



Trnava University in Trnava
&
Historia Scholastica



STATE AS THE OWNER OF EDUCATION



*Involvement of Totalitarian Regimes in the Field of Education
in Europe in the Second Half of the 20th Century*

BOOK OF ABSTRACTS

BLANKA KUDLÁČOVÁ, ROMANA MARTINCOVÁ & MAREK WIESENGANGER (EDS.)



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Source: Censorship by Eric Drooker (2013)

Book of Abstracts

International Scientific Colloquium
Trnava, guesthouse Patriot, October 12 – 13, 2023

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ISBN 978-80-568-0586-2



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This colloquium is a part of the research projects VEGA No. 1/0106/20 *Freedom versus Unfreedom in Education in Slovakia in 1948–1989*, supported by the Ministry of Education, Science, Research and Sport of Slovak Republic and by Faculty of Education Trnava University in Trnava.

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Colloquium Objectives and Aims

The colloquium aims to analyse the involvement of individual totalitarian regimes in Europe in the second half of the 20th century in the field of education. Countries in which totalitarian regimes can be noted in the given period include the former countries of the Eastern bloc, Greece, Spain and Portugal. In all these countries, the regimes were headed by one leader and one party, ideology of which was implemented in all areas of society. We are interested in the involvement of the regime in the field of education, particularly in the ways of their subordination to the regime, ways of implementing ideology in education, political education of teachers, etc. The colloquium creates a space for a Pan-European scope and bridges existing analyses focused either on the countries of the former Eastern Bloc with left-wing regimes or on the countries of Western Europe with right-wing regimes. The colloquium provides a space for discussions and sharing of current research in the field, aiming at opening a broad European perspective on education in totalitarian regimes in the given period. Presentations will focus on the following questions:

- what was the precondition that the given country found itself under a totalitarian regime (starting points, wider historical-political context and time frame),
- what specific ideology, doctrine was the starting point in the given regime, how was the regime involved in its dissemination and implementation in the field of education,
- to what extent was the course of education determined by the policy of the regime and to what extent was it a matter of professional autonomous decisions of the representative bodies of education,
- what was the basic legislation in the field of education, what changes took place in it compared to the previous legislation,
- who were the main protagonists of the spread of ideology in the field of education in the given country, how did they get to leadership positions,
- how was the ideology disseminated and implemented in education, implementation of political training for teachers, etc.
- were there any repressions, purges, etc. in the field of education, what means did the regime use to “retrain” teachers,
- final synthesis: specifics in ideologization and politicization of education in the given country.

Presentation at the colloquium: PowerPoint presentations only (max. 12 slides, font size min. 24)

Presentation and discussion time: max. 20 min. presentation + max. 10 min. discussion

Note: the data projector and laptop will be available

Final paper submission: January 2024

Papers will be focused on **the results of currently unpublished partial research** and published in the journal *Historia Scholastica* (2/2024)

Closer focus and structure of final papers will be a subject of experts’ agreement at the end of the colloquium.

Paper formatting: in accordance with the requirements of the journal *Historia Scholastica*, <http://www.historiascholastica.com/en/node/3>

Colloquium Programme

OCTOBER 11, 2023, WEDNESDAY

Accommodation in the Patriot Dependance

19.00 – Welcome dinner (Patriot Penzion)

OCTOBER 12, 2023, THURSDAY

8.30 – 9.00 Registration of the participants (Patriot Penzion – all sessions)

9.00 – 9.30 Opening of the colloquium

- ✓ **Viera Peterková**, dean of Faculty of Education, Trnava University in Trnava, Slovakia
- ✓ **Blanka Kudláčová & Andrej Rajský**, conference chairs, Trnava University in Trnava, Slovakia
- ✓ **Simonetta Polenghi**, scientific supervision and discussant, Catholic University of the Sacred Heart in Milan, Italy

