna in the 19<sup>th</sup> Century*

10.40 **Rupert Klieber** (Wien)

*Croatian Clerics Studying at the Imperial Institute Frintaneum and the University of Vienna 1816 to 1918*

11.00 **Ljubinka Trgovčević** (Belgrade)

*Students from Serbia at the University of Vienna in the 19<sup>th</sup> Century*

11.20 **Discussion**

12.00 **Guided Tour through the Golden and Pompeian Halls of the Croatian Institute of History**

12.30 **Exhibition** *Being a Student in Croatia during the 'long' 19<sup>th</sup> Century*

**SESSION D:  
Students' Life**

Chair: Olga Khavanova

15.00 **Martina Koči / Miroslava Slezáková** (Bratislava)

*The Pleasures and Sorrows of Students in Velká Revúca – The Life of Grammar School Students 150 Years Ago*

15.20 **Teodora Šek Brnardić** (Zagreb)

*The Everyday Life of Cadets at the Wiener Neustadt Military Academy as Represented on the Paintings by Bernhard Albrecht (1785-1793)*

15.40 **Iskra Iveljić** (Zagreb)

*From Lecture Halls to Taverns. Everyday Life of Croatian Students in Vienna*

16.00 **Coffee Break**

16.30 **Željko Oset** (Nova Gorica)

*Social and Cultural Aspects of Socializing of Slovenian Students in the Habsburg Monarchy in the 19<sup>th</sup> and the 20<sup>th</sup> Centuries*

16.50 **Branko Ostajmer** (Zagreb)

*Croatian Academic Societies in Graz in the Late 19<sup>th</sup> and the Early 20<sup>th</sup> Centuries*

17.10 **Tihana Luetić** (Zagreb)

*Students' Magazines at the Beginning of the 20<sup>th</sup> Century in Zagreb*

17.30 **Discussion**

Closing of the Conference

# ABSTRACTS

## Thomas Wiedenhorn

*School Reforms in Pre-Modern and Modern Period from the Perspective of Justice and*

*Discourse Analysis:*

*On the Implementation of a "School for All Children" in Württemberg and Habsburg*

In the field of research on education and schools, the 18<sup>th</sup> and 19<sup>th</sup> centuries are described as the era of modern school regulations. During the Age of Enlightenment, many European countries established groundbreaking educational concepts. One major starting point for the implementation of institutionalised public education in Württemberg was the *Große Kirchen- und Schulordnung* (cf. Reyscher 1834) and in Habsburg the *General school Regulation* (cf. Engelbrecht 1984). Implementation of a "school for all" as a standardised, comprehensive school is a discourse which passed on ideas of justice and the equal treatment of human beings. This fundamental attitude towards the interdependence of state and individual education is a current perspective on the genesis of modern societies. Coupled with the implementation of a public school system in the 19<sup>th</sup> century, the discussion on establishing intersubjective justice was linked to the demand for an individual perspective on children.

This contribution raises the question of the structural, symbolic and subject elements of the immanent discourse on the challenges the state faced for its ordinances to be accepted by the public in the school regulations of Württemberg and Habsburg in pre-modern and modern periods. To do this, the two 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). Two source texts on the implementation of public education in Württemberg and Habsburg form the basis for the discourse analysis: First regulations concerning "Teutsche Schulen" in the *Große Kirchen- und Schulordnung* in the revised form (1729) and the "General school Regulation" (1774). In Württemberg the modern version, the school system was extended to all sectors of society and all players were subjected to an externalised principle of justice. The

"General School Regulation" in Habsburg decreed by Empress Maria Theresa laid the cornerstone for Austria's education. With the help of a network of regular school districts and a number of implementing regulations, the distribution of teaching was promoted for all children.

The discourse to be analysed refers back to temporary practices of preceding eras, which themselves in turn are reproduced by specifically conditional protomodernisation to modernisation subjective practices (cf. Bührmann; Schneider 2008). Does this mean that every school has its own general policy of truth (cf. Foucault 2003) and his special way to be a pupil in the postmodern or modern school?

PhD and Habilitant **Thomas Wiedenhorn** is a research assistant at the University of Education Weingarten and he did his PhD in school pedagogy on the question of the effectiveness of transitions in the education system. Currently he is working on two Erasmus+ projects "School Adoption in Teacher Education (SATE)" and "Professional Teacher Education through University Schools" (PROTEUS). His research interests are Portfolios and Theory-Practice-Divide in teacher education and the history of the comprehensive school in Southern Germany.



## **Branko Šuštar**

### *Can "Blaže and Nežica" be Images of Elementary School Pupils in Slovenian Lands in the 19<sup>th</sup> Century?*

The paper presents the diversity of pupils' educational experiences in Austrian provinces with Slovenian population (Carniola, southern parts of Carinthia and Styria, north part of Istria, Gorizia and Trieste) and changes in the elementary education system. The beginning of the 19<sup>th</sup> century was marked by the Second Austrian Law on Primary Education (1805) and the Napoleonic Wars with the short but influential time of the Illyrian Provinces (1809-13), which directed the educational development in central and western part of Slovenian lands with a bigger role of the Slovenian language. Prekmurje was developing within the legal framework of the Hungarian part of the Habsburg Monarchy, so the educational system was formed by the Catholic and Protestant religious communities. The gradual development of the educational system in decades after 1815 was also marked by A. M. Slomšek's textbook *"Blaže in Nežica v nedeljski šoli / Blaže and Nežica in Sunday School"* (first edition 1842), which presented the schoolboy Blaže and the schoolgirl Nežica through an education-oriented narration as a pedagogical ideal. With warnings for pupils, it also uncovered the reality of school and everyday life. A change in the school's development in the Austrian provinces was made by the Concordat in 1855 and an even bigger change by the more liberal education legislation (1869), which reduced the direct influence of the Church in the public primary education, and the time appropriate general education modernization. In the beginning of the century a pupil was a rare occurrence, as only one-seventh of all school-aged children in Slovenian territory attended school. Prior to 1848, only one-third and after 1860 already half of all school-aged children became pupils; more in Trieste and its vicinity and in Styria than elsewhere. Sunday schools were an important supplement to regular education, but already after 1870 the attendance of compulsory elementary school became more regular and girls became equal schoolgirls in primary education. In the 19<sup>th</sup> century, education by Ursuline Sisters and other congregations was a common experience for girls, while the role of the Franciscan friars in education was

after 1870 almost entirely taken over by the state. With a comprehensive network of schools and an organized school attendance the general literacy was also increasing: in only 30 years before the First World War this meant an upswing of literate Slovenes from 50% to almost 85%. The teaching contents in elementary school were also expanding. Economic conditions, accessibility of a school, its development (smaller schools in rural areas, influential schools in market towns and cities), the quality of teaching staff and parents' (not) understanding for education affected the diversity of an individual's school experience. For Slovenian pupils from border areas of Styria the further education in Croatian secondary schools was attractive due to the proximity and the language of instruction. The educational system of the 19<sup>th</sup> century is marked by a different linguistic policy of the state and the provinces, as well as individual municipalities regarding the language of instruction. Beside a better status of Slovenian language in elementary schools, from the end of the 19<sup>th</sup> century private German, Italian, and Slovenian schools were also operating, in Istria also Croatian schools. Various national school associations provided for them: from Schulverein, Lega Nazionale to Society of St Cyril and Methodius (CMD).

