

Distinguished Teaching Experts

DRAGUTIN ROSANDIĆ

Nestor of Croatian teaching methodology, founder of the first chair of teaching methodology at the University of Zagreb, Croatian language teaching methodology

In celebration of his 80th birthday and the 60th anniversary of his writing



Prof. Dr. Dragutin Rosandić, Croatian language and literature methodologist, founded the first Chair for teaching methodology at the University of Zagreb (Chair for Croatian Language Teaching Methodology at the Faculty of Humanities and Social Sciences, University of Zagreb) and established teaching methodology as a scientific discipline. His scientific, professional and practical work strongly encouraged the contemporary, methodological way of thinking and interdisciplinary relation of scientific awareness for the purpose of education, and

he is thus considered among the most influential methodologists in Croatia in general. He was born in Gospić on August 18, 1930. He graduated at the Faculty of Humanities and Social Sciences in Zagreb in 1954, majoring in Croatian and Russian languages, and obtained his doctorate in 1965 defending the thesis ‘The narrative prose of Vjenceslav Novak’.

This text is published in celebration of some important anniversaries that took place in 2010 – his 80th birthday and the 60th anniversary of his written work. In that

way, the editorship of the journal *Metodika* wishes to pay respect to his contributions to teaching methodology and to thank him for his participation in its Editorial Board, in the section for the teaching methodology of Croatian.

The text consists of several parts: texts from his professional biography and accounts from his education written by dr. Rosandić himself as requested by the editorship, and a professional-biographic interview which was conducted by the editor-in-chief of the journal *Metodika* Prof Dr Ante Bežen. We also present a partial bibliography of works by Prof Rosandić and a bibliography of works about him in the form which was delivered to the editorship. A complete bibliography of his works is yet to be compiled.

MY PROFESSIONAL LIFE IN SHORT

My professional bibliography includes data which have marked my professional and scientific pathway.

First publications

*My first professional articles are related to my initial teaching practice. As a Croatian language teacher in Primary school in Zlatar I published my first professional text thus announcing my interest in teaching methodology. The article entitled *Moji ljubanovci* was published in the first year of the paper *Školske novine* (1950). The article focuses on the reception of a literary character in the novel *Vlak u snijegu* (*Train in the Snow*) by Mato Lovrak. With that text I anticipated reception theory which, as a scientific theory, will come to life in the 1960s of the 20th century. In 2010, both *Školske novine* and I celebrated our 60th anniversary of professional work. For that anniversary the paper published an interview with me entitled *Svi moji ljubanovci*.*

Teacher at the Grammar School in Varaždin

*In 1954 I started working as a teacher at the Varaždin grammar school. I initiated a small research project regarding the acquisition of aesthetic competence in teaching literature. In collaboration with psychologist Vladimir Stančić, PhD, I established a project about the aesthetic evaluation of lyrical poetry at the end of secondary school education. Based on that project I was offered to participate in the UNESCO project *Kulturni sadržaji obrazovanja*.*

*This made me participant in an important international research project. The grammar school in Varaždin in collaboration with the Republic Agency for Education became the organizer of professional symposia regarding the advancement of Croatian language and literature teaching. My teaching era in Varaždin was marked by publications in the weekly *Varaždinske vijesti* (*Varaždin News*) regarding the *Varaždin teaching methodology circle*.*

Teacher at the Classical Grammar School in Zagreb

On the suggestion of educational advisors from the Republic Institute (Mara Zuber and Novak Novaković) I accepted the offer for the position of teacher in the Classical Grammar School in Zagreb with the task to develop projects for improving the teaching of Croatian language and literature. The Classical Grammar School set forth various possibilities for improving teaching. I especially emphasize the project on linking the following subjects: Croatian language, classical languages, art history, music history, philosophy and history. Renowned teachers, such as Lovro Županović, Danilo Mozetić, Nada Barac, Boris Kalin and Dionizije Sabadoš, participated in the project. Based on that project the language-arts area was developed as a new didactic system.

The Classical Grammar School became a research center for teaching methodology which organized practical and theoretical lectures on new approaches in teaching literature. Based on that work, I received an offer for writing a new literature textbook in collaboration with Ivo Frangeš and Miroslav Šicel.

At the same time, I was offered a research assistant position at the Faculty of Humanities and Social Sciences.

Textbook writer

*In the team of authors Frangeš-Šicel-Rosandić my role was that of methodologist who was to establish the new teaching methodology paradigm in the Croatian literature textbook. The template for the new teaching methodology paradigm was made up of my published samples of school interpretations of Kovačić's novel *U registraturi*, which was published in the journal *Umjetnost riječi* (1957), and a sample interpretation of the short story *Kip domovine leta 1880.* by Matoš.*

*The textbook *Pristup književnom djelu* (1962), accompanied by a teacher's manual marked the beginning of the new system of teaching methodology which places the literary piece in the center of the teaching process and introduces the student to literary-aesthetic communication. The teacher's manual included a text regarding creative literacy as a new methodology system in teaching expression.*

My collaboration with the Classical Grammar School was continued even when I left to teach at the Faculty of Humanities and Social Sciences. I continued to teach one class in order to continue empirical research and to demonstrate to students new teaching methodology approaches. The Classical grammar school became a pre-service teacher-training school for students from the Faculty of Humanities and Social Sciences.

I continued to write textbooks for all grades of grammar school in co-authorship with academician Šicel and independently until 2000. In addition to literature textbooks I also wrote Croatian language textbooks for primary school and for secondary school and a textbook of Croatian language for Croatian emigrants. My presence in textbook writing dates from 1962 to the present day.

Literary scientist

My research work in the area of Croatian literary history began with my arrival at the Faculty of Humanities and Social Science. Under the mentorship of academician Ivo Frangeš I joined the research project Znanost o književnosti Šenoina doba. I collected, systematized, and evaluated the material from science of literature (history and theories) which was published in literary journals of the day.

The second research project was devoted to Miroslav Krleža. I prepared the material for Krležin zbornik in light of the author's 70th birthday and 50th anniversary of literary work. The Zbornik included an Index of Krleža's work and an Index of names. My scientific interest for Krleža's literary creation continued with special methodology projects and in close collaboration with the author.

In addition to institutional scientific projects I started working on my doctoral theses about the narrative prose of Vjenceslav Novak. The doctoral thesis Pripovjedna proza Vjenceslava Novaka was defended in 1965. My scientific work in the area of Croatian literature was continued in the research of Croatian work of writers from the region of Lika Jure Turić, Budo Budisavljević, Josip Draženović, Pero Budak and the writing of current authors Nedjeljko Fabrio, Ljerka Car-Matutinović, Višnja Stahuljak, Anka Petričević-Sister Mary of the Sacred Heart, Želimir Ciglar, Stjepo Mijović Kočan, etc. Literary reviews on Croatian writers are summed up in the book Učitelj učitelja (2010).

Teaching methodology scientist

In studying the science of literature I acquired the research methodology for a scientific approach to literary methodology. By writing first samples of school interpretations of the novel U registraturi by Kovačić and the short story by Matoš Kip domovine leta 1880 I relied on the methodological paradigm of scientific interpretation which was advocated in the journal Umjetnost riječi. The scientific paradigm (paradigm of science of literature) is only one of the teaching constituents of the methodological scientific paradigm. The methodological system includes other disciplines in the area of educational sciences (didactics, pedagogy, educology, pedagogic and developmental psychology, communication science, sociology...). Teaching methodology is presented as an interdisciplinary/synthetic science with its own subject and methodology. Based on the developed methodology paradigms which include empirical research and by studying methodology literature in foreign languages, since the 1960s to this day I was able to produce an impressive methodology opus of twenty books, articles and studies which are the foundation of the Zagreb School of Teaching Methodology, also known as the Rosandić School of Teaching Methodology. The School became the most known school of teaching methodology in the former Yugoslavia and acquired a reputation abroad. As head of the school I was guest lecturer at foreign universities (Austria, Germany, Sweden) and universities in the former Yugoslavia (Belgrade, Novi Sad, Skopje,

Sarajevo). My works dealing with teaching methodology have been translated into other languages: the book *Metodika književnoga odgoja* was translated into Slovene as *Metodika književne vzgoje* (1991), *Pismene vaje* (translation into Swedish of particular chapters of the book *Riječ materinska*), the book *Televizija u nastavi književnosti* was translated into Slovakian.

My methodology monographs, in particular the systematized *Metodika književnog odgoja*, represent obligatory reading for the study of teaching methodology at domestic and foreign universities.

Founder of the Chair for Teaching Methodology and President of the University Section for Teaching Methodologies

I founded the first chair for teaching methodology at the Faculty of Humanities and Social Sciences in Zagreb and that was the first chair for teaching methodology at the University of Zagreb, within the philology and science of literature program of study. As the founder and head of department since its founding (May 30, 1968) until my retirement (2009) I initiated the postgraduate study, doctoral theses, and research projects for the advancement of teaching the Croatian language and literature. I developed interfaculty collaboration within the University of Zagreb at the postgraduate study of teaching methodology at the Faculty of Kinesiology, and methodology education of research assistants at the Faculty of Economics. The collaboration was extended to numerous similar faculties in ex-Yugoslavia (Ljubljana, Maribor, Novi Sad, Belgrade, Skoplje, Sarajevo) and institutes in Zagreb, Ljubljana, Maribor, Sarajevo, Novi Sad and Belgrade. I also established cooperation with institutions in other European countries: the Universities in Lund and Göteborg, the Slavic Institute at Uppsala, the Ministries of Education in Frankfurt and Berlin, the Slavic Institute in Vienna, the Pedagogical institute in Vienna, the Faculty of Arts in Budapest, the Colleges of Education in Pecs and Malmö, the Croatian high school in Oberwart (Austria), etc.