9.30 – 10.30 Session 1, Chair: Simonetta Polenghi

- ✓ **Research team of the Department of Educational Studies, Faculty of Education, Trnava University in Trnava:** *Our previous projects and researches on education in Slovakia during the period of Socialism (1948-1989)*
- ✓ **Antonio Francesco Canales Serrano:** *Presentation of the publication: Kudláčová, Blanka (ed.): Two Sides of the Same Coin (Examples of Free and Unfree Education in Slovakia during the Period of Socialism), Peter Lang, 2023*
- ✓ **Discussion**

10.30 – 11.00 Coffee break

11.00 – 12.00 Session 2, Chair: Henning Schluß

- ✓ **Dana Kasperová & Tomáš Kasper (Technical University of Liberec, Czech Republic):** *Pedagogical science between continuity and revolution - the case of the Czech pedagogical discussion in 1948-1968*
- ✓ **Lajos Somogyvári, Imre Garai, Zoltán András Szabó & András Németh (ELTE Budapest, Hungary):** *The development of Hungarian educational science after World War II*

12.00 – 13.00 Lunch break (Patriot Dependance)

13.00 – 14.00 Session 3, Chair: Irena Stonkuvienė

- ✓ **Edvard Protner (University of Maribor, Slovenia):** *The discontinuity of the left-oriented pedagogical paradigm after the Second World War in Slovenia on the example of Jože Jurančič*
- ✓ **Snježana Šušnjara (University of Sarajevo, Bosnia and Herzegovina):** *The school system in Bosnia and Herzegovina under the Communist regime*

14.00 – 14.30 *Coffee break*

14.30 – 15.30 **Session 4, Chair: Tomáš Kasper**

- ✓ **Henning Schluß, Heinz Ganser & Melanie Kandelbauer (University of Vienna, Austria):** *The construction of the Berlin Wall as the subject of a school lesson in East Germany - Insights into a video recording of school lessons in the GDR*
- ✓ **Mariyana I. Ilieva & Alexander H. Hristov (Sofia University of St. Kliment Ohridski, Bulgaria):** *The Bulgarian education in the shadow of totalitarian regime (1944-1989)*

15.30 – 16.00 *Coffee break*

16.30 – 18.30 **Tour of the historical monuments of the city of Trnava with an English guide**

19.00 – *Dinner (Patriot Penzion)*

OCTOBER 13, 2023, FRIDAY (*Patriot Penzion – all sessions*)

8.30 – 9.30 **Session 5, Chair: Snježana Šušnjara**

- ✓ **Irena Stonkuvienė (University of Vilnius, Lithuania):** *A Religious child in the Soviet school: atheistic upbringing and its grimaces in the Lithuanian SSR*
- ✓ **Blanka Kudláčová (Trnava University in Trnava, Slovakia):** *Preparation of the future elites of the Communist party in the period of Socialism in Slovakia*

9.30 – 10.00 **Victims of Communist Regime, Exhibition opening**

- ✓ **Jerguš Sivoš, Ph.D.,** chairman of the Board of Directors & **Peter Jašek, Ph.D.,** director of the Center for Research on the Period of Non-Freedom, Nation's Memory Institute in Bratislava, Slovakia)

10.00 – 11.00 **Session 6, Chair: Luís Grosso Correia**

- ✓ **Antonio Francesco Canales Serrano (Complutense University of Madrid, Spain):** *Dictatorship, technocracy, developmentalism and education. The radical change of Francoist educational policy during the sixties*
- ✓ **Dimitris Foteinos & Panagiotis Kimourtzis (National Kapodistrian University of Athens and Aegean University, Greece):** *Education in Greece: the pathway to the military regime (1967-1974) and the pathway after*