Different linguistic practice, teachers' personality, from 1880s also growing number of female teachers, schoolrooms with teaching aids, teaching methods, school rewards and punishments usually marked the pupils' school experiences. Being a pupil in Slovenian lands in the 19<sup>th</sup> century was usually an extremely diverse and often a difficult personal experience, which was improved by the possibility of a general cultural development and a social ascent of an individual.

**Branko Šuštar** is a historian, archivist and museologist oriented to the history of education. In the last 25 years he works for the Slovenian School Museum, the national museum of education in Ljubljana (Slovenia), as curator, during the period of reconstruction and introducing new pedagogical programme "Old school lessons in my gran'ma classroom". He also served as a museum director 1998-2006, then museum councillor. He is interested in international collaboration and presentation of the history of education in Slovenia at international conferences with research of development of school & educational museums in Europe, development of teachers'

profession & teachers' societies (also in Istria), women teachers' activities, health care education, but also schooling as a part of childhood, Pioneers, school exercise books and textbooks. His work is also connected with the journal »School Chronicle / Šolska kronika«. For the last 3 years he is President of HAS - Historical Association of Slovenia, orienting the society in 2016 towards history of education - with international conference »History of education, Slovenia« and international exhibition »Paths of education in Slavic world«, in Ljubljana.

## Valentina Chierichetti and Simonetta Polenghi

### *Learning in Gymnasium and Lyzeum in Habsburg Milan (1814-1859)*

The paper presents some results of a research carried out through archival sources and the class registers of the high schools of Milan in the Restoration age. The sources used allow a quantitative analysis that produces a detailed picture of the social family background of the pupils and their school performances. Milan, capital of the Kingdom of Lombardy and Venetia, had two Imperial *Gymnasien* and *Lyzeen*, plus a municipal *Gymnasium* and a private College. The research focuses on the pupils (more than 17.000 cases have been registered) showing their age, their marks and their social and geographic origin. *Gymnasien* and *Lyzeen* were overcrowded, since elementary school attendance was very high. The research proves that many pupils of the *Gymnasien* belonged to the middle class but also to low classes, whereas the upper class pupils prevailed in the *Lyzeen*. The high attendance constantly worried Vienna, which tried repeatedly to make the high school more selective, fearing social mobility. In fact, Pavia University was crowded and many pupils of Milanese high schools graduated and joined the *Risorgimento* movement against Austria.

The discipline in these schools was rigid, the teaching mainly mnemonic, with a strict and obsessive system of exams. Teachers were particularly strict in the *Gymnasium* (but with differences among the three schools), because they had to control very crowded classes, composed of pupils of different ages, being put together for their competences, not taking into account the differences in the stages of development. Pupils morality and behavior were controlled out of the school, too; attendance to Mass was compulsory; religious education played a relevant role. Breaking disciplinary rules was severely punished. The Imperial schools had good teaching tools (geographical maps and globes, scientific laboratories and wall posters, etc.), the municipal *Gymnasium* not so much. The school results of the pupils of *Gymnasien* were not brilliant; they improved in the *Lyzeen*. Many pupils had difficulties in Latin, Greek and mathematics.

Milan was a rich city, with many artisans and shopkeepers who desired a better education for their sons. The lack of *Realschulen* was one of the causes of the overcrowding of *Gymnasien*. Only in 1841 a *Realschule* was set up in Milan, but it did not really compete with the prestigious *Gymnasien*. Only after unification new *Realschulen* were quickly opened in Milan and the number of their pupils rapidly surpassed the pupils of *Gymnasien*. The municipal *Gymnasium*, which has always presented a lower level in a student's background, was closed.

The buildings differed: whereas the Imperial schools were located in the very center of Milan in old and prestigious buildings (the Brera *Gymnasium*, for instance, was in the old Jesuit Palace), the municipal *Gymnasium* had a more humble location and, because of an inferior financing, suffered from lack of didactic tools and stood less high in people's favour; teachers were less strict and the social level of its pupils was lower.

**Valentina Chierichetti** is a school teacher. She holds a Ph D. in Education and has been teaching History of juvenile education in the Università Cattolica del Sacro Cuore, campus of Piacenza, for three years. She has published the volume *I ginnasi e i licei di Milano nell'età della Restaurazione*, Lecce, 2013, which in 2014 was awarded with the prize of the CIRSE, the Italian Society for History of education. With Simonetta Polenghi wrote the essay *Die Thun-Hohenstein'sche Reform und das lombardo-venetianische Gymnasialsystem. Aspekte und Probleme*, which will be published in the volume *Die Thun-Hohensteinschen Universitätsreformen 1849-1860. Konzeption – Umsetzung – Nachwirkungen*, Brigitte Mazohl and Christof Aichner (Ed.), in the series *Veröffentlichungen der Kommission für Neuere Geschichte Österreichs*, Vol. 115 Böhlau Verlag, Vienna, 2016.

**Simonetta Polenghi** is Full Professor of History of Education at the Catholic University of Milan, where she is also Head of the Department of Education. She is currently member of the Executive Committee of ISCHE. One of her research topics is the history of pedagogy and schooling in Lombardy and in the Habsburg Empire. In 2011 she has been awarded with the Österreichisches Ehrenkreuz für Wissenschaft

und Kunst, and in 2015 with the Comenius Medal from national Pedagogical Museum and Library J.A.Comenius of Prag. Some of her works include: S. Polenghi (ed.) *La scuola degli Asburgo. Pedagogia e formazione degli insegnanti tra il Danubio e il Po (1773-1918)*, Torino, SEI, 2012, pp.300; S. Polenghi, E. Protner (eds), *The Development of Teacher Education in the Countries of Central and South-Eastern Europe*, monographical issue of "History of Education & Children's Literature", 2013, 1, pp.1-225; V. Chierichetti, S. Polenghi, Die Thun-Hohenstein'sche Reform und das Lombardo-venetianische Gymnalsialsystem. Aspekte und Probleme, in C. Aichner, B. Mazohl (Hrsg), *Die Thun-Hohenstein'sche Universitätsreformen 1849-1860. Konzeption-Umsetzung-Nachwirkungen*, Wien u.a, Böhlau Verlag, 2017, pp.284-313.

## **Magdolna Éva Rébay**

### *School through the Eyes of Hungarian Aristocratic Students in the Austro-Hungarian Monarchy*

For years, I have been researching the schooling habits of the Hungarian aristocracy in the period from 1867 to 1918. I am curious to see whether civilization caused a retreat in private education among the aristocracy; whether the boys met the requirement of schooling (Act XXXVIII. 1868) as a private or public student and what facts determined the choice of school. Also, I wanted to see the characteristics of the school life of the aristocratic young. In summary, I am interested whether the aristocracy can be grasped as a special group in relation to education. I used school documents (school reports, notary books, registries of the Matura exams, school magazines) and personal documents (letters, memoirs) in my research. My method was document analysis.