The Chair became the center for the gathering of potential teaching methodologists (postgraduate and doctoral students), teacher mentors, educational advisors for the Croatian language and literature, the source for new insights regarding teaching methodology, the hotbed for new scientific achievement and the promoter of methodological thought. The Chair educated scientists who affirmed teaching methodology as a scientific and teaching discipline at teachers' colleges, faculties, education agencies and other educational bodies dealing with the advancement of schooling. Particular merit in the affirmation of teaching methodology as a scientific and teaching discipline goes to the Chair in organizing the scientific symposium "Methodology in the system of science and education" where the range of particular teaching methodologies was presented. The most developed is Croatian language and literature teaching methodology comprising the highest number of scientists (PhDs and MAs) and authors of articles dealing with methodology. The symposium proceedings were presented in the book *Metodika*

u sustavu znanosti i obrazovanja (1986). The book (proceedings of all presentations and conclusions) represents a turning point in teaching methodology and a historical date in its biography. The result of the symposium was the founding of the Teaching Methodology Section as part of the, of which I became the first president. In establishing the Section new possibilities for scientific research of teaching methodology were open. The Section became a scientific forum where lecturers from Croatia and abroad exchanged their experiences on various topics.

Mentor at postgraduate and doctoral studies

The establishment of the Chair enabled the start of postgraduate studies and doctoral studies in the area of teaching methodology. Candidates for the postgraduate studies were distinguished secondary and primary school teachers and advisors at educational agencies. As a mentor I suggested research topics which the candidates elected according to their interests and research abilities. Each master and doctoral thesis included empirical research and theoretical research for which the candidates had prepared in a specialized course Methodology of research in teaching methodology. Lecturers at the postgraduate studies were scientists in the area of teaching methodology and corresponding sciences (didactics, psychology, science of literature, linguistics, philosophy of science...). Candidates for the postgraduate study also came from abroad (Slovenia, Serbia, Bosnia and Herzegovina, Sweden). The book of proceedings Metodika u sustavu znanosti i obrazovanja listed the names of masters and doctors in the field of teaching methodology of Croatian and their works. Based on those works, the range of topics and scientific contributions to the development of teaching methodology can be established. It is with great pleasure that I think of that fruitful collaboration and promotion of teaching methodology researchers. Future researchers of issues in teaching methodology can now start from a considerable corpus of research papers which contributed to the affirmation of teaching methodology as a scientific discipline.

President of the Croatian School Council at the Ministry

In 1998, I was appointed president of the Croatian School Council (during Božidar Puželnik's term of office as Minister of Education and Sports) with the task to prepare a project for changes to be brought to the Croatian school system. I prepared a methodological draft for an integral change of the Croatian school/pre-school educational system according to curricular theory. Some renowned professionals (researchers and teachers) were involved in the project having particular tasks according to their competencies. The project was adopted by the government of the Republic of Croatia, however the project did not come to life due to disagreements at the Ministry between the minister and his deputy. Under such circumstances I could not continue to carry out the project. However, I did publish it in the book Hrvatsko školstvo u okruženju politike (2005). The project announced the work on the national curriculum which emerged in 2010, but with a considerable delay when compared to other European countries.

Guest lecturer

*I was guest lecturer at many universities abroad. My first guest lecturing was at the College of teacher education in Pécs. After that, I was invited to give talks in Slovenia (Faculty of Arts in Ljubljana, Faculty of Education in Maribor), Serbia (Faculty of Arts in Belgrade and Novi Sad), Bosnia and Herzegovina (Faculty of Arts in Sarajevo). I was guest lecturer at the following institutions: University in Lund – the Slavic Institute, Teacher Education College in Malmö, the University of Göteborg, the University of Stockholm, Uppsala University, the Slavic Institute in Vienna, the Pedagogical Institute in Vienna, the Ministry of Education for Hessen County in Germany. My lectures at foreign universities included the topics of bilingualism and interculturalism and language teaching methodology in bilingual environments. I particularly emphasize the lecture at the Teacher Education College in Malmö, where I taught a course in Croatian language teaching methodology for several years. My book *Riječi materinske* was marked both in Sweden and Croatia as a pioneer and unique work of that kind as there is no book of that kind in the world literature.*

*At the Slavic Institute in Uppsala I held a lecture on the topic 'The novel *Na rubu pameti* by Miroslav Krleža' with special emphasis on the novel's language (kajkavian). For that occasion Bosiljka Paska, a teacher from Varaždin who has a special interest in Krleža's kajkavianisms prepared a kajkavian dictionary. The kajkavian dictionary was useful for translating the novel *Na rubu pameti* into Swedish.*

For my work in Sweden I received recognition by the Slavic Institute in Lund for participating in the scientific project JUBA-project (project on language development of immigrant children) and was awarded the Medal of the University of Göteborg.

*My lectures at foreign universities opened new horizons in studying issues relating to teaching methodology. At the same time they witnessed the value of the Zagreb school of teaching methodology. After *Riječi materinske* (1983), in collaboration with Dr Irena Rosandić, associate at the Pedagogical Institute in Vienna, I published a Croatian language textbook based on the contrastive approach, and the manual *Riječ hrvatska u višejezičnom i višekulturalnom ozračju* (1991). I held a lecture about those books at the Slavic institute in Vienna to students of Croatian language and Croatian language teachers in the Oberwart secondary school. At seminars organized by the ministries of Hungary, Germany, Austria and Switzerland respectively, I talked about the issue of learning and teaching the Croatian language in diaspora. The Chair for Teaching Methodology included in its program Croatian language teaching methodology in diaspora. For that purpose, teachers working abroad (Sweden, Australia, Italy) received their education at this department. Within that program, in cooperation with the Ministry of Education (leader of the program for Croatian teachers in diaspora Mirna Topić, MA) I organized a longer stay at the Croatian school in Pécs where I held several*

practical lectures for grammar school students, whereas advisor Olga Jambrec held a lecture for higher primary school students. Through a variety of activities (frequent lectures, seminars, mentorship) I promoted learning and teaching the Croatian language abroad.

Author of projects, associate in international projects

I prepared several projects: an experimental project for creating a new Croatian language textbook for grammar schools, a project for preparing texts by Krleža for required school reading (an inter-republic project), a project for preparing required school reading published by Sissprynt, a project for the assessment and evaluation of Croatian language textbooks, a project for filming TV shows about reading, a project/scenario for filming a short educational film about Jure Kaštelan, a project on team teaching, a project on homeland teaching, a project on relating art and literature, a project on improving creativity in written expression, a project on anticipating and correcting language (grammar and stylistic) mistakes in written expression, a project on filming a TV show about the communicative approach to language teaching, a project for the development of an audio literature textbook, etc.

*All those projects are a key part of empirical methodology in research on teaching methodology. In addition to those projects, I participated in the UNESCO project *Kulturni sadržaji obrazovanja* with a contribution on developing aesthetic evaluation of poetry in the final grade of grammar school. I participated in researching language development of immigrant children, the development of the mother tongue in bilingual environments as part of the project of the Slavic Institute in Lund (JUBA project). As an expert in bilingual education, I also participated in preparing textbooks (beginner) for learning Croatian as a mother tongue, initiated by the project of the Ministry of Culture and Education of the German County Hessen.*

*Primary schools, grammar schools, the Institute of Education (now Croatian Education and Teacher Training Agency), Television, Filmoteka 16, teachers, pupils, students and parents were involved in the projects developed by the Chair for teaching methodology. Particularly interested were the experimental Primary School Jordanovac in Zagreb, the Classical Grammar School in Zagreb, the Grammar School in Varaždin, the Zlatar Secondary School, the 4th Grammar School in Zagreb, the 15th Grammar School in Zagreb, the Primary School Ivan Merz in Zagreb, the 3rd Grammar School in Zagreb, etc. Some project lasted for several school years: e.g. the project on introducing phonology into the textbook for first grade of secondary school. Experimental teaching according to that project took place for three years lead by the co-author of the textbook Josip Silić. The textbook *Fonetika i fonologija hrvatskoga jezika za prvi razred gimnazije* with a handbook and workbook marked a new model of language textbooks.*

Based on the experience of writing textbooks I realized that each textbook should pass an experimental evaluation prior to being approved and should later be systematically assessed in teaching. Such methodology was applied in my Croatian language textbook for the first and second grade of grammar school. The present reality in textbook writing deviates from the mentioned methodology.