11.00 – 11.30 *Coffee break*

11.30 – 12.30 **Session 7, Chair: Antonio Francesco Canales Serrano**

- ✓ **Luís Grosso Correia (University of Porto, Portugal):** *The educational policies and outcomes of the Estado Novo regime in Portugal (1945-1974)*
- ✓ **Bruno Madeira, Sara Dias-Trindade & Luís Alves (University of Porto, Portugal):** *Education in the Estado Novo: from principles to practices*

12.30 – 13.30 **Lunch break (Patriot Dependence)**

13.30-14.00 *Colloquium conclusions: Simonetta Polenghi & Blanka Kudláčová*

14.30 Trip around Trnava – tour of the Červený Kameň castle, Častá

18.30 *Colloquium Reception (Winery Vína z mlyna, Doľany)*

Abstracts

CANALES SERRANO Antonio Francesco

Dictatorship, technocracy, developmentalism and education. The radical change of Francoist educational policy during the sixties

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In the early 1960s, Francoist education policy underwent a Copernican turn. After two decades of intense privatisation and constriction, suddenly the regime promoted an exponential growth of the Spanish education system. This paper will use the historical method, combining primary sources and secondary publications, to try to explain this radical change, not explained by Spanish education historiography, which only points out the already existing problems of the systems. The main hypothesis is that the explanation for this radical shift lies in the dictatorship's search for a new legitimisation based on economic development. In the late 1950s, the regime replaced the legitimacy derived from its victory in the Civil War with the search for a consensus derived from economic well-being. To achieve this economic development, the regime turned to international development organizations where functionalist theories predominated, establishing investment in education as one of the prerequisites for economic take-off. In this way, the economic objectives fostered by these organisations led to a radical change in education policy. This evolution seemed to fit into the technocratic framework of development.

Education in Greece: the pathway to the military regime (1967-1974) and the pathway after

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Regardless the many aspects of authoritarianism, repression and the demand for unquestioning obedience, especially during the post-WW-II period, as it was expressed by the dominant political order, Greece today is a well-established parliamentary democracy with an open economy and a pluralistic society. The political order of constitutional parliamentarism has been long established and civilians' segregation due to their political perspectives and choices has long been terminated (by the early '80s). Nevertheless, one could be reasonably wonder whether the totalitarian aspects in Greek education still remain in the present days or not, as a reflection of the post-WW-II «iron democracy», the «stillborn Republic» in which «authoritarian parliamentary» procedures took place. Even more, one can wonder which are the social, political, economic needs today for the State to «own» education in the sense of the absolute control over all of the aspects of educational policy, finance support and administrative procedures.

The research method is the based on the genealogy and the context analysis applied on a typical historical research. Historical data would consist of Laws, imposed procedures and rituals within schools, educational structure and management as they are dictated and organised by legislation, school textbooks and teachers' guidebooks as long as curricula and teaching instructions. This collection of such historical data would provide a solid ground to respond to the core question of this research.

As in the first quarter of the 21st century populists and extreme political groups regain power throughout Europe, regardless the Continental bleeding past, it seems of importance to have various researches on the ways authoritarianism, absolutism, appropriation and possession over societal elements (as education) may be expressed.

Although authoritarian practices are not verbally accepted by the majority of the society and the political parties, certain political choices over education may be perceived as having an authoritative background since the State and the dominant political agents exercise control over all aspects of education, including curricula, textbooks, teaching guidance and financial support as well.

Discussing the case of Greece as an example of a currently democratic, constitutional and representative republic, comparing to its own past, one may wonder on the ways authoritarianism and absolutism could sneak up through legitimate State's actions and choices. State can be expressed as the owner of education even in a representative republic and its open society if the paradigm of absolutism had a strong and long lasting imprint in its political history.