In my talk I am presenting the way students from Hungarian families with high ranks experienced the time spent studying. As the research is micro historical, therefore eventful as far as the specialties of the sources, I am showing individual cases from which we can draw conclusions about the characteristics of private and public education. Count Dénes Széchenyi and his children, and the letters addressed to them give a glimpse of the everyday life of a family with diversity. The case of Lajos is especially interesting: in 1874 he enrolled at the Naval Academy in Fiume (Rijeka) at the age of 14, where he only stayed for one year due to the strong parental pressure and continued his studies at home again. His younger brother, Viktor, was more successful in choosing school: he became the student of the cadet school (trooper military change school) in Mährisch-Weisskirchen (Hranice na Moravě) and unlike his brother, he soon got used to the everyday life of the school and met its requirements with pleasure. Lajos, Viktor and more of their cousins spent years in the Jesuitenkolleg in Kalksburg with the purpose of language learning that was very popular in aristocratic circles. Sources show that it was not so easy for the school to integrate the young high ranked men who had been used to a relative freedom and self-determination. As they got older, their behavioural problems decreased. Letters

of Count Emil Széchenyi and Pál Andor highlight the fact that the Matura exam had a great power of discipline: in other schools, they both complained about a life full of 'terribly boring' work. In Vienna, there were opportunities of entertainment, but in Nagyszombat (Wielka Sobota) there was practically nothing that could brighten their winter days spent studying. The high education of law – in that prevailing informal studying system of the time – brought a life with more freedom for Lajos and his cousins again.

**Magdolna Éva Rébay** is an associate professor at the University of Debrecen Institute for Educational and Cultural Sciences. She got a PhD in educational sciences at University of Debrecen in 2007, and in cultural history at Loránd Eötvös University in 2009. She received a habilitation degree in educational sciences at University of Debrecen in 2013. Her research field is the history of education in the 19<sup>th</sup> and 20<sup>th</sup> century (women education, confessional schools, education of the aristocracy, educational policy).



## **Rudolf Barišić**

### *Education Interrupted: Reasons why Bosnian Clerics Discontinued Scholarships*

Between 1785 and 1847 more than 250 young clerics from the Franciscan province Bosna Srebrena were receiving education on the territory of the Habsburg Monarchy. They were mostly accommodated in Franciscan monasteries in Hungarian parts of the Monarchy, and funded through a foundation established by Joseph II. From its beginnings, this process had many burdens: from clerics' discipline and poor academic achievement to inadequate accommodation and bias towards Bosnians. These circumstances often led to discontinuation of education.

The main reason for this was the question of clerics' discipline. In order to prevent it, the Hungarian Vice-regency Council often transferred clerics from one place to another. The presence of a larger or smaller number of clerics was recorded in 41 different monasteries. The most drastic outcome of this situation was the discontinuation of scholarship and education, whether through expulsion or by student's own will.

In less common situations, the discontinuance of education was the result of encouragement by Bosna Srebrena. Its parishes covered a territorially large areas and the need for priests was high. Therefore, it was not uncommon for the Province administration to submit an application for acceleration or shortening of education of certain clerics.

Finally, the discontinuation of education was a result of illnesses, often with fatal outcomes. Tuberculosis, to which many clerics succumbed, was especially fatal.

The intention of this presentation is to lay out a context of all three different situations accompanied by examples. Special attention will be given to those cases where it is possible to present the situation from the participants' perspective. This emphasises different views of the process and expectation of parties involved.

**Rudolf Barišić** was born in Zagreb where he graduated from the Faculty of Humanities and Social Sciences of the University of Zagreb in History and Latin

language. Since 2008 he has been working at the University department for Croatian Studies as an assistant at the Division of Croatian Latinity and the Division of History. He obtained his PhD in 2014. His research interests mainly focus on the history of the Franciscans in Continental Croatia and present day Bosnia and Herzegovina during Early modern period and the 19<sup>th</sup> century.

## Manuela-Claire Warscher

*Austrian Littoral 1850-1918*

*“...we do not need educated farmers”<sup>1</sup>*

Over centuries, the Habsburg Monarchy was an agricultural land. More than half of the population depended on agriculture and forestry. In the Austrian Littoral, which united Istria, Gorizia and Trieste, around 72 percent of the Istrian and 65 percent of the Gorizian population were principally employed in the agriculture. However, in contrast to the majority of the crownlands of the Monarchy, the agriculture in the Austrian Littoral was partly still determined by feudal structures after the *Grundentlastung* in 1848. Although several Croats and Slovenes became independent peasants after their redemption, the agricultural production remained backward since the educational level of the population did not rise. This led subsequently to the decline of agriculture, which was the starting point for hardship and poverty in the region. Indeed, in 1910 almost 38 percent of the male and 46.5 of the female population over the age of ten of Istria and 13.5 percent versus 17.5 of the Gorizian population were illiterate. Still, both the farmers themselves and landowners kept on excluding the youth from education and even prohibited them to visit schools: “We do not need educated farmers”.

This paper addresses an essential and understudied topic in the history of the Austrian Littoral. Despite a growing body of scientific literature on social aspects of the population of the Austrian Littoral, scholars largely neglect the education of the largest social group within the population – the farmers. This paper looks at both the primary and secondary socialisation of farmers. It investigates how the traditional lifestyle and values of the rural society affected the children’s secondary socialisation in school. It will argue that not solely the landlords, but first and foremost the traditional rural society itself prevented a broad general education which minimised the vocational education accordingly. Due to the exclusion of the vast majority of the population from education, the economic upturn was not possible neither. The paper

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<sup>1</sup> Translation from German „Studierte Bauern brauchen wir nicht!“ (Meyer, Pius: Zur Lage der Lehnbauern. Ein Beitrag zum Studium der Kolonatsfrage. In: Monatsschrift für christliche Socialreform. Hg. v. Freiherr von Vogelsang, Udine 1909, S. 13f.)

examines material from the Archives in Rijeka, Vienna and Trieste in order to show a human picture of what it was like to experience a rural origin in terms of childhood and social environment by gleaning the stories behind this destiny.

**Manuela-Claire Warscher** holds a PhD in History from the University of Vienna and an *Advanced Diploma* in Local History from the University of Oxford. Her specific research interest is in the social, economic and local history of the Austrian Littoral in the 19<sup>th</sup> and early 20<sup>th</sup> century. She has published papers on the school system, the agriculture as well as the working-class in the Austrian Littoral along with studies on the First World War from the home front perspective and comparative analyses on famine and industry workers in the Austro-Hungarian Monarchy. Her current research focuses on ordinary people's lives in the Austrian Littoral.

## **Olga Orlić / Anita Sujoldžić**

### *Multilingual Educational Trajectories in the Austro-Hungarian Empire: Two Autobiographical Accounts*

The history of education in various parts of what is now Croatia during the Austro-Hungarian period, above all the primary school system, has been extensively written about in the Croatian language area by people involved in the system itself (teachers, school supervisors), writing at the time when the system was still in place, as well as historians throughout the 20<sup>th</sup> century. The period of the 19<sup>th</sup> century was extremely important for the history of education, because at that time the foundations of the modern educational system were laid. The Empire was characterized by societal multilingualism, which produced some side effects revealing linguistic relations as hegemonic relations. Power hierarchies were communicated via language functions as only the more privileged languages allowed an individual full access to all spheres of society, so such languages usually have to be learned by all at least as public languages. Recent scholarship devoted to the culture of the Habsburg Empire within post-colonial theory has exposed Habsburg Austria as an inner colonial space with a linguistically and ethnically German (and during the Dual Monarchy also Hungarian) centre and Slav periphery in which different Slav cultures and languages functioned as an internal Other or the „stranger within“, surviving mostly in the private realm.

In southeastern part of the Empire, in the Adriatic area, German as the official language of administration competed in education with the Italian language as the language of everyday life in urban centers, while in the Hungarian port of Fiume Hungarian became an additional public language with more prestige and more power association. Through education processes, by attending Italian, German or Hungarian schools, Croatian and other Slavic children were introduced to the hierarchical separation of public and private language spheres, developing at the same time high plurilingual competencies.