Media associate

*I have cooperated with electronic media (TV, radio and film) and print media (newspapers and journals). My cooperation with the School Radio started during the 1960s. I created several radio shows about language and literature which were intended for teaching. I would like to single out the show *Kultura govorenja* (Culture of speech) which was aired live with students in the classical grammar schools in Zagreb, Karlovac and other towns in Croatia. In the journal *Radio u školi* I published several outlines for radio shows. I participated in several shows in the Educational program of the Croatian Television dealing with teaching Croatian language and literature, shows intended for teachers and shows devoted to particular writers and works. In my book *Nastava hrvatskoga jezika i književnosti* (1970) I published an extended text *Televizija u nastavi književnosti* (Television and teaching literature) which was translated into Slovak, and the script for the show on Krleža's short story *Bitka kod Bistrice Lesne*. Among master's theses topics is the topic regarding the inclusion of media (radio and TV) into language and literature teaching. The topic on radio and school was presented in Ante Bežen's master's thesis. Velimir Visković, a renowned Krleža expert, began his infatuation with Krleža as a student and young teacher in grammar school, by following Krleža in the educational program of the Croatian Radio.*

*In addition to electronic media I collaborated with newspapers, *Školske novine* in particular (since 1950), *Vjesnik*, *Večernji list*, *Vijenac*, *Jutarnji list*, *Slobodna Dalmacija*, the *Rijeka Novi list* etc. My column in *Vjesnik* about the Croatian educational system appeared for several years. Those articles are published in the book *Hrvatsko školstvo u okružju politike* (2005).*

*Based on my cooperation with media (radio and television in particular) I created a path for media teaching methodology and digitalization in education. Scientific and professional articles, reviews and overviews were published in various scientific and professional journals and proceedings: *Umjetnost riječi*, *Jezik*, *Metodika*, *Pedagoški rad*, *Pogledi i iskustva*, *Prilozi* (Banjaluka), *Život i škola*, *Vzgoj in izobraževanje*, etc.*

Encyclopedia associate

*I reviewed, selected and edited articles in the area of education coming from Yugoslav republics for the *Enciklopedija Leksikografskoga zavoda Miroslav Krleža*.*

I have published several articles in the area of Croatian language and literature teaching methodology in the Pedagoška enciklopedija (1989). My creative portrait with the list of published pieces and awards for scientific work in the area of education were also published in the encyclopedia.

Additional details to complete the portrait

Functions: Head of Department for Yugoslav Studies at the Faculty of Humanities and Social Sciences in Zagreb, Vice-dean for teaching and science at the Faculty of Humanities and Social Sciences in Zagreb, President of the Republic Committee for Textbooks, Leader of the cooperation program between the Faculty of Humanities and Social Sciences in Zagreb and Lund University, president of the Professional Committee for Developing Teaching Programs for Croatian Language and Literature, Member of the Teaching Council of the Republic of Croatia, associate with the Pedagogical Institute of Slovenia, associate with publishing houses in Croatia, Serbia, Bosnia and Herzegovina, Slovenia...

Additional information making up the integral portrait include papers in the area of science of literature, literary criticism and linguistics which are presented in the book Učitelj učitelja (2010), which encompasses my methodological, didactic, pedagogic, literary and linguistic opinions. The book contains a selection of critical papers regarding my creative work.

My collection includes an unpublished monograph entitled 'The narrative prose of Vjenceslav Novak', the unpublished (professionally reviewed manuscript) 'Way to the national curriculum' and the corpus of my own (unpublished) poetry from my grammar school days to this day.

Awards and acknowledgements

*Ivan Filipović National Award for outstanding results in the area of education
Ivan Filipović National Award for research and professional work in the area of education*

Ivan Filipović National Award for lifetime achievement

Davorin Trstenjak Award as best textbook writer

Školske novine "Tone Peruško" Award for information in education

Medal of the University of Göteborg (Sweden) for the advancement of teaching the mother tongue in diaspora

Acknowledgement of the Slavic institute in Lund (Sweden) for the advancement of teaching the mother tongue in diaspora and for participating in the JUBA Project

Acknowledgement of the City of Gospić

Dragutin Rosandić

NOTES ON MY EDUCATION

Primary school

My schooling began in my hometown Gospić. In 1937, I enrolled into the first grade of the Teacher's Practice school. My memories and recollections of the days in primary school are nested in an educational horizon. I will select memories and recollections of educational situations of which I became aware professionally as a significant legacy of my own pedagogical profile.

I remember the dramatization led by student teachers about sounds and letters in initial reading and writing. I also participated in those plays (short alphabet sketches). My role was that of the sound and letter 'I'. The sketches were thought up by the pedagogy teacher Prof. Mate Demarin with his student teachers. He was also one of the heads of the work school.

At that time I had no idea that he would be my pedagogy and teaching methodology teacher at the Teacher's school in Zagreb.

I remember my teachers. Marica Rukavina, a mentor for numerous generations of student teachers, who presented her pedagogical and teaching creativity in many areas. I was particularly impressed by her methods in developing interest in reading and in creating a home library. She taught us how to handle a book, cherish it as a valuable and to create a home library. (I came across her article in Školske novine about creating a home library.) She defined books as living beings which talk to the reader!

A personified book in a child's perception has a special effect.

I also remember my teacher Vinko Šepić who was particularly interested in required school reading. He suggested having a display of readings in the classroom as well as a class and home reading journal. He announced each reading by reading a characteristic paragraph thus enticing the curiosity of the potential reader. He read expressively and vividly. Upon reading a paragraph he asked to think about the continuation of the story. He was heading along the road of the theory of horizon of expectations.

Teacher Eva Galac organized field teaching (observing homeland landscape, orchards, forests, the river Novčica...). She asked us to direct our observations, touch plants, (tactile experience), listen to sounds in the landscape (auditive experience), observe movement of phenomena in nature (kinesthetic experience) and smell (olfactory experience). Based on sensory perception, she organized discussions, we prepared a homeland panorama and an exhibition of written work and artwork on wall news displays. Today this is referred to as school in nature!

I believe that Prof Demarin with his pedagogical work at the very beginning of the work school, influenced the work of the Teaching practicum and the education of pre-service teachers.

With my memorial school certificate issued by the Independent State of Croatia on completion of the fourth grade of primary school I enrolled into the first grade of grammar school.

Grammar school

My grammar school education took place under war conditions. The lessons were often interrupted because of danger, particularly bombing of our town. Nevertheless, it is with gratitude that I remember my Croatian language teachers who taught me Croatian grammar. The emphasis in teaching was on grammar, learning grammar forms and rules. The focus in literature was on memorizing texts. I memorized the entire section Harač from Mažuranić's epic poem, Šenoa's poems Budi svoj, Kugina kuća, Propast Venecije, etc.

There was no text interpretation. The narrative works were mostly retold. Concepts from literary theory were learned regardless of the literary works. I learned Croatian grammar from the textbook by Josip Florschütz. It was one of the best language and Croatian grammar textbooks until the 1950s. For literary works we used the textbooks Žetva and Plodovi srca i uma by Mate Ujević which hold an important place in the history of Croatian readers/literature textbooks. I began reading Šenoa, Kumičić, Novak, independently learning verses by heart, in particular the ones by Matoš and Kranjčević. I started illustrating mandatory readings in my reading journal, borrowing books from the school library and from Jandro Brkljačić's private library.

By the end of the war I was in grade four. The new authorities did not acknowledge the grade that we were attending (for me and my colleagues in grade four) so we had to repeat the grade.

The first period of my grammar school education ended with the junior matriculation which I did not sit for, since I passed grade four with excellent grades and was exempt from the exam. I enrolled into the fifth grade of grammar school and then transferred to the teachers' secondary school.

Teachers' secondary school in Gospić

My secondary school education began with my arrival to the school for teacher education. The subjects Croatian language and literature, psychology, didactics and pedagogy held an important position. Croatian language and literature classes were held without textbooks. Teachers lectured while students took notes on these lectures and during oral examinations had to repeat what the teacher had said. Based on those lectures I created scripts which other students in my class also used. Croatian language teacher, Stjepan Starešinčić, would look over my scripts and recommended them to other students. Literature classes encompassed literary history of the positivist type; the teacher asked students to reproduce literary history facts. There were no readers! Literary texts were rarely part of teaching with the exception of obligatory reading. During obligatory reading sessions, discussions about the works were rare, and students usually read notes from their reading journals. The list of obligatory reading included, in addition to Croatian writers of the time, the Russian cult authors Gorky, Goncharov, Sholokhov, Mayakovski,

etc. Emphasis was given to works belonging to the stream of social-realism with pronounced ideas of approach. The idea principle is represented in teaching literature. In addition to obligatory reading, there was a list of forbidden readings, e.g. the works of Mate Budak.

Without the knowledge of others, I filled my interest for literature by reading works beyond the obligatory ones.

Considering that I showed particular interest for literature, I began writing poems and poetical reminiscences. I was also leader of the literary section which was attended by students trying to create literary pieces. We organized literary evenings during which students read their works. As leader of the literary section I participated in the meeting of young writers (secondary school students in Karlovac). The meetings were attended by writers Vjekoslav Kaleb and Josip Barković (a former student of the Teacher's secondary school in Gospić), who talked about literary creativity (the selection of topics through short prose, selection of motives for lyric poetry). That was my first encounter with writers!