GROSSO CORREIA Luís

The educational policies and outcomes of the Estado Novo regime in Portugal (1945-1974)

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Over the 48 years of the authoritarian-nationalist regime (1926-1974), it is observed that the educational system contributed largely to the interiorization of a model of society, which translates unifying projects at the political, symbolic and cultural levels. The education system developed by the Estado Novo regime aimed not to promote the student's personal expression skills but to make them available in relation to the nation and the Portuguese Empire. Drawn upon the macro-educational indicators, the national legislation and the outcome of scholars (Fernandes, 1968; Grácio, 1981; Nóvoa, 1992, 2003; Barroso, 1995; Correia, 1998, 2016; Teodoro, 2002; Baptista, 2003, Pintassilgo et al., 2010, among others), this paper will be predominantly focused on primary and secondary education topics: organisation, segmentation, curricula, public expenditure, students' enrollment, gender education, teacher training and international comparison. If the pre-World War II trends have been dominated by the search for roots for the new order (1926-1936) and the nationalist architecture of the educational system (1936-1947), the period under analysis in this paper was marked by the policy trends as follows: Post-war developmentalism (1947-1961), the expansion of the educational system (1961-1970) and the attempt to democratize education in a blocked society (1970-1974). The driving question of this paper is: to educate whom? In a very simple statistical formula, it could be said that, in the early 1970s, for every 100 students enrolled in primary school (4 grades), 3 came from kindergarten, 43 would move on to the preparatory cycle of secondary education (2 grades), 30 would reach secondary education (7 grades) and 5 would enroll in higher education. In this framework, we can conclude that the educational authorities sought to perpetuate, through hierarchical and pragmatic management, a conception of education adjusted to a political system that demobilized social promotion strategies.

ILIEVA Mariyana I. | HRISTOV Alexander H.

The Bulgarian education in the shadow of Totalitarian regime (1944-1989)

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After the end of WWII, Bulgaria has become a part of the East Bloc for a long time. Under the strong influence of USSR, communist regime was imposed in Bulgaria and the country’s political, social and educational structures were radically changed by the ideology of this regime. The Laws for National Education (1947, 1948) introduced the transformations in all educational institutions and turns them into a strong factor about the building of socialism in Bulgaria. In 1959 was adopted the Law which defines the goals of the socialist school and assigns the point of the teachers' education. From a historiographical point of view, the period has a specific place in the development of Bulgarian education today. Despite this, in contemporary scientific research of the topic an ideological burden is still noticeable. The aim of this research is to present objectively the processes to the transformation and construction of the totalitarian education system in Bulgaria. The research is based on the original documents for educational policy and practice. The research centers on the characteristics of the communist (socialist) pedagogy. The detailed analysis shows that the political realities influences the conceptual set-up, functional goals, organization and teaching methodology of the socialist schools in Bulgaria.

Pedagogical science between continuity and revolution - the case of the Czech pedagogical discussion in 1948-1968

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After a "forced" silence during the period of closed universities (1939-1945), Czech pedagogical science awoke to the "new world" after May 1945. Just as the world was not the same after 1945 as before the war, culture, science and education were no longer "what they were before the war". But what direction cultural and scientific development after 1945 was to take was an open question in the years 1945-1948. The communist power grab after 1948 marked a major political breakthrough, which was to be quickly followed by a "new world" of socialist science serving the victory of communism, the economic advance of the East and the Sovietization of Central Europe. But how far the plans corresponded to the realised transformations of scientific discourse and its practices is now a question. The paper analyses how it was in the case of Czech pedagogical science, what goals and plans its actors (persons and institutions) constructed and how they wanted to fulfil them in the different stages of the development of Czech pedagogical science (1948-1953 - Stalinism; 1953-1965 - careful "thawing" and 1965-1968 - socio-political liberation before the so-called Prague Spring of 1968).

The paper is the result of an analysis of primary sources from research institutes of Czech educational science at the Czechoslovak Academy of Sciences (1952-1968) and a discursive analysis of selected primary sources (representative pedagogical publications and scientifically oriented pedagogical journals).