The possibilities or limitations that the existing educational system posed for individuals were rarely scrutinized (having in mind the educational standards of the

time, particularly for girls or the general level of illiteracy). Personal accounts on the matter are quite rare and, where available, often fragmentary. This paper will analyze autobiographical accounts and compare the educational trajectories of two persons from two different parts of the Monarchy: Antonio Martecchini from Dubrovnik (born in 1832) and Alberta Širola (pseudonym) from Rijeka, (born in 1889 as an illegitimate child). These two stories and perspectives offer an interesting insight into educational and linguistic practices during the 19<sup>th</sup> and the beginning of the 20<sup>th</sup> century, revealing two quite different personal gender and class specific experiences.

**Anita Sujoldžić** is a professor of anthropology at the University of Zagreb, Croatia, Senior Researcher at the Institute for Anthropological Research in Zagreb, and Vice-President of the Council for Anthropological Research of the Croatian Academy of Sciences and Arts. Her scientific activities and experience cover a variety of areas and anthropological problems involved in interdisciplinary research of past and present socio-bio-cultural effects of migration, acculturation and globalization processes, with a special focus on cultural and linguistic diversity and intercultural dialogue.

**Olga Orlić** is a scientific associate and researcher at the Institute for Anthropological Research in Zagreb (Croatia). She received her PhD in Cultural Anthropology in 2011 at the Faculty of Humanities and Social Sciences, University of Zagreb. Her research interests include several research topics: identity and identification processes, stereotypes/stereotypization, linguistic and cultural diversity, intercultural dialogue, tourism and cultural tourism, solidarity and community-supported agriculture.

## Guido van Hengel

### *The Culture of Adolescence: Between the Classroom and the Reading Room*

In this paper I will analyse how the physical space of the more formal *classroom* and the rather informal *reading room* (“čitaonica”) influenced the imagination of a culture of adolescence in the peripheral Austro-Hungarian province of Bosnia and Hercegovina. For this paper I will make use of both network theory and insights from youth studies.

First of all, answering the question how historical actors interact in a social space does not necessarily give insight in the meaning of those networks. In the field of youth studies and subculture studies, it is common to see networks in daily practice as very much “imagined”.<sup>2</sup> This could be compared with the notion of a generation: children are born every day and everywhere so any particular generation can hardly be characterized in time and space. However, we still tend to speak of the “Generation of 1968” or the “Generation of 1914”. The subjective experience of events, such as the Paris revolts or the First World War, give some persons in an age cohort a feeling of belonging in time - and in a generation. Then, this generation still has to be constructed and imagined in discursive practice. Similarly, youth subcultures, with all its political and cultural meaning, are constructed and created in language. Shane Blackman concluded this as follows: “[...] youth subculture possesses immense semiotic power for communication. As an intellectual field, subculture promotes sameness of identity through consumption but also holds the potential to critically and politically impact on consciousness.”<sup>3</sup>

Assuming that a) classrooms and reading rooms are spaces of interconnected (youth) networks and b) that (youth) networks are imbued with a semiotic power for communication, I take the Bosnian classrooms and reading rooms during Austro-Hungarian times as the focal points of research.

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<sup>2</sup> See, for example: Patricia Meyer Spacks, *The Adolescent Idea: Myths of Youth and the Adult Imagination* (London: Faber & Faber, 1982), 228; Mike Brake, *The Sociology of Youth Culture and Youth Subcultures* (London: Routledge and Kegan Paul, 1980), 16-18; Dick Hebdige, *Subculture: The Meaning of Style* (London and New York: Methuan, 1979), 136.

<sup>3</sup> Shane Blackman, “Youth Subcultural Theory: A Critical Engagement with the Concept, its Origins and Politics, from the Chicago School to Postmodernism”, *Journal of Youth Studies*, 8:1 (2005), 1-20:2.

At the end of the 19<sup>th</sup> century, in a country with such a small elite, almost no bourgeoisie, and a large percentage of poor people, the Austrian education system, as one would expect, resulted in some important social changes. New social dynamics brought with them emergent forms of social strain. Peasant students in particular obtained access to the higher, urban ranks of society. This sudden upward mobility influenced their political awareness. At the same time we can observe the merging of classes, and the rise of a new class. Hence the *gymnasium* created new points of identification, and the students became their own social group, identifying with peers. In urban environments these students were seen as part of a new subculture: they communicated with one another and identified themselves through newly introduced dress codes, rituals, and symbols.<sup>4</sup>

In this paper I will compare the classroom (a space of formal learning) and the reading room (a space of informal learning), as spaces of emerging adolescent culture in Bosnia and Hercegovina. Obviously, I will relate this subject to the merging of early 20<sup>th</sup> century networks of schools (both gymnasium and merchant schools) of Sarajevo and the more international student networks of the Zagreb, Vienna, and Prague universities.

**Guido van Hengel** is a lecturer of European Studies at the The Hague University in the Netherlands and works as a historian and writer. He obtained his PhD from the University of Groningen in the Netherlands for a thesis about the young Bosnian student networks. His main scholarly research interests are in Southeast-European history, youth studies, transnational intellectual networks and the European idea and construction.

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<sup>4</sup> The conceptual tool of the 'habitus' is, however, older. It was earlier discussed in *Civilizing Process* by Norbert Elias, a classic study of sociology, published in 1939. Pierre Bourdieu's key work on habitus is: *Outline of a Theory of Practice* (Cambridge: Cambridge University Press, 1977). See also: Nick Crossley, "From Reproduction to Transformation: Social Movement Fields and the Radical Habitus" *Theory, Culture and Society* 20 (2003/6), 43-68.



## Zrinko Novosel

### *Upbringing and Early Education in the 19<sup>th</sup> Century Memoirs*

The idea that the memoirs and autobiographies provide us with a specific point of view and therefore present a unique type of historical sources has long been debated. As they present first-person narratives on someone's past, usually dealing with private experience and impressions, their reading can clarify and fulfil the often colourless variety of historical data. Drawing on this idea, this presentation will aim to provide us with a closer perspective of education and early upbringing of several individuals in the first half of the 19<sup>th</sup> century. Focusing on various aspects of childhood and early youth, these authors present us with personal accounts on childcare and experience of private and public education. Quantitatively speaking, the research is based on five narratives dealing with this subject, namely by Imbro Tkalac, Juraj Matija Šporer, Mijat Stojanović, Ljudevit Gaj and Dragojla Jarnević, each of its intrinsic historical value. Topics such as early upbringing, children's activities and early stages of school are present in all of these accounts, which enables us to evaluate these narratives comparatively. Furthermore, the authors' attitudes towards these aspects of life, compared in this manner, speak of the social implications of their backgrounds and the effectiveness of school system of the period. Although the accounts here presented should be handled with great care, since they are almost always intertwined with the authors' ideals, aspirations and other characteristic first-person data, a sound comparative approach can yield important results and give a clearer picture of the life of children and youth in the first half of the 19<sup>th</sup> century.

**Zrinko Novosel** has graduated history at the Centre for Croatian Studies of University of Zagreb and obtained a Master's degree at the Central European University in Budapest. He is currently involved at the project "From Protomodernisation to Modernisation of Croatia's School System" as an External Associate, working on databases regarding the development of educational practice in Croatia. His focus of interest lies in the memoir literature of the 19<sup>th</sup> century.