*I also remember the field trip *Tragom hrvatskih pisaca* (Following the tracks of Croatian writers), organized by the principal of the Teacher's Secondary School, Rudolf Bernardić, who later became advisor at the Republic Institute of Education. The several-day program included towns where famous Croatian writers came from: Split (Marulić), Šibenik (Šižgorić), Hvar (Hektorić, Lucić), Dubrovnik (Držić). We also attended a theatre performance in Split.*

*High-school days in Gospić took place in an environment depicted by Aralica in his novel *Okvir za mržnju* and by the film edition of the same novel *Život sa stricem*.*

Teachers' secondary school in Zagreb

*With my arrival at the Teachers' secondary school in Zagreb I experienced many changes in both my life and education. I came to a big city from war laden Gospić, to a new school, a new social and cultural environment. I also entered a new educational environment. The students behaved differently from my colleagues in Gospić. New teachers, a new school library, music room with a piano, big auditorium for school performances and public performances. My homeroom teacher was Prof Mate Demarin, former teacher at the Teachers' secondary school in Gospić, who was my teacher in the Practicum. Knowing I was new to the large city, he treated me with special pedagogical care. He was aware of the environment I came from and quickly noticed my interest in learning, offering me additional readings in pedagogy. I remember him offering me Rousseau's *Emile*, his book *Praktični primjeri radne škole*, the book by Salih Ljubunčić *Slobodni pismeni sastavci*, etc. That was my first pedagogy reading. The teacher observed my practical lectures in the practicum. He particularly emphasized the lecture on King Tomislav. For that lecture I took the pupils to see the monument of King Tomislav, I wrote a poem about the monument and included Nazor's poem *Kralj**



At the home Ph.D. Mate Demarin year 1988. From left (sitting) Ph.D. Mate Demarin, Ph.D. Hrvoje Virgoč; (standing) Ph.D. Dragutin Rosandić, Stjepan Jakopović, Mrs. Ivka Demarin and Franjo Lajoš.

*Tomislav. In that way, I established a relationship between the historical content and literary examples. Such linking was particularly stressed by the professor with respect to content integration (integration of subjects). He commended my literary contribution as an illustration of teacher creativity. I stayed in touch with Professor Demarin even after graduation. I reviewed his books, was writer of the preface for his book *Pedagog stvaralac*, wrote scientific articles on the presence of his pedagogical thought in the proceedings *Dani Mate Demarina in Petrinja*. I dedicated a poem to him for the occasion of our graduation.*

In addition to Prof Demarin, I would also like to mention Prof Matej Sova, Croatian language teacher, author of literature textbooks for the 1st grade of teachers' secondary school, who recognized my appreciation for literature and encouraged my creative writing. He used to read my school essays in other classes and directed me towards the study of literature. Some renowned teachers and writers of professional and scientific papers worked at the Teachers' Secondary School (Ljubica Godler, Zvonimir Priselac, Mara Pavičić, etc.). The school director was the poet and educationalist Nikola Pavić who showed special interest in my creative writing and recommending the study of literature.

It is with particular gratitude that I remember my teachers at the Teachers' Secondary School in Zagreb, who influenced my professional and, later, my scientific work. My examples of collaboration with teachers can be valuable and encouraging for many. On the foundations of encouragement by my teachers throughout my education I built my professional, teaching and scientific profile.

Dragutin Rosandić

Professional and biographic interview

THE FOUNDING OF THE FIRST CHAIR FOR TEACHING METHODOLOGY AND ITS ACHIEVEMENTS

For this occasion, the editor-in-chief of the journal 'Metodika' asked Prof Rosandić for an interview. The interview centered on issues regarding the beginnings of teaching methodology as a university discipline and his work as methodology expert who contributed to developing teaching methodology as a scientific discipline. The interview represents an original testimony relevant for the history of teaching methodology in Croatia. (The answers to the questions were written by Prof Dr Rosandić, whereas the title and the subtitles were provided by the editor.)

The founding of the Chair for Croatian Language Teaching Methodology

You are the founder of the first chair for Croatian language teaching methodology in Croatia, at the Faculty of Humanities and Social Sciences in Zagreb. Could you present some information and memories regarding that event: the introduction of teaching methodology as a discipline in the university program of study, first Croatian language teaching methodologists in Croatia and at the Faculty of Humanities and Social Sciences, the people who helped you and possible obstacles and lack of understanding along the way.

Prior to coming to the Faculty of Humanities and Social Sciences I had acquired experience in teaching methodology as a teacher of Croatian language in literature in primary and secondary school and as lecturer at the Teaching Academy in Karlovac (as guest lecturer). I also published several papers on teaching methodology in journals: *Umjetnost riječi*, *Pedagoški rad* and *Školskim novinama*.

As a teacher at the Classic Grammar School in Zagreb I was mentor to students of Croatian language and literature studying at the Faculty of Humanities and Social Sciences. Their teaching methodology professor was Tvrtko Čubelić.

My work as teaching methodology lecturer began in 1964. At that time, there was no verified program, nor a bibliography for the study of teaching methodology. I had to create a program of study in a situation where scientific literature in the Croatian language regarding teaching methodology was non-existent, particularly for the secondary school level. In absence of professional literature for the course, I found a stronghold in my own teaching practice from the Classical Grammar School. Students systematically observed my language and literature teaching which was analyzed and professionally developed in the seminars. Once I acquired the necessary scientific qualifications (PhD, published scientific work,

written my first literature textbook for high school with co-authors academician Frangeš and Miroslav Šicel) and established a reputation for the teaching methodology course among students and staff at the Department for Yugoslav studies, I initiated a motion for founding the independent Chair for Croatian language and literature teaching methodology.

The proposal, backed by a thorough professional exposition, was sent to the Department for Yugoslav Studies. The Department unanimously accepted the proposal and the exposition and sent it to the Faculty Council. The Council had a rather lively discussion for and against the proposal. With the majority vote the Faculty council established a resolution by which on May 30, 1968 it established the Chair for teaching methodology and appointed Assistant Professor Dragutin Rosandić, PhD, as its head.

The proposal for establishing the Chair was supported at the meeting of the Faculty Council by Professors Ivo Frangeš and Ljudevit Jonke as representatives of science of literature and linguistics. They made a clear distinction between the scientific subject of Croatian language and literature teaching methodology and the subject of science of literature and linguistics. Opposition to the proposal came from lecturers in non-teaching study programs (ethnology, archeology). Representatives from the Department of Pedagogy were also not in agreement with the proposal of having teaching methodology as a scientific and teaching discipline out of the realms of pedagogy.

With the establishment of the first independent chair at the Faculty of Humanities and Social Sciences in Zagreb, the first of such kind at the University of Zagreb, and with the introduction of the teaching methodology course as an independent teaching discipline, the conditions for its scientific and teaching development were met.

What arguments did you use in trying to convince the Faculty administration regarding the need for founding the Chair for teaching methodology? What was the status of teaching methodology education at the time?

I developed a concise proposal for the discussion of the Council regarding teaching methodology as an autonomous scientific discipline referring to relevant examples from other countries. I proposed the following:

1. A program of study comprising of three areas: literature teaching methodology, Croatian language teaching methodology and language expression teaching methodology
2. A plan for the scientific and teaching development of the Chair
3. Students' opinions regarding the teaching methodology course based on a questionnaire.

With the support of Prof Frangeš and Prof Jonke I elaborated each part of the proposal. The oral elaboration of written supplements strengthened the proposal for founding the Chair and, as a result, a resolution for its founding was made.

Prior to the introduction of the teaching methodology course in 1964, education in teaching methodology was carried out without a verified program and mandatory readings in the duration of one semester. With the establishment of the Chair, a program was instituted and the program for a two-semester course, both theoretical and practical (the practical part comprised a mandatory number of hours for teaching practice in primary and secondary school) was verified. Mentors were named for primary and secondary school, who carried out lessons for student teachers according to the models prepared by the Chair. The first research projects for the improvement of teaching were also initiated. The student teacher prepared each lesson plan together with the mentor, and I verified each lesson plan both in writing and orally. My students remember our joint work on developing written lesson plans for teaching. Until 1977 I had been the only person at the Chair, carrying out all the work in preparing lectures, executing formal lessons in school, cooperating with mentors and cooperating with students in preparing teaching units. The Chair took over the leading role in improving Croatian language and literature teaching together with the Republic Institute of Education.

Which conceptual changes have you introduced into Croatian language teaching methodology at the time of your chairing? How did the Chair develop in organization, program and staffing until the time of your retirement?