KUDLÁČOVÁ Blanka

Preparation of the future elites of the Communist party in the period of Socialism in Slovakia

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The research is focused on organization and content of education of the prospective party elites in Slovakia during the period of socialism. For their training, a special Political College of the Central Committee of the Communist Party of Czechoslovakia (VŠP ÚV KSČ) was created in Czechoslovakia in 1953, which was directly managed by the Central Committee. After the suppression of the Prague Spring and the onset of normalization (the beginning of the 1970s), a new faculty called the Faculty of the VŠP ÚV KSČ was established in Bratislava and it began its activities in 1972. The research is based on the study of archival sources of relevant funds of the Slovak National Archive in Bratislava. As far as the current research is concerned, political education in Czechoslovakia is addressed in a broader manner in publications by Urbášek, 2008; Devátá et al, 2011; Devátá, 2014; Olejník, 2018; Gabzdilová, 2018; Cuhra et al, 2020. As for the Political College, a study of a political science focus (Dinuš, 2008) and a study focused on the analysis of education of the author of the paper (Kudláčová, 2018) may be noted. Our research shows that the faculty 1) provided a relatively wide spectrum of graduate and postgraduate education in both full-time and part-time form, 2) also provided higher forms of education (rigorous examination procedures and scientific postgraduate studies), 3) had a well-thought-out, comprehensive and well-organized system of education for the future staff for the ruling Communist Party, including how they spend their free time. The faculty disappeared after the fall of communism in 1990.

MADEIRA Bruno | DIAS-TRINDADE Sara | ALVES Luís

Education in the Estado Novo: from principles to practices

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The Estado Novo in Portugal, institutionalized in 1933 (Constitution) elected Education as a privileged space of ideologization, either by accommodating the high illiteracy rate, or by reducing compulsory schooling (3 years in 1930), or by adopting single manuals previously selected. It is intended to identify the legal framework of this political option, the ideological supports that evidence it and the educational practices and evidence that embody it. Particular emphasis will be given to the analysis of the contents of manuals for compulsory primary classes. Background: Framework of Education in the Estado Novo in the scope of the implementation of an authoritarian and fascist state. Methods: Qualitative analysis of legislation, manuals and other means of propaganda (posters or organizations such as Mocidade Portuguesa). Research: Primary sources, political speeches, manuals and posters. Results: To identify evidence of the intervention of the Estado Novo (1933-1974) in educational content in Portugal. Conclusion: Make it possible to compare the Portuguese situation with other ideologically close states.

PROTNER Edvard

The discontinuity of the left-oriented pedagogical paradigm after the Second World War in Slovenia on the example of Jože Jurančič

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In the time between the two wars, left-leaning teachers in Slovenia created a specific pedagogical paradigm based on empirical research into the effects of the social environment on the child and supported alternative didactic forms of teaching. A typical representative of this paradigm was Jože Jurančič, a pre-war communist teacher interned in an Italian concentration camp on the island of Rab during the war. There, upon the capitulation of Italy, he heroically organized the liberation and creation of the Rab Brigade. Immediately after the war, he assumed high political positions in the new political regime. More recent research reveals the cynicism of the authorities that sentenced Jurančič during the time of the Informbiro to prison, which he spent from 1949 to 1954, among other places, in Goli otok, a famous communist prison. As a hero of the Rab camp, he was forced here in 1953 as a political prisoner to carve a stone for a monument on the 20th anniversary of the camp's liberation. In a metaphorical sense, he was building a monument to himself. After his release from prison, Jurančič withdrew from public life. Still, in 1957 he published a polemical article in which he criticized the leading Slovenian theoretician of post-war socialist pedagogical doctrine for his negative attitude towards the pre-war progressive efforts of left-oriented teachers and his excessive reliance on Soviet pedagogical doctrine. This controversy reveals interesting differences between Marxist-oriented pedagogues, offers an important insight into the discontinuity of pre-war and post-war Marxist pedagogy, and at the same time, opens up the possibility of interpretation that recognizes the pluralism of concepts in post-war pedagogical thought.