## Mitsutoshi Inaba

### *Children's Vision in Pedagogical Discourse in Bosnia and Herzegovina under Habsburg Monarchy*

Children's eyes, exactly speaking vision, were the most important subject of pedagogical texts in Bosnia and Herzegovina from 1878 to 1918. We suppose that two factors influenced it. In the first place, they recommended visual education (*Zorna obuka*) as right way to educate the character, according to which our acquiring the unquestionable knowledge starts from the all-sided observance of everything around us. Secondly, they supposed that the vision is one of the factors for creating the loyalty to Habsburg monarchy, for example, through people's participation on Emperor Franz Joseph's visit to Bosnia and Herzegovina in 1910 as its spectators.

It is therefore well-known that the visual representation was important to create loyal, national character etc. Nevertheless, we have not analysed how the vision itself was understood in Bosnia and Herzegovina at that time. In this paper we investigate what kind of image of children in school was re/produced by means of discourse on vision. For this purpose we research the various texts in Bosnian pedagogical periodicals (*Školski vjesnik*, *Učiteljska zora* and *Srpska škola*) and monographs that discuss the vision. Some texts in Croatian are also analysed, because a lot of Bosnian writers were from Croatia and used such texts in their own works or at schools.

Our investigation demonstrates that they understood the vision mainly from physical or optical viewpoint: "Ether's frequency determines the colour" (Stjepan Basariček, *Pedagogija*, Zagreb, 1880, p. 29). In this context, colour of each object was interpreted in proportional relation with its reflectance. In this meaning, its colour is always same. On the other hand, Jagoda Truhelka, teacher in Banja Luka and Sarajevo, depicted the vision in another way on her monograph *U carstvou duše* (Osijek, 1910). She explains the flexible relationship between the light and the colour while using the changes of colours on the shore in one day as an example. She also describes the subtle alteration of its colours by various tropes, for example, slowly (*lagano*), somewhat (*ponješto*), nebulae (*maglica*) etc. Therefore, her approach to

colours is temporal, unlike those former texts whose approach is static: "Every time same object changes its own colour" (J. Truhelka, *Ibid.*, p. 97).

According to the static approach, it is only matter of bringing the children's body, especially eyes in the right position in classroom. Here children's body is discussed as one part of school-bench, because "we can have the right image of the object if its light could be concentrated on one point of our retina" (Ivan Dežman, *Čovjek prema zdravlju i ljepoti*, Zagreb, 1872, p. 6). L. Karaman advised for a new school-bench that is adjusted more appropriately to a variety of children's bodies in his leaflet *Školska klupa* (Sarajevo, 1910). However, such taking care of children is ultimately to reduce them to components of classroom. Differently speaking, vision functioned as a device subjugating children's body and mind.

**Mitsutoshi Inaba** (1977, Shizuoka, Japan) attended elementary and high school in Hirohata and finished Hudžieda-Higashi college in 1996. That same year he enrolled in the study of history at the Faculty of Literature at Waseda University in Tokyo which he completed in 2000. His thesis was on the Ajan in Bosnia and Herzegovina. He was a student of postgraduate master's studies at the Faculty of Arts and Science at Tokyo University and specialized in regional studies of Eastern Europe. In 2003, he defended his thesis on the topic: *Tanzimat reform in Bosnia and Herzegovina with respect to military reform and muhtarlik*. Based on his previous studies he published an article and a chapter in a book in Japanese. He got Sasagawa Scientific Research Grant in 2010 for Croatia to research the influence of psychology, pedagogy and biology in view of the man in Bosnia and Herzegovina in the early 20<sup>th</sup> century. The result of this research was published in the journal *Contributions* of Institute of History in Sarajevo in 2011. In the school year 2012/13 he enrolled in the doctoral program at the Department of History at the Faculty of Philosophy, University of Sarajevo. Until 2016, he published three articles and three in journals in Bosnia and Herzegovina and Croatia. Under the supervision of Prof. dr. Edin Radušić, on 21 June 2016 he defended the dissertation on the topic: *The idea of Childhood in Bosnia and Herzegovina from 1878 to 1918: The influence of Darwinism*.

## **Marijana Kokanović Marković**

### *Young Ladies at the Piano: The Role of Music in Upbringing and Education of Girls in Novi Sad in the 19<sup>th</sup> Century*

With the Charter of the Austrian Empress Maria Theresa, from 1 February 1748, Novi Sad was given the status of a free royal city in the Habsburg Monarchy, and closeness and connections with Vienna and Budapest significantly contributed to the dynamic cultural life of the city. This paper will point to the role of music in upbringing and education of young girls from the most prominent, middle class families of Novi Sad, in the 19<sup>th</sup> century. The way music was integrated into the education system is best seen in the case of teaching piano, as the most representative symbol of wealth and civic education. In the 19<sup>th</sup> century it was widely believed that a woman was, by her nature, a passive human being who was governed by her emotions and destined for a secluded life at home. That she was predisposed, at an early age, to the role of a mother and a wife, while a man, on the other hand, was seen as the embodiment of reason and active spirit, and as such was destined for the public life. Unlike boys, girls were rarely enrolled into the official educational systems. With these definitions of character, inherent in gender, the education system was formed, designed specifically for women. In the so called institutes for female children, which existed in Vojvodina during that period, as well as in private lessons at home, the emphasis was on learning foreign languages, hand embroidery, and how to play the piano. Those were seen as "pre-conditions" for a good marriage, also known as "aesthetic dowry". Musical education was not used only for the purpose of social presentation, but was in close connection with the formation of the female character. Playing music on the piano, in a salon, was seen as a subtle way of communication between young people. Just as there was "the language of flowers" or "the language of the fan" at the balls, there was the system of "speaking through music" while playing the piano, that functioned in the same way. General, as well as a musical education of young girls from respectable families in Novi Sad, was entrusted to Alexander Morfidis Nisis, who came to Novi Sad from Vienna in 1838.

He worked as a music teacher in the Grammar School, where immediately upon arrival he founded a music school where he taught piano. Among his piano pupils, a special place belongs to Julia Velisavljević, who, besides playing the piano, was also involved in music composition. Nisis was entrusted with the task of providing general education to the young student (aesthetics, geography, ancient mythology), and a special attention was paid to learning German and French. This Paper discusses memories, correspondence, as well as book dedications from the legacy of J. Velisavljević.

**Marijana Kokanović Marković** is an Assistant Professor in the Department of Musicology and Ethnomusicology at The Academy of Arts, University of Novi Sad. She graduated (Music pedagogy; Musicology), as well as received her M.A. and Ph.D (Musicology) at the Academy of Arts in Novi Sad. She took part in conferences, in the country and abroad, and has published many papers in Serbian, German, English and Czech language, as well as lexicography articles for *The Serbian Biographical Dictionary*, *The Serbian Encyclopedia* and *Grove Music Online*. She co-edited *Kornelije Stanković - Piano Music, Vol. 1* (Belgrade, Novi Sad, 2004), and the album of salon dances for piano- *From Salons of Novi Sad* (Novi Sad, 2004). She published a monograph *The Social Role of Salon Music in the lives and system of values of the Serbian Citizens in the 19<sup>th</sup> century* (Belgrade, 2014). Her current research focuses on the history of music of the 19<sup>th</sup> century in Serbian, Balkan and the European context, and in particular the impact of Central European music culture in the Balkans in the 19<sup>th</sup> century. She regularly participates in projects carried out by Matica Srpska (Novi Sad), Institute of Musicology SASA (Belgrade), and has collaborated on international projects, too (University of Music and Performing Arts in Vienna; Institute of Musicology, University of Leipzig). She completed specialization courses in Vienna and in Leipzig. She is a member of the following international associations: The Vienna Institute for Strauss Research (Wiener Institut für Strauss Forschung (WISF); Association for the History of Music in Central and Eastern Europe at the University of Leipzig (Arbeitsgemeinschaft für die Musikgeschichte in Mittel- und Osteuropa an der Universität Leipzig).