I steered the Chair in the scientific and teaching direction. The scientific direction refers to research projects (empirical research) involving mentors and students. I organized research projects in association with schools and the Republic Institute of Education. The Chair collected and established a bibliography of teaching methodology papers which students used in preparing their lessons. Exam slips for the oral exam in teaching methodology theory were introduced, as well as a pupil's text for correction prior to the oral exam, in order for the student to show competence in correcting written work. The Chair yearbook was introduced, recording all important events as the framework for writing the Chair's history. The Chair also organized guest lectures by teaching methodologists from other faculties and collective observation and teaching practice in schools in Zagreb and out of Zagreb. Especially interesting were the visits to the secondary school in Zlatar where the projects of homeland teaching and introduction of team-teaching by students and myself were initiated. Those were real teaching methodology feasts, which included visits to Matoš's Lobar and the baroque church in Belec, artistic programs by pupils, teaching methodology seminars for teachers in the Krapina-Zagorje County, refreshments for participants (students and teachers) prepared by the Zlatar Secondary School and the City Council. Meetings in Zlatar were organized by Jasna Mlakar and Stjepan Škof, head teachers of the secondary school. Students regarded these meetings as a kind of festivity. They reported about them in the *Školske novine*, and the television recorded one lesson. I elaborate on the meetings in the book *Učitelj učitelja*.

The scientific development of the Chair was realized with the implementation of the postgraduate study and doctoral study. The first generation of postgraduates during the 1970s marked the beginning of the postgraduate program of study which has continued to my retirement. The first generation of postgraduates yielded representative teaching methodology scientists who later got their PhDs and published significant teaching methodology monographs: Ante Bežen (Teaching methodology – the science of subject teaching), Rasima Kajić (The novel in the system of problem teaching), Mira Kermek-Sredanović (Literary interests of children and youth). In addition to master theses, the first doctoral theses in teaching methodology were also defended (Zvonimir Diklić: The literary character in the teaching process, 1975).

The Chair educated several generations of teaching methodology experts (the list of scientists until 1986 was published in the proceedings *Metodika u sustavu znanosti i obrazovanja*). The list should be updated with names of MAs and PhDs in teaching methodology acquired to this day. (Even after my retirement in 2000, I was mentor to doctoral students – to Kata Lučić and Vlatka Velički. Some candidates who chose me as mentor in preparing their master and doctoral theses however had to cancel my mentorship on demand of the current Department chair and accept his mentorship).

The Chair established cooperation with institutions at the inter-republic level in former Yugoslavia, and institutions abroad (the Teacher Training College in Pécs and the Faculty of Arts in Budapest, the Slavic Institute in Lund, the Slavic Institute in Uppsala, the Teacher Training College in Göteborg, the Slavic Institute and the Pedagogical Institute in Vienna, the Ministry of Education of Hessen County in Germany). By extending the cooperation we produced new scientific, professional and organizational horizons necessary for the development of the Chair and of teaching methodology as a teaching and scientific discipline. New staff joined the Chair. In 1977, Vlado Pandžić was hired as a research assistant and Stjepko Težak joined the Chair in 1978, coming from the Teacher Training College in Zagreb. With his arrival the work on Croatian language teaching methodology and film teaching methodology at the Chair was intensified. The role that Stjepko Težak had in the development of the Chair was invaluable. In joint efforts and in collaboration with Zvonimir Diklić, professional editor at the publishing house *Školska knjiga* and a part-time lecturer of Language expression teaching methodology at the Chair we founded the journal *Suvremena metodika nastave hrvatskosrpskog jezika i književnosti*. That was the first journal of that kind in Croatia and it gathered associates (scientists and practitioners) from Croatia and other former republics. The journal played a significant role in promoting teaching methodology as a science. The Chair developed an intense collaboration with the Republic Institute of Education and the Institute's teaching practicum and its leader Dr Rasima Kajić.

In such an organizational, professional and scientific environment I myself developed successfully. While heading for retirement in 2000, after fifty years of active work in my profession and in science I left behind a developed Chair of Teaching Methodology of Croatian Language and Literature which served as a model to other similar chairs at faculties of teacher education.

Theoretical concept of Croatian language teaching methodology

How would you define the main theoretical properties of the concept of Croatian language teaching methodology which you developed as a result of your work? Could your theoretical concept be considered as a special theory of teaching methodology and what would you call it?

The theoretical determinants of teaching literature are expounded in my monographs on teaching methodology, particularly in the first Croatian systematic literature teaching methodology *Metodika književnoga odgoja*, (1986/1989/2005). For this occasion, I will mention the most important theoretical-methodological benchmarks of teaching methodology as an autonomous scientific discipline: its own methodology, interdisciplinarity, empirical research (action and experimental), independent scientific terminology, independent scientific subject. Each of the determinants is presented systematically in *Metodika književnoga odgoja*. Based on those benchmarks, and in accordance with scientific epistemology, I developed a special system of literature teaching methodology which is known in professional reviews as the Zagreb /Rosandić School of Teaching Methodology. Various theories emerge within the framework of that school, particularly ones relating to general teaching methodology issues and questions relating to the content which is methodologically created. The Zagreb/Rosandić School established a complex system of theory of the pupil as an aesthetic subject, of literary-aesthetic communication, aesthetic experience and aesthetic awareness, special theories on studying literary genres and types, types of teaching lessons, methodological systems of assessment of achievement at particular levels of education, the socio-cultural context in which the teaching of literature takes place, media and literary education, theories of reading and reader typology, etc.

Such a categorial system makes up the framework on which the Zagreb/Rosandić School of Teaching Methodology is based. The School is unlike other schools of teaching methodology (French text explication, the German school of interpretation, the Russian school of literary analysis, the English school of close reading, etc.).

As a teaching methodology expert you also worked abroad. Where did you work and what are your experiences about the state of teaching methodology in the countries you visited? How big is the influence of foreign teaching methodologies and educational theories on Croatian language teaching and other teaching methodologies? Is your point of view regarding teaching methodology acknowledged abroad?

My time abroad was in the function of guest lecturer within the program of professional development. As such, I have been to Moscow several times where, at the then Lenin Library I studied literature on teaching methodology, particularly readings on linking teaching subjects and on problem teaching. During my stay in Belgium I studied teaching programs relating to language and literature, and in Italy I studied language and literature textbooks (on the example of the American International School) as well as the organization of the educational process based on principles of election and creativity. During a ten-year long cooperation, I spent several academic years as guest lecturer in Sweden and studied the entire Swedish educational system, the methodology for improving the educational process, and bilingualism and interculturalism. In Hungary, by means of face-on observation and teaching in the Croatian language, I studied the specific features of teaching in bilingual situations. In Slovenia, I participated in preparing scientific projects about the improvement of teaching and lectured at the Faculty of Arts in Ljubljana and Maribor, while in Nova Gorica I conducted a literature lesson based on Krleža's text from the short story *Bitka kod Bistrice Lesne*. In Frankfurt I held a seminar about Croatian language teaching in bilingual situations, etc.

Studying teaching methodology abroad helped me to broaden the scientific scope for developing my own teaching theories. While in Sweden, I studied the teaching methodology research of the Institute for Teaching Methodology within the College of Teacher Education in Malmø. I became familiar with methodology of research in teaching, current research projects on bilingualism and organization of seminar- and mentor-type lessons. In studying Russian teaching methodology, I gave particular attention to problem teaching, to the organization of cross-curricular teaching and to the involvement of theatre in drama teaching as well as the relevance of writers' homes in studying their works.

From French methodology I adopted the model of collective analysis of a novel and the methodological approaches in establishing text explication. While studying Austrian teaching methodology I observed the teaching and research of reading within the projects of the Institute for reading, and matura exams with emphasis on German language and literature. In teaching literature, there are bibliography entries which show a selection of representative works from foreign literature. In addition to studying foreign methodology literature, the Zagreb/Rosandić School of Teaching Methodology paid attention to domestic teaching heritage. Each master's and doctoral thesis covered the relevant literature about the subject it dealt with.

My teaching methodology, particularly methodology of language expression and of mother tongue teaching in bilingual contexts was also received abroad in translations of particular books and articles (Slovenia, Slovakia, Kosovo). The reception of my methodological textbook opus is evident in the corpus of critical literature which can be found in the book *Učitelj učitelja*. I was awarded the Medal of the University of Göteborg and acknowledgement of the Slavic institute in Lund

for my scientific, professional and teaching work. There are also articles about my work as lecturer and researcher in Sweden and in the former Yugoslav republics.

Which areas of Croatian language teaching methodology have you developed personally, and how is that development evident? What are some works which prove that?

I improved the teaching of literature in primary and secondary school by introducing new methodological systems: school interpretation, the problem system, the system of correlation and integration, the system of approaching novels holistically, the media system, elective teaching. Those novelties are described in my books: *Nastava hrvatskosrpskog jezika i književnosti* (1968), *Metodički pristup romanu* (1972), *Metodičke osnove suvremene nastave hrvatskoga ili srpskog jezika u srednjoj školi* (1973), *Problemska stvaralačka i izborna nastava književnosti* (1975), *Književnost u osnovnoj školi* (1976), *Metodika književnoga odgoja* (1986/1989/2005), *Novi metodički obzori* (1993), *Kurikulski metodički obzori* (2003).