SCHLUß Henning | GANSER Heinz | KANDELBAUER Melanie

The construction of the Berlin Wall as the subject of a school lesson in East Germany - Insights into a video recording of school lessons in the GDR

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Since the 1970s, there have been video recordings of lessons first in West Germany but soon also in East Germany at various universities, research institutions (Academy of Pedagogical Sciences), and pedagogical colleges. There were also collaborations and international research meetings, some of which crossed the bloc borders.

The lecture will introduce 1. the background of video recording of lessons. 2. the status of our research project in which we are indexing these video recordings and making them available to researchers free of charge. 3. we will present an example of a school lesson that deals with the construction of the Berlin Wall and asks whether the securing of the state border on August 13, 1961, was a contribution to securing peace or an arbitrary act. We were also able to interview several of the actors at the time and will also provide insights into these interviews.

The development of Hungarian educational science after World War II

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Our paper reveals the changes of the discipline after the Zero Hour (1945), when a new period began in the history of the Hungarian educational science. In this epoch, foundations of radical changes were laid, including scientific infrastructures, communities and other characteristics of the socialist educational science that diverged remarkably from the Western patterns.

The theoretical framework is based on Becker's (1989) and Stichweh's (1994) scientific discipline model as well as on Bourdieu's (2001, 2005) social fields theory. Social, political, institutional and individual issues of the period were analysed in the following structure: a) main dynamic changes of the Hungarian educational science agents' activities; b) scientific discourses; c) typical institutional frameworks. Concerning the methodology, document analysis of archival sources preserved in the National Archives of Hungary and the Archives of Eötvös Loránd University and content analysis of the *Magyar Pedagógia* [Hungarian Pedagogy] as a representative professional journal were employed.

Preliminary results suggest that this arena was formed by different ideological, political and professional intentions, with many veiled and visible conflicts. Constantly changing tendencies aimed to transform the discipline and thus the education by controlling resources needed to fulfil the continuously changing goals of the professional and political interest groups.

¹ Research activities are supported by the János Bolyai Research Scholarship of the Hungarian Academy of Sciences.

STONKUVIENĖ Irena

A religious child in the soviet school: atheistic upbringing and its grimaces in the Lithuanian SSR

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According to William van den Bercken (1985) Soviet atheism was not a private opinion, the result of scepticism or existential doubts, but organized unbelief. And one of the most active participants in atheist propaganda was the Soviet school system (Bezrogov, 2006; Froese, 2004; Liutikas, 2003; Luehrmann, 2011; Smolkin-Rothrock, 2018, etc.)

Nevertheless Soviet mono-culturalism, requirement to be as everyone else in the society as well as in school, there were always people who did not obey the official ideology. One of the main and biggest forms of disobey was the belief in God and practicing religion. Therefore the main research question is: what does it mean to be a believer child in an atheist school? In order to answer this question, various research methods are used: analysis of scholarly literature, historical sources (pedagogical press, the Chronicle of the Catholic Church in Lithuania, etc), and qualitative in-depth interviews with people who had attended schools in the Lithuanian SSR.

The analysis of data shows that the position of believers in school was complicated. Religious children, who were mostly not members of the Pioneers or the Young Communist League organisations, were left on the outskirts of out-of-school education activities and did not participate in class or school events. Active action was also often taken. Public reprehensions of “religious fanatics”, “prudes”, “young people without any morality” were quite frequent. They were publicly mocked and punished. Such schoolchildren were threatened to be expelled from school, to get negative characteristics, which would prevent them from further studies or better jobs, etc.