## **Dinko Župan**

### *Being a Female Pupil – Education of Middle Class Girls in Croatia in the Second Half of the 19<sup>th</sup> Century*

The author will present the problem of women's education in Croatia during the second half of the 19<sup>th</sup> century. The author will show how the middle and upper-middle class girls were educated in Croatia on the example of the writer Vilma Vukelic's schooling. In the first part of presentation the author is dealing with the secondary school in Osijek where Vilma Vukelic was educated for three years (1890-1893). From 1882, when it was founded, till the end of the 19<sup>th</sup> century, girls' secondary school in Osijek was multinational and multidenominational educational institution. Catholic, Jewish, Orthodox and Protestant students were equally treated in religious education. Students' mother tongues were German, Croatian, Serbian, Hungarian and Czech, which created the multicultural atmosphere in the school. Most of the students came from the middle class and the curriculum was adapted to them. The secondary schools were supposed to be the principal centres for moulding the behaviour of middle class girls. Constructing the female identity as a wife, mother and housewife was one of the main goals in education of the secondary school students. The school system of the 19<sup>th</sup> century made the so called "natural" categories of femininity and masculinity, which was visible in teaching programmes, school regulations, and school manuals, as well as in the organisation of the school itself, especially when it comes to the girls' secondary schools. According to the opinions of the then educational authorities, doctors and psychologists, "the real woman" was only the one who completely fulfilled her duties as a housewife, wife and mother. In the second part of the presentation, the author is dealing with the private boarding schools in the 19<sup>th</sup> century Vienna because Vilma Vukelic was educated in one of them for two years (1893-1895).

**Dinko Župan** (1970) graduated in Philosophy and History from the University of Zagreb in 1997 and obtained his PhD in History in 2003. He is a senior research

fellow at the Croatian Institute of History, Department of the History of Slavonia, Srijem and Baranja in Slavonski Brod. Župan authored a book on the politics of gender education in Croatia in the second half of the 19<sup>th</sup> century and published several research papers and edited volumes. His research focuses on the history of education and cultural history in Croatia in the 'long' 19<sup>th</sup> century, with emphasis on the gender and cultural-anthropological topics from the history of the school system.

## **Olga Khavanova**

### *Poor Pupils – Informative Letters? The Hungarian Nobleman István Dessewffy at the Vienna Theresianum in the 1750s*

The paper considers a hypothesis that less drilled pupils, who paid less attention to the formalities of letter-writing rules they were taught at school, wrote more informative letters. To test it, letters of the Hungarian nobleman István Dessewffy – a son of Sáros county high-sheriff Sámuel Desewffy – from the prestigious Viennese Theresian College of the Society of Jesus are examined. He spent four years there, side by side with most prominent offspring of the Habsburg lands – princes, counts and marquises, sons of dignitaries and mighty courtiers. Historians have not explored too many letters from the Theresianum pupils (most of the epistles are probably still hidden in different family archives), and yet those samples which we have at our disposal let us conclude that young correspondents either wrote very formal messages, which masked their emotions and endeavours behind the formalities, or expressed their thoughts in an elegant, rhetorically perfect way. Quite often, pupils wrote to their fathers not in vernacular, but in Latin, or in one of the foreign languages they were taught. Dessewffy, on the contrary, wrote his structurally messy letters mainly in his native Hungarian language; their composition was very close to an endless monologue of a son talking to his (symbolically present) father. The value of these letters is a wide range of topics the young man was discussing: his neighbours in the shared bedroom, dress and dress-codes, sweets and wine, pocket money, outdoor activities. Some 23 letters written between 1754 and 1757 are a unique insight into the everyday life of a closed elitist school in the Habsburg capital.

**Olga Khavanova** is a deputy-director of the Institute of Slavic Studies of the Russian Academy of Sciences. She graduated from the Moscow Lomonosov State University History Faculty (1989), studied at CEU Budapest (1992/1993), defended her PhD (1993) and got her second doctoral degree (2006) at the Institute of Slavic Studies. She



held pre- and postdoc fellowships at the Oxford University, Collegium Budapest, Institute of Habsburg History (Budapest), Austrian Academy of Sciences (Lise Meitner fellowship, 2007–2009) and Hungarian Academy of Sciences (outstanding guest scholar, 2015/2016). Her main areas of research are the 18<sup>th</sup> century history of the Habsburg Monarchy with a special attention paid to nation-building and national ideologies in Hungary, history of elite-education, making of the early-modern bureaucracies and international relations.

## Vlasta Švoger

### *Students from a Small Country in the Big City – Croatians Studying in Vienna in the 19<sup>th</sup> Century*

Vienna as the capital of the Habsburg Monarchy with its rich cultural life and a prominent university attracted many students from Croatia in the 19<sup>th</sup> century. Graduation at the Vienna University opened the door to a good start in the State administration or to some other public duty or politics. For these reasons many well-off Croatian upper (aristocratic or noble) or middle class families sent their sons to study in Vienna. This paper reconstructs the life of Croatians students in the big city, on the basis of the autobiographies and the correspondence of four distinguished members of Croatian intellectual elite – the writer and physician Juraj Matija Šporer (1795-1884), the publicist and politician Andrija Torkvat Brlić (1826-1868) and his brother the politician Ignjat Brlić (1834-1892), and the writer and politician Ksaver Šandor Gjalski (1854-1935). The autobiographies of Šporer and Gjalski, and the family correspondence of the Brlić brothers, as well as the diary of A. T. Brlić provide a private insight in their student life in Vienna in the 19<sup>th</sup> century. The sources mentioned enable us to reconstruct their attitude to their studies and their student obligations, but also their opinion about some of their professors and their teaching methods. The above mentioned Croatian students also wrote about their everyday life: attending the classes, learning, socializing with their fellow-students and some prominent intellectuals who lived in Vienna, but they also provide information about the formation of their cultural experiences. Depending on their financial resources, all of them more or less enjoyed the rich cultural offer of the Habsburg capital: they visited museums, galleries, theatres and concerts. Different experiences from the period of their schooling at the Vienna University helped them to become more self-confident and they also exerted a very positive influence on their future professional life. Although the material of autobiographical discourse and correspondence are private and personal sources, the information gathered from that kind of sources

could be used as a material for analysing the high school system from the bottom up perspective, as well as for a cultural transfer from the centre to the periphery.

**Vlasta Švoger** is a research advisor at the Croatian Institute of History in Zagreb, Department of the 19<sup>th</sup> Century History. Her main field of research is intellectual, political, cultural and social history of Croatia in the 19<sup>th</sup> century, especially Croatian journalism, and phenomenon of publicity in that period. For the last few years, she has been researching the modernisation of Croatian school system in the 19<sup>th</sup> century.