The improvement of teaching Croatian in primary and secondary school is manifest in the introduction of new disciplines into the teaching process and into the textbooks and in the introduction of a new methodological system which is communicative, problem-oriented and algorithmic. In order to improve the teaching process I established projects of research of experimental teaching in grammar school. In the primary school textbooks I introduced the language portfolio. Together with Prof Josip Silić I wrote the first phonetics and phonology textbook and morphology and morpho-stylistic textbook for the 1st and 2nd grade of grammar school. With co-author Prof Zvonimir Diklić I created a new model of textbook for the 7th and 8th grade of primary school, based on theory of communication, theory of independent learning and assessing achievements, and theory of language portfolio. The novelties in the area of Croatian language teaching methodology are described in the following books: *Prema modernoj nastavi jezika u srednjoj školi* (1973), *Osnove fonetike i fonologije hrvatskoga književnoga jezika* (1978), *Osnove morfologije i morfostilistike hrvatskoga književnoga jezika* (1979). The textbooks were accompanied by teacher's books and workbooks for students. These were the first teacher's books and workbooks ever. The educational television program made a series of programs on the topic of the introduction of the new system of teaching language. New concepts of language teaching were systematically presented in the book *Hrvatski jezik u srednjoškolskoj nastavi* (1996), which was accompanied by video cassettes showing footage of the teaching process in grammar school (Croatian language 1 and 2), The cassette showed the teaching process within the communicative methodology system. Teaching approaches which encourage students to listen, write, translate, read in various classroom communicative situations could be viewed. Within the teaching methodology of language expression I introduced the first systematic typology of essays in primary and secondary school, a typology of topic systems, a typology of mistakes in students' written tasks, the first systematic typology of written exercises, particularly dicta-

tions, criteria for assessing written tasks, criteria for self-assessment of students' work, and other. The theory and practice of written expression in primary school is presented in the book *Od slova do teksta i metateksta* (2002). I introduced excerpts from radio shows which featured pupils and students into the area of teaching Croatian language.

I particularly emphasize the model of language textbooks for primary school which was developed together with Prof Zvonimir Diklić *Hrvatski jezik: učim, istražujem i stvaram* (for the 7th and 8th grades), which promoted research and creative teaching of Croatian in primary school.

The Zagreb (Rosandić) School of Teaching Methodology

You are quoted in literature as the founder of the Zagreb School of Teaching Methodology. What does the School really mean in the theoretical and practical sense, considering the fact that it was never institutionalized? Can you name other important members of the School?

True, (critical) teaching methodology literature mentions the Zagreb/Rosandić School of Teaching Methodology (see examples in the references of my works). From the 1970s on, this name refers to the new teaching school (school of school interpretation, school of problem and creative teaching, school of investigative teaching...) which I promoted in my papers and monographs. In order to obtain the status of school of teaching methodology in both theoretical and practical sense, it had to present its representatives – (theoreticians and practitioners) who base their work on its theoretical and practical principles. According to the theoretical principles of the School the first literature textbooks were designed, which were qualified by experts as the messengers of the new school (the textbook *Pristup književnom djelu*). The practical implementation of the School begins with the implementation of new textbooks, and by organizing the educational process (of the lesson) on new communicative and cognitive principles (including experiencing and understanding a literary work of art). The student becomes an esthetic subject. You say that the school 'was never institutionalized'. On the contrary, it was accepted by the Ministry and the Institute of Education of the Republic of Croatia. All the Croatian language and literature curricula, all research projects and all the in-service seminars were designed according to the principles of the Zagreb/Rosandić School. What is more, projects to start teaching methodology references in Croatia and abroad were based on the principles of the School. In Bosnia and Herzegovina, a project was started under the name *Metodički pristup knjiženo-umjetničkom tekstu* (1973). In Sarajevo, a teaching methodology circle is active which accepted the Zagreb/Rosandić School (Diklić, Marek, Hadžić, Senić, Božović...). Slovenian teaching methodology expert Boža Krakar Vogel refers to the Rosandić School – the school of school interpretation – in her book *Poglavlja iz diktatike književnosti* (2004.)

The School was discussed at Slavistics congresses held in former Yugoslavia. These are just some facts which speak about the institutionalization of the Zagreb/Rosandić School of Teaching Methodology.

When referring to the representatives of the Zagreb/Rosandić School of Teaching Methodology, they should be devoted a separate book. I believe future researchers of the teaching methodology legacy will accomplish that. I would regret omitting any name of a methodologist belonging to the Zagreb/Rosandić School. The School comprises several generations of experts, who specialized in particular areas: Stjepko Težak was a specialist in teaching Croatian in primary school, Zvonimir Diklić for teaching literature and drama, teaching lyric poetry, the connection of science of literature and teaching methodology, Neda Bandelja was an expert for textbooks and teaching at lower primary school, Zdenka Gudelj Velaga for creative writing, Rasima Kajić for problem teaching and connecting various arts through teaching. Mira Kermek investigated the literary interests of children and young adults, Ante Bežen dealt with the scientific grounding of teaching methodology, Manja Kovačević for the interdisciplinarity of teaching methodology, Mirjana Benjak for teaching European novel and interculturalism, Nada Lagumdžija for teaching fables in the system of problem teaching in the first four grades of primary school, Vlado Pandžić for teaching novels, Gabrijela Šabić for teaching lyric poetry, Anđelko Barbić for teaching approaches to the works of Ivana Brlić Mažuranić, Ante Selak for teaching approaches to Tin Ujević's poetry, Vlatka Velički for teaching preschool children and creation system, Irena Vodopija for teaching in the first four grades of primary school, Božidar Pugelnik for teaching film, Jože Lipnik for teaching reading, Mira Topić for teaching Croatian abroad, Kata Lučić for teaching in the first four grades of primary school, (cross-curricular teaching), Eva Leniček for teaching reading and required reading in the lower grades of primary, Mladen Subotić for teaching creative writing in primary school, Ana Pitarić for teaching film, Petar Prpić for curricula, Ivančica Planinc for taching pupils with special needs, Zdravko Jelenović for teaching literature to adults, Karol Visinko for teaching language, Leopoldina Veronika Banaš for a communicative teaching methodology system, Jasna Gotovac for methodological terminology, Vesna Škarica for textbook evaluation, Mary Ann Škare for textbooks, Dunja Pavličević for language teaching and computer games, Mirna Velčić for language teaching, Sreto Batranović for the programming of literary theoretical terms, Mićo Delić for teaching linguistic stylistics, Ana Galjer for cross-curricular teaching in the lower grades of primary school, Ljubica Ivezić for developing creativity in teaching and in extracurricular activities, Jadranka Luketa-Marković for multimedia teaching in the first grade of primary school, Marija Tkalac for teaching drama, Vera Trubarac for teaching orthography, Luka Vukojević for teaching syntax, Jasna Pervan for teaching literature (experiencing and understanding literary works as a teaching methodology issue), Mazlom Kumnova for teaching literary theory in primary school, Vesna Požgaj-Hadži for bilingual teaching, Čedomir Rebić for teaching

text syntax, Đuro Novak for teaching syntax in secondary school, etc..

This list should be expanded with the names of new experts, who obtained their master and doctoral degrees after my retirement in 2000. I mentored all the above-mentioned experts in preparing their master's and doctoral theses. Every candidate broadened my own scientific horizons. I looked forwards to every new discovery in the field of teaching methodology and shared my joy with my candidates. Besides my own teaching methodology opus, I regard this considerable scientific corpus to be a very important determinant of my scientific and educational work.

In Croatia, teaching methodologies have recently been formally included in the *Regulations on Scientific Areas, Fields and Branches* as scientific disciplines. Why has it taken such a long period of time and what were the main obstacles? What are, in your opinion, the fundamental features of teaching methodology as a science, and do all teaching methodologies meet the requirements?

The inclusion of teaching methodologies in the *Regulations on Scientific Areas, Fields and Branches* in Croatia is an important date in the history of Croatian teaching methodology. The process of its (administrative) acknowledgement has lasted rather long. All teaching methodologies which are now included in the Regulations have the same status, although they do not have the same scientific achievements. I am not being immodest when I state that Croatian language and literature teaching methodology is the most advanced, having a scientific literature corpus and an elaborated scientific system. The proof of it is Your book *Metodika – znanost o poučavanju nastavnog predmeta* (2008). I called its promotion and the fact that teaching methodologies have been included in the *Regulations on Scientific Areas, Fields and Branches*, 'a feast for Croatian teaching methodology'. The main obstacles for its formal recognition came from scientists and institutions that are not familiar with the scientific work of teaching methodology, but are called upon to decide about its scientific status. Incompetent judgement of the scientific being of teaching methodology is, in my opinion, the main reason for its hard inclusion in the aforementioned Regulations. Regardless of the lack of understanding coming from experts from other scientific areas, its developed corpus, such as is the case for Croatian language teaching methodology, has imposed itself as an unquestioned scientific fact which was decisive in deciding about its recognition as a science. I have spoken about the scientific features of Croatian language and literature teaching methodology on numerous occasions, especially in the *Novi metodički obzori* and *Metodika književnoga odgoja*. I see the scientific groundedness of teaching methodology in the context of science about science, which determines the basic patterns of science, classification criteria, mutual relations, special features, conditions for development. In developing Croatian language and literature teaching methodology as an independent science I started from the genetics of science, which speaks about the layering of the existing scientific areas and the emancipation of a new scientific discipline within the existing scientific area. Croatian language teaching methodology as an independent scientific discipline is

prominent for its area of study, its methodology and aims, which are in the area of Croatian studies and general linguistics. The teaching methodology of literature also has its area of study, its methodology and its aims, and can thus be observed separately from science of literature (methodologies, theories and history) and develop as a separate science. Teaching methodology is also an independent scientific discipline in relation to pedagogical scientific disciplines, having its own subject of study, its methodology and its aims.