ŠUŠNJARA Snježana

Subordinated school system in the republic of Bosnia and Herzegovina during the Communist period

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Bosnia and Herzegovina (BiH) used to be perceived as a small Yugoslavia, because of its multi-ethnic nature and a model to follow in making a new Yugoslav identity. The new political establishment was very much involved in all spheres of people's life, including education. School programs and teachers' engagement were directed and controlled by the authority. The aim of this paper is to expose the subordinate position of the school system in Bosnia and Herzegovina during the Communist period. I used historical method as well as comparative and literature analysis method. Education became a main source in the political struggle during the process of invention a new socialist society. Teachers who approved the regime and constructively obeyed the directives of political commissars were accepted and privileged. Education was subordinated to undemocratic ideological requests of a single-party state, Communist one. Despite the public promotion of equal rights for all, the situation was different in practice.

About Trnava

Trnava is one of the oldest and most important cities in Slovakia. It is a natural centre of lower Považie, the seat of the Trnava district and Trnava Self-Governing region. With the population of 65 000 inhabitants it is the seventh biggest city in Slovakia.

It is situated on the fringe of the West Slovak lowland only 50 km far from Bratislava, the capital of the Slovak Republic. The total area of the city is 71,5 km². The city is crossed by a highway and the main railway corridor connecting the west and east of the country. The distance to a significant European city, Vienna, is 95 km.



History

Trnava is one of the oldest and most beautiful medieval towns in Slovakia. It is situated in a fertile plain under the Little Carpathians on the main commercial roads of Europe, near to other medieval towns in Central Europe.

It was probably founded at the end of the 9th century at the junction of important long-distance merchant roads as a small market village, named after the day when the market was held - Saturday. The first written reference of Trnava dates from 1211.

Trnava was the first town in the territory of Slovakia that was granted free royal privileges by the King Béla IV. in 1238. The original Bill of Privileges is deposited in the National Archives in Trnava. The privilege subordinated the town directly to the Crown and the assigned town rights enabled its fast development. The original agricultural center began to change gradually into a center of manufacture, trade and crafts. In the first half of the 13th century, the town built an extensive fortification system on an area of almost 60 hectares. It was one of the largest fortifications in Europe of that time. The Kings of Kingdom of Hungary supported the town's chartered status with further privileges. Trnava became a place where the Kings of Kingdom of Hungary held important negotiations. It was a favourite city of King Louis I. who often stayed here and who died in Trnava in 1382.

In the Middle Ages, Trnava became an important town with extensive gothic architecture, both sacral and secular. In this period, St. Nicolas Basilica, St. Helen's Church and the monastery complexes (Franciscan, of Poor Ladies, and Dominican) were built.

The importance of Trnava grew in the 16th century, when it became an important trade center in Kingdom of Hungary. In 1543, the Archbishop with chapter from Esztergom moved into Trnava, and for almost 300 years, the town remained a cultural capital of Kingdom of Hungary. This was a significant impulse for development of education, arts and architecture in the town.

The renaissance contributed to the town silhouette with the Town Tower. With the establishment of the university in Trnava, in November 1635 by Cardinal Peter Pázmány, Trnava became well known in the whole world as a cultural center. In 1777, as ordered by Maria Theresa, the University of Trnava was moved to Buda and Trnava lost its priority as the seat of a university. Almost half a century later, the Archbishop and the chapter moved from Trnava back to Esztergom. In the 17th century, the Pauline Church was built, that bears the marks of the Silesian renaissance. The renaissance period was followed by the baroque period. It began with the construction of the Church of St. John of Baptist, the complex of university buildings and the monastic complexes of the Order of Poor Ladies and of the Franciscan Order. Many architects and artists were called to help with the construction of university buildings and they contributed much to the decoration of middle class houses. The interior of the town was enriched by many valued statues – the Holy Trinity Statue and St. Joseph Statue.

During the 18th century, two churches with monasteries were built in Trnava – the Church of the Holy Trinity (now the church of the Jesuits) and the Ursuline church. At the end of the 18th and in the first half of the 19th century, Trnava became a center of catholic intellectuals who contributed much to the awakening of national consciousness of Slovaks. Anton Bernolak was the most outstanding personality of this movement; he established the main office of the Slovak Educated Brotherhood here in 1792. Thanks to publishing press activities, it spread the new Slovak language standard and it also had a more significant cultural and agitating impact.