## Rupert Klieber

### *Croatian Clerics Studying at the Imperial Institute Frintaneum and the University of Vienna 1816 to 1918*

For more than one hundred years the Frintaneum served as a “post-graduate” institution for Roman-Catholic and Greek-Uniate priests of the entire Danube Monarchy. *Frint* was inspired to create a seminary in which to nurture and encourage the development of clergy loyal to the Habsburg Monarchy who would later assume senior positions. Hence this seminary was to be a training centre for elite in preparation for significant tasks in church and state which they would later assume. It was one of the rare (civil) institutions of the Habsburg Dual Monarchy spanning both halves of the Empire till the end of its existence, and serving to fortify it against the various regional expressions of nationalism.

About 700 from more than one thousand Frintaneists completed their studies at the University of Vienna with a doctorate; during the period of time under study, statistics show that more than 50 percent of all doctoral candidates of the Viennese Faculty of Theology were students of the Frintaneum that were becoming an important factor for the University of Vienna. It secured the University a high “international” influx from all Crown lands. Within the ecclesiastically provided framework the college represented a theological “forge of the spirit” and tendered an ambitious and rigorously examined education in co-operation with the University. Not altogether surprisingly, the theses of dissertations of the Frintaneists shifted increasingly away from ecclesiastically touchy dogmatic domains towards historical and pastoral courses of studies.

A total of 375 students came from the Kingdom of Hungary, 60 of them were from Croatian-Hungarian dioceses including Joseph Strossmayer (1815-1905). Another 45 priests came from the Adriatic coastal lands and from Dalmatia, both provinces shaped culturally by Italian and Croatian influences. These and all other members of the Institute were moulded in and by the Imperial City Vienna not only theologically and spiritually, but culturally and politically as well. Thus, they became not only part

of a network which extended across most of central Europe, but also disseminators of cultural and political tendencies of the metropolis in their respective provinces. The alumni spent formative years in Vienna, and later assumed - or were often assigned - functions of great responsibility within their home regions for their entire professional lives, often a time span of forty to fifty years. Consequently, these alumni influenced not only the social realities of the Monarchy but also that of all its successor states.

**Rupert Klieber** (1958) studied History and Catholic Theology in Salzburg and Vienna, and obtained PhDs in these disciplines in 1991 and 2007. He works as an associate professor of Church history at the University of Vienna, Institute of Historical Theology. Klieber authored or edited numerous books and articles on contemporary history, political Catholicism, modern history of piety, and history of everyday life. In Austria, he was rewarded with several prestigious awards for his research. Klieber is also the principal investigator of four Austrian and international projects on Church history.

## Ljubinka Trgovčević

### *Students from Serbia at the University of Vienna in the 19<sup>th</sup> Century*

At the beginning of the 19<sup>th</sup> century Serbia gradually started to get rid of foreign rule and to build up its own independent state. In that time there were very few educated people. The need for education was great and Vienna was the first foreign university at which the citizens of modern Serbia began to study. The first state grantees went there in the fall of 1839. Together with the ones who studied there on their own, by 1914 the University of Vienna has educated over 400 citizens of Serbia. In the paper we will be analyzing: 1. the selection of Vienna as the city of study; 2. Scientific fields that were studied; 3. Their impressions on teaching and professors; 4. Later career of the Viennese students and study effects.

**Ljubinka Trgovčević Mitrović** was Professor of History at the Faculty of Political Sciences, University of Belgrade (until 2016) and Chair of PhD Studies of History of Sciences at the University of Belgrade. Working on issues of Serbian, Yugoslav and Balkan social, political and cultural history, also gender history and history of education, in the 19<sup>th</sup> and early 20<sup>th</sup> century, she published in Serbian, German, French, English, Italian and Bulgarian language. Her main results are: *Naučnici Srbije i stvaranje jugoslovenske države 1914-1920 (Serbian Scholars and the Creation of the Yugoslav State, Beograd 1986)*; *Istorija Srpske književne zadruge (History of the Serbian Literary Society 1892-1992, Beograd 1992)*; *Planirana elita. O studentima iz Srbije na evropskim univerzitetima u 19. veku (The Planned Elite. Students from Serbia in European Universities in the 19<sup>th</sup> Century, Beograd 2003)*, etc.

## **Martina Kočí / Miroslava Slezáková**

### *The Pleasures and Sorrows of Students in Veľká Revúca – The Life of Grammar School Students 150 Years Ago*

In the 1850s in the territory of present-day Slovakia there were 27 grammar schools, none of which used Slovak as a medium of instruction. It was only in 1862 when the Slovak Protestant (Lutheran) Grammar School in Revúca was founded. It was the first grammar school where all subjects were taught in Slovak language and it employed only Slovak teachers. It was also the first grammar school to allow graduation in Slovak. Our paper will focus on the life of its students - how they travelled to school, where they stayed during the studies, what they ate or wore, what they learnt, as well as how they spent their free time.

**Martina Kočí** studied history and philosophy at Comenius University and has worked as a curator at the Museum of Education and Pedagogy in Bratislava since 2003. She is responsible for collection of historical photographs, postcards and educational films. She is interested in history of schools in rural areas in the 19<sup>th</sup> and the 20<sup>th</sup> century. She is author of publication *Dejiny školstva v okrese Detva (Education in Detva district)*.

**Miroslava Slezáková** studied history at the Comenius University and in 2014 she successfully completed doctoral studies at the Slovak Academy of Sciences. She started to work as a curator at the Museum of Education and Pedagogy in Bratislava from 2014. She manages collection of historical documents. Her research deals with history of school institutions in the 19<sup>th</sup> and the 20<sup>th</sup> century.

## **Teodora Shek Brnardić**

### *The Everyday Life of Cadets at the Wiener Neustadt Military Academy as Represented on the Paintings by Bernhard Albrecht (1785-1793)*

In 1778 *Feldmarschalleutenant* Count Francis Joseph Kinsky (1739-1805) became Localdirector of the Wiener Neustadt Military Academy and implemented his Enlightenment ideas on education in the real life of the Academy, which he directed from 1778 to 1805. Next to the written testimonies (ego-documents) of the cadets themselves, thirteen gouache paintings made by Bernhard Albrecht (1755-1822), appointed art teacher at the Academy from 1788, represent particularly valuable visual sources for the research on the everyday life of this institution. They illustrate different training activities such as riding, exercising, simulating the battle situations, balancing, night shooting, swimming and even skating. The rather small paintings (55X77cm) were initially decorating the imperial boarding house, and now eleven of them are part of the Museum at the still existing Theresian Military Academy, whereas two are placed in the Heeresgeschichtliches Museum in Vienna. In this paper, the scenes of these activities will be interpreted as set against the enlightened curriculum created by Count Kinsky.

**Teodora Shek Brnardić** graduated classical philology from the University of Zagreb in 1994 and obtained PhD in History from the Central European University in Budapest in 2005. She published a book and numerous research papers on the intellectual, cultural and social history, with focus on the Enlightenment era in the lands of the Habsburg Monarchy. She is currently the national task manager of the international Horizon project COURAGE - Cultural Opposition: Understanding the Cultural Heritage of Dissent in the Former Socialist Countries.