The answer to your question regarding the basic features of teaching methodology emerges from the abovementioned statements. Each particular teaching methodology has to establish its own area of study, its methodology and its aims. The scientific development of a discipline depends on a range of factors which I mention when describing the example of the Zagreb/Rosandić School of Teaching Methodology. The scientific level of a particular teaching methodology is measured according to parameters of the development of a science, which can be found in philosophy of science.

What is, in your opinion, the current state of Croatian language teaching methodology in Croatia with regard to its scientific production, the work of experts, the education of experts and the current teaching practice?

The current state can be observed and evaluated in relation to the previous state. In that way, space is created to establish a periodization of Croatian language and literature teaching methodology, the education of experts and the teaching practice. Before reaching its current level of development, Croatian language and literature teaching methodology went through several developmental stages: the pre-scientific stage, the establishing of the scientific period during the 1960s and 1970s, and the fruitful period of scientific development in the 1980s and 1990s. The first decade of the 21st century is marked with a stagnation in scientific development, facing a crisis in scientific production. There are no new relevant scientific works, the only exception being Your monograph *Metodika – znanost o poučavanju nastavnoga predmeta* (2008), my *Metodika književnoga odgoja* (2005) and two monographs by Diklić *Osnove teorije i nastavne interpretacije lirске poezije* (2009) and *Književnoznanstveni i metodički putokazi nastave književnosti* (2009).

Instead of scientific production, we face a period of practical handbooks which accompany textbooks without the relevant scientific background. The authors of these handbooks are mostly teachers without scientific qualifications. There is no formal requirement for these handbooks to be reviewed by competent scientists. In comparison with previous periods, Croatian language teaching methodology is not covered by a separate Journal. The journal *Metodika* covers all teaching methodologies (all school subjects). It is a known fact that journals promote current scientific thought and established practice. The journal *Suvremena metodika hrvatskoga jezika* used to promote recent scientific, professional methodological thought (both in Croatia and abroad) as well as innovative teaching practice.

Past periods were marked by scientific collections of papers which published preliminary announcements, papers, reviews of certain scientific situations that were topical at the time. The journal *Pogledi i iskustva* published texts that were presented at thematic symposia. On occasion of Slavistics congresses, special off-prints containing teaching methodology themes were issued. These are only some indicators of scientific activity in the field of Croatian language and literature teaching methodology. Future researchers can find numerous sources for scientific research into the teaching methodology heritage in collected papers, offprints and journals..

In all these periods, a special role in promoting methodological thought was played by *Školske novine*, in which we can find contributions by the most renowned Croatian language and literature teaching methodology experts (Stjepko Težak, Dragutin Rosandić, Neda Bendelja, Zdenka Gudelj Velaga, Ante Bežen, Manja Kovačević and others).

Currently, there are no scientific projects. As teaching methodology was not included in the Regulations *on Scientific Areas, Fields and Branches*, no proposals for scientific projects could be made. An attempt to apply for a scientific project by the University in Pula was rejected. I believe that, after the inclusion of teaching methodologies in the Regulations, scientific projects will have a go again!

It can be observed that currently, there has been no comprehensive and active public action by experts regarding drawing up strategic documents regarding the implementation in the Croatian school system, particularly documents regarding the school subject of Croatian language and literature.

When the new Croatian National Educational Standards, the new subject curricula and the State Matura were introduced, competent experts did not utter their opinions loudly enough. These were teaching methodology experts who did not participate in designing those documents. The same goes for expert organizations, such as the Association of Secondary School Teachers of Croatian and the Academy of Educational Sciences. The chairs for teaching methodology did not react either. The education of teaching methodology experts-scientists is of utmost importance for the scientific development of teaching methodology. New possibilities for the scientific education of young people have been created with the introduction of the Bologna process. However, personell an other conditions have not been met to cater for the successful implementation of this new system. I am not acquainted with the current situation at the chairs for teaching methodology regarding the education of scientists. I am not familiar with the way the teaching practicum for students is realized at the Faculty of Humanities and Social Sciences in Zagreb.

When looking at the current state of teaching methodology as a science and the way it is taught, we can speak of a crisis of scientific production and of inadequate conditions for its development and for the education of future scientists and teachers of Croatian language and literature. This statement can be backed up by

positive examples from developed environments (Slovenia, Austria, Sweden...) where the appropriate conditions have been created for the development of methodological science and for the education of scientists and teachers practitioners. It would be useful to publish a comparative analysis of the Croatian reality (scientific projects, collected papers, journals, monographs, young scientific researchers, students of teaching methodology...) and the situation in developed countries. Slovenia represents an encouraging example for such a comparative study, but it has to be pointed out that, until recently, Croatian teaching methodology was a model on which Slovenia developed its own teaching methodology.

Educational policy past and present

What is the relationship and influence of educational policy on the quality of teaching with respect to the past and present day? Are we heading in the good direction with the introduction of curricula, state matriculation and other innovations initiated over the last few years by the educational authorities in Croatia? What do you consider to be good or bad, particularly from the point of view of teaching competences?

Educational policy has an important role in the advancement of the educational system at all levels and in all areas. The area of advancement of language and literature education is not exempt. I have systematically monitored all strategic documents regarding changes in the educational system, particularly changes directed towards Croatian language and literature. I published the book *Hrvatsko školstvo u okružju politike* (2005) which contains texts from columns in *Vjesnik* and articles from *Školske novine*. Your question asks for an evaluation of educational policies past and present. Considering that I have actively participated in creating educational policies in the past as member of the Educational Council of the Republic of Croatia, President of the Republic Committee for Textbooks, president of professional committees for teaching plans and programs for Croatian language and the language-arts area, and as associate of educational bodies at the national level, vice-dean for teaching and science at the Faculty of Humanities and Social Sciences, I believe that I am quite competent to compare the present and past educational policy.

All strategic documents regarding changes in the educational system in the past (until the 1990s) underwent a professional and social verification at several levels (state bodies, institutions dealing with education, professional associations, scientific institutions, particularly schools and teachers, and in-service teacher training for particular subjects). The authors of those documents were competent professional teams consisting of experts for a particular issue. For example: programs for Croatian language and literature were sent for professional verification to departments of language and literature of the Faculty of Humanities and Social Sciences, teacher training colleges, institutes of education, professional associa-

tions (such as the Section for Croatian language teaching methodology at university level), radio and TV, the Association of Croatian Writers, the Academy of Science and Art, publishing houses which publish textbooks and assigned readings, the Croatian Parliament. The following professionals always participated in creating teaching programs: literary theorists, Croatian literature historians, world literature historians, teaching methodology scientists, linguists, Croatian language teachers-practitioners for a particular level, media professionals (TV, radio, film). Each strategic document was developed in phases: the first phase established the methodology according to which the document would be shaped (at the level of the Educational Council of the Republic of Croatia) and the teaching methodology draft had to undergo professional verification at the level of professional councils. After that, professional bodies for formulating the document were established, and, after completing the documents, it was returned for a professional discussion at the Council and was then finally formulated by the professional committee. The final document was then sent for evaluation to the Educational Council of the Republic of Croatia and for review by schools, the Institute of Education, faculties, professional associations, etc.).

The methodology that was used to introduce changes into the Croatian school system changed in the 1990s, after the establishment of the Croatian independent state, and differs significantly from the methodology used in previous periods. Every new minister appoints his teams, which then establish their own methodology, and this results in discontinuity. Professional bodies for the design of strategic documents do not include experts from educational sciences (pedagogy, didactics, education, teaching methodology). Professional bodies for the development of new subject curricula, the disburdening of programs, preparing the Croatian National educational Standards, documents concerning the State Matura, did not include teaching methodology experts. On my initiative, the Chair for Teaching Methodology of the Faculty of Humanities and Social sciences reacted to these forms of anti-methodological orientation by issuing a warning about the possible mistakes in designing those documents, which was published in *Školske novine*. The intervention was not successful. Not including teaching methodology experts in preparing all major reform documents was noticed (the Catalogue of Knowledge, the Croatian National Educational Standards, new primary school subject curricula, the State Matura, the National Curriculum). Teaching methodology experts were not included in the preparation of the Law on textbooks and in the committees for the approval of textbooks. The organization of the bodies that took over the changes in the Croatian education system should be studied, the instructions and competences of experts making up those bodies, with particular reference to the number of teaching methodology experts included in them: teaching methodology experts, psychologists, communication scientists. Just to exemplify the situation with the coordination board for the design of the Educational Standards: the board comprised of the Minister Dr Dragan Primorac, medicine, expert in fo-

reusics; academician Vladimir Paar, physicist; historian Dr Nevio Šetić; biology teacher Nenad Marković; secretary Tina Miličić, engineer. Academician Vladimir Paar was appointed main methodologist for the design of the Standards.