Trnava tried to maintain its cultural-social standard in the 19th century, during which the town experienced a vast economic development. Development of the town was accompanied by the new architectonic style. With the active support of the middle class in Trnava, a theater was built in 1831. The first horse-drawn railcars in Kingdom of Hungary began to operate between Bratislava and Trnava in 1846. During the time of oppression of nationalities, when Matica Slovenska was banned, the national consciousness of Slovaks was upheld by the Society of St. Adalbert, which opened its residence in Trnava in 1870.

Between the First and the Second World War, Trnava was the third largest Slovak town. The town grew beyond the fortifications. On the basis of decision issued by Pope Paul VI., Trnava became the first independent Slovak church province. The preserved historical part of the town was declared to be a municipal monumental reservation in 1987. During the last administrative division of the Slovak Republic, Trnava became a seat of Trnava region.

Milestones in the History of Trnava

- 1211 – first written mention of Trnava
- 1238 – King Bela IV of Hungary grants Trnava the privileges of a free royal town 1348 – oldest confirmed seal of Trnava
- 1543 – The seat of the Esztergom archdiocese and chapter is relocated to Trnava and the city becomes the cultural and religious centre of the country
- 1635 – Cardinal Peter Pázmaň establishes Trnava University, initially with two faculties (philosophy, theology) to which others were added later (law, medicine)

Source: <https://www.trnava.sk/en/article/history-1>

The Červený Kameň Castle



The most beautiful castle in the Malé Karpaty mountains, situated just several tens of kilometres from the Capital Bratislava is one of the best preserved Slovak Castles - Červený Kameň. In the 16th century, it was rebuilt into a bulky fortress with a fortification system that was then one of the top military-defensive systems.

Although the Fugger family built the massive fortress in the first half of the 16th century on the site of an original royal castle from 13th century, its history is connected with the noble family of the Pálfis. This important Hungarian aristocratic family gradually altered it into a stately residence with rich stucco ornamentation and frescos in the interior.

The Pálfis inhabited the Castle until 1945. The visitors can admire the famous times of the Castle and scenes from its rich history primarily during fencing festivals and falconers shows. Summer night tours of the Castle also have their special atmosphere.

Nowadays the Castle houses a museum presenting historic housing of the nobility.

Because of its unique charm, the Castle has become the venue of shooting of various films and fairy tales like The Princess Fantagiró, the Dragon Heart or Cinka Panna.

The museum offers visitors 2 sightseeing tours:

1. Museum tour
2. Renaissance fortress tour

Source: <https://slovakia.travel/en/the-cerven-y-kamen-castle>

Wines from the Mill (Vína z mlyna)

Please take some time to browse through the site and discover our hand crafted wines and historic water mill.

Set in the breathtaking southern slopes of the Small Carpathians, **our enchanting vineyard and historic 16th Century Mill** make the perfect backdrop to sample our artisan viniculture.

Dol'any makes an **ideal starting point for exploring the fascinating six main regions of Slovakian wine production, and for venturing further afield to South Moravia and Austria.**

Aside from making and selling wines from our historical 16th Century Water Mill, **we organise and offer a diverse range of complimentary activities, including:**

- **Wine tasting sessions** with carefully matched local foods and a guided tour of our operation,
- **„Feasting in the Mill,“** an extended wine tasting, followed by a rich feast of regional specialties,
- and **many other events** for our visitors.

Source: <https://www.vinazmlyna.sk/en>



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Kudláčová Blanka, Martincová Romana & Wiesenganger Marek (eds.)

State as the Owner of Education

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Trnavská univerzita v Trnave, Pedagogická fakulta

ISBN 978-80-568-0586-2