## Iskra Iveljić

### *From Lecture Halls to Taverns. Everyday Life of Croatian Students in Vienna*

Educational institutions in Vienna exerted enormous influence on students from all Croatian lands after 1815, when Dalmatia and the former Venetian Istria became definitely a part of the Habsburg Monarchy. As expected, majority of students frequented the University, the second place belonged to Polytechnic/Technical college. The turn of the century brought about an academic boom, with over a hundred of Croatian students registered every year just at the University, where they mostly studied law, diverse studies at the Faculty of philosophy, and medicine. We do not know how successful they all really were, and *peregrinatio academica* was widespread, but many students turned into influential members of intellectual elite. Best students had tasks and jobs in the libraries, seminars, courts of law, and especially in smaller seminars they had a close relationship with their professors. Vatroslav Jagić, the founder of the Slavic seminar, practiced long walks with his best students or invited them to his house for a lunch.

Student structure was heterogeneous in social, confessional, regional and ethnic/national aspect, with majority of students being Catholics belonging to the middle-class and peasantry. Their everyday life varied according to their social and material status and regional background. Students could be idle gentlemen on a cavalier-tour, living very comfortably, middle-class sons on their way to administrative and professional careers, or peasants eager to climb the social ladder. Apart from aristocrats, who kept to themselves, other students socialized and mingled with their countrymen but also with other students, especially of similar ethnic groups, e.g. Slavic. They often shared rooms or flats, lived in the same neighbourhood, borrowed each other money, exchanged information and experiences, met in libraries, academic societies and taverns and coffeehouses. For example, the Zagreb students of Technical college met in the tavern „Zu den drei Raben“, where they socialized with Slovenian colleagues with whom they shared the Kajkavian dialect.

Since 1865 when the first Croatian academic society „Velebit“ was founded, students became more organised and involved in national and political issues. They organised concerts, tours, founded journals, and exercised influence on their colleagues in homeland.

**Iskra Iveljić** is a Professor of Croatian 19<sup>th</sup> Century History at the Department of History of the Faculty of Humanities and Social Sciences in Zagreb. Her research focuses on the various aspects of modernization, on the middle-class elite and on everyday life at the turn of the century. Recently she has studied the high nobility in northwestern Croatia in the 19<sup>th</sup> and 20<sup>th</sup> century. She is currently leading the project *The transition of Croatian elites from the Habsburg Monarchy to the Yugoslav state*, funded by the Croatian Science Foundation.

## **Željko Oset**

### *Social and Cultural Aspects of Socializing of Slovenian Students in the Habsburg Monarchy in the 19<sup>th</sup> and the 20<sup>th</sup> Centuries*

An important part of studying was the socializing of students in their free time, which took place in the period of the Habsburg Monarchy in different forms - from socializing at the tables of prosperous bourgeois families, in taverns, where unofficial special round tables formed, and more formally in the scope of student associations, i.e. clubs and societies. If the growing national consciousness after 1848 hardly had any effect on students socializing at the tables of wealthy benefactors, which had a social, but also a charitable function, it had a completely different impact on the level of student societies and clubs. The first official Slovenian student societies were established in late 1860's in university centers (Graz, Vienna, later also in other cities) and they attracted the majority of Slovenian students. Until the dissolution of the Habsburg Monarchy, despite the oscillation in the number of students and the extent of the society activities, and since 1890's spiralling ideological-political division among students, societies remained the centers for high quality and diverse forms of socializing.

In the paper I will present an analysis of the social life of Slovenian students in Graz, Prague and Vienna, the three most popular university centers of Slovenian students, in the period from mid 19<sup>th</sup> century till the dissolution of the Habsburg Monarchy.

**Željko Oset** is an Assistant Professor of Cultural History at the School of Humanities, University of Nova Gorica, Slovenia. His main research interests are: contemporary cultural history in Slovenia, history of scientific institutions, illegal transfer of cultural assets, environmental awareness in the 20<sup>th</sup> century, women in science. He is the author of two books about history of the Slovenian Academy of Sciences and Arts, and several papers about prominent Slovenian scientists.

## **Branko Ostajmer**

### *Croatian Academic Societies in Graz in the Late 19<sup>th</sup> and the Early 20<sup>th</sup> Centuries*

Croatian writer Miroslav Krleža once said that he loved Graz, explaining: “that city was in its own way our city too: for decades we went there without a travel document. The generations and generations of our doctors, painters, musicians and poets were educated in Graz.” Krleža himself attended military schools in Hungary; however, the capital of Styria was indeed an important educational centre for Croatia, where hundreds of Croatian students gained education.

From Croatian perspective, the significance of Graz as a university centre had increased after Austria lost the city of Padua in war against Prussia (1866). After that, Croatian youth from Dalmatia turned to the Austrian universities, especially to Vienna and Graz. Furthermore, the Medical School in Graz was of special importance, as until 1917 the medicine could not be studied at the University of Zagreb (Royal University of Francis Joseph I).

Much of the social life of Croatian students in Graz took place in student societies. In the period 1868-1918 there were several such societies. Special attention is given to the student society “Hrvatska” (“Croatia”) as the most prominent and most significant Croatian academic society in Graz. This society was founded in 1875, continuing the tradition of earlier similar societies (“Hrvatska Danica”, founded in 1868, and “Adrijatik”).

The aim of the paper is to analyse the presence of Croatian students at the University of Graz in the period 1868-1918, to analyse their national, local and social structure, and, finally, to determine the number, activity and structure of Croatian academic societies in Graz.

**Branko Ostajmer** graduated in History from the Faculty of Humanities and Social Sciences, University of Zagreb and obtained his PhD in History in 2011. Since 2006, he has been employed at the Croatian Institute of History. In 2012, he was elected to the rank of research fellow. His research interest focuses on the political, social and

cultural history of the 19<sup>th</sup> century with the emphasis on the area of the Kingdoms of Croatia and Slavonia.

## **Tihana Luetić**

### *Students' Magazines at the Beginning of the 20th Century in Zagreb*

The issue of the paper are the activities of Croatian students in publishing their magazines at the beginning of the 20<sup>th</sup> century. The emphasis will be placed on magazines that were published in Zagreb, but considering a strong student fluctuation at that period it is not possible to fix certain publication with one university center. The analyses of their contents and circumstances of publication will be stressed, as well as analyses of the nature of student magazines as a historiographical source. Belonging to various political and cultural groups, students' publications illustrate new ideas that were brought to Croatian public life but also provide wide range of information of different aspects of students' social and everyday life.

**Tihana Luetić** (1976, Split) received her BA in History in 2000, at the Faculty of Humanities and Social Sciences of the University of Zagreb. In 2005 she received MA in History with a Master thesis "Students at the Faculty of Arts and Humanities at the University of Zagreb 1874-1914". In 2011, at the same faculty, she received PhD in History with the thesis "Students at the University of Zagreb 1874-1914. Everyday and Social Life". Since December 2000 she is employed in The Division of Historical Sciences, The Institute of the Historical and Social Sciences of Croatian Academy of Sciences and Arts. Since 2015 she has been working on the project "Sources, Manuals and Studies for Croatian History from the Middle Ages to the End of the Long 19<sup>th</sup> Century" as a research associate. In her scholarly work, she deals with social and cultural history of the 19<sup>th</sup> and the beginning of the 20<sup>th</sup> century. She published two books and several scientific papers in Croatian and foreign publications that mostly discuss topics about the history of the University of Zagreb and its students population, beginnings of university education for women in Croatia, students everyday life, Catholic students and Croatian-Bulgarian relations in the 19<sup>th</sup> century.