Professional committees for subject curricula, the Standards and the State Matura did not include competent experts in teaching methodology. I write about the blunders of these documents in my books *Hrvatsko školstvo u okružju politike* and *Učitelj učitelja*.

With the introduction of the mentioned strategic documents, particularly the National Curriculum and the State Matura, Croatian education will enter the circle of developed countries, countries of the European Union. For such involvement it is necessary to establish a methodology that is used in the documents of the European Union/Council of Europe and particular countries. In an interview to *Školske novine* in 2005, I particularly stressed the methodology used when changes in the Croatian system of education were introduced, referring to particular countries of the European Union. Allow me to cite part of that text:

“European methodology (methodology of European countries) significantly differs from the methodology according to which current reform documents have been written. Croatia is a transitional country which, since its independence to this day, does not have a national curriculum.”

In Slovenia, in preparing documents for the State Matura, all the relevant EU and UNESCO documents were studied. The catalogue of knowledge for the State Matura was prepared over a period of two years. The same goes for the matura essay, which was prepared in its experimental version by methodology expert Boža Krakar Vogel and published in her book *Maturalni esej*. Two master's theses dealt with the issue of Slovene in the matura exam.

The Austrian example of designing educational standards is also illuminating, especially their standards for German, foreign language and mathematics.

An interdisciplinary team of experts (the competences of every team member are named), conducted empirical research into all the benchmarks of the educational standards. Schools were selected where the empirical research would be carried out. The research lasted for two school years. The standards were deducted from the national curriculum and subject curricula. Every curricular benchmark is included in the standards, which determines the level of achievement and the ways to verify achievement. The educational standards contain benchmarks regarding the process of learning, the way student behave in that process, students' results which are expressed as different competences. The project was accompanied by relevant scientific and professional literature.

Croatian reform documents were not accompanied by relevant literature, the professional competences of every member of professional committee are not given nor the methodological paradigm according to which the documents were designed. It is particularly interesting to observe the development of the National

Curriculum, which appears with considerable delay, since it should have preceded all other reform documents. I spoke of the need to create the curriculum as far back as the 1990s in my books *Kurikulski metodički obzori* and *Hrvatsko školstvo u okružju politike*. The latter contains my methodological curricular model for changes in the Croatian school system. (I prepared the model as president of the Croatian School Council). I also prepared the manuscript of a new book entitled *Put do hrvatskoga nacionalnog kurikula* which was met with positive reviews and is ready to be published.

I published my critical reviews of the State matura document in various newspaper articles (in *Vjesnik* and *Školske novine*) and in my book *Hrvatsko školstvo u okružju politike*, and I participated in the television talk show *Otvoreno*. The titles of my articles show my viewpoint regarding the State Matura (e.g. Incomplete benchmarks in reform document; Discussions regarding State Matura avoid professional groundedness, content and assessment of competences; From curriculum to matura; Following the trails of verified solutions (Slovenian and Austrian); Change the Croatian language matura...). The first State Matura in the Croatian language (its implementation) revealed some flaws which could have been prevented, had suggestions regarding content (selection, way of assessment, making tests, professional evaluation of tests and other means of testing – e. g. essays) been taken into consideration. The whole Croatian language matura project deviates from the concept of modern teaching of Croatian language and literature as it uses a positivist/reproductive approach and eliminates the concept of creativity, especially in writing the matura essay. Teaching methodology experts and experts in other areas of literature (historians and theoreticians) did not participate in developing the State Matura. What should have preceded the State Matura was the National Curriculum, the curriculum for Croatian and educational standards for Croatian language and literature at secondary school level.

The raise and stagnation of textbooks

At some point you introduced significant innovations into literature textbooks for secondary schools. Can you tell us something about those textbooks? How were those innovations developed and what happened to them today? What is your opinion about the current situation of textbooks? Are literature and Croatian language textbooks of today good?

I can approach the issue of textbooks from several angles: as a theoretician and historian of textbooks, as writer of textbooks for primary and secondary school in Croatia, as writer of Croatian language textbooks for primary and secondary education abroad, as reviewer of Croatian language and literature textbooks for primary and secondary school, as author of projects for the evaluation and experimental assessment of textbooks. I introduced audio textbooks and cassettes, the

first Croatian language and literature workbooks for primary and secondary school and teacher's handbooks. As president of the Republic Committee for Textbooks (in the former state), which was set up in an interdisciplinary way, I initiated the publication of documents for the evaluation of textbooks, their approval for use and assessment in practice.

In such a methodological context I observe today's textbook reality, particularly Croatian language and literature textbooks for primary and secondary school. For a more systematic and holistic presentation of the textbook reality we would need more space than is given in this interview. I will thus mention what the current methodology for the design and evaluation of textbooks lacks. It lacks piloting of textbooks before they are evaluated and accepted for use in schools. Experimental piloting is based on established parameters for textbook evaluation. It lacks reviews (by a linguist, a literary scientist, a teaching methodology expert and a teacher-practitioner). Textbook reviews are done according to the established benchmarks for which particular reviewers are qualified. The names of reviewers as members of professional committees formed by the Ministry should be made public. Unfortunately, experts in teaching methodology are not included in the professional evaluation, whereas the linguists and literary scientists included in the committees are not always competent (Croatian language textbooks were reviewed by experts for Russian, literature textbooks were reviewed by experts for Proto-Slavic). The actual textbook reality is characterized by plurality of textbooks for the same grade and by a lack of scientific infrastructure. In such a context we cannot speak about textbook advancement.

The newest laws on textbooks are not harmonized with scientific demands of textbooks, which I have elaborated on in *Školske novine*. Without high quality textbooks teaching cannot be high quality.

The list of my textbooks, i.e. the first edition in chronological order, was prepared by Dr Vesna Grahovac Pražić, and I take this opportunity to thank her. With respect to theoretical contributions on textbooks, I point out the collected papers from the scientific symposium held on 17 May 2002 at *Školska knjiga* where my paper *Vrste udžbenika i metodički sustavi* (2004) was published.

Throughout your long professional activities what events and persons have left an impression for their merit for the advancement of education, particularly of Croatian language teaching methodology, and for your own professional development?

I can point out the following events that have left an impression on my professional work: my work as a secondary school teacher at the Grammar School in Varaždin and the Classical Grammar School in Zagreb, my arrival at the Faculty of Humanities and Social Sciences, the defending of my doctoral dissertation, the publishing of the first teaching methodology monograph and the first textbook, my participation at numerous Slavistics congresses, my guest-stays at universities

abroad, especially in Sweden, being awarded prizes for the advancement of teaching methodology, being awarded the prize for life achievement, being presented the Acknowledgement of the City of Gospić, the Acknowledgement of the Slavic Institute in Lund and the Medal of the University of Göteborg, having met Miroslav Krleža and presented school required readings (six books of Krleža's texts), the founding of the Chair for Teaching Methodology, promoting masters and doctors of teaching methodology... I believe I have omitted a great number of events that played a role in my professional work. They represent material for a more comprehensive autobiographic work!

When thinking about all the persons who influenced my professional development I am uncomfortable, since I will probably forget to mention someone responsible for my professional development. Nevertheless, let me start with the persons who influenced my professional development in secondary school, my choice of study and my later profession. They are my teacher of Croatian Matej Sova, author of the literature textbook for secondary schools, Prof Mate Demarin, who taught several educational courses and who referred me to teaching methodology of Croatian language and literature. I thanked him in some way by writing a book about him *Pedagog – stvaralac*. For my work on the promotion of teaching activities at the national level (in cooperation with the Institute of Education) I am thankful to Mara Zuber, advisor for Croatian. I expressed my gratitude in the obituary I wrote in occasion of her passing. I express my special gratitude regarding my scientific development to academicians Ivo Frangeš and Zdenko Škreb, who introduced me to the scientific journal *Umjetnost rječi*. Academician Frangeš included me in his team of textbook writers. My multi-annual cooperation with academician Šicel also influenced my scientific work. The fruitful cooperation with Prof Stjepko Težak at the Chair, in editing the journal *Suvremena metodika*, in organizing research projects and professional meetings, contributed to our scientific and professional development. Cooperation with Prof Zvonimir Diklić as textbook editor and editor of the journal *Suvremena metodika* was invaluable. I thank linguist Prof Josip Silić for the advancement of Croatian language teaching in secondary school: together with him I organised an experimental piloting of secondary school textbooks.

I give credit to educational expert Pero Šimleša, head of the Educational Council, as he initiated numerous projects which contributed to the advancement of education in Croatia.

I express my gratitude to my students, to primary and secondary school pupils, to schools, teachers of Croatian in primary and secondary schools who participated in my action research. My special gratitude goes to my wife Jasna, who encouraged me and supported my work and who, as a teacher at the Experimental primary school Jordanovac, took part in action research projects with the aim of improving Croatian language teaching in the initial years of primary education.

I am thankful to Ana Lemić and the associates on *Lička revija*, a publication dedicated to my life and work, to Ivan Rodić for the interview which I was asked

to give for *Školske novine* on occasion of my 80th birthday, and to the publishing house *Profil*, which published my book *Učitelj učitelja* on this occasion.

I also thank my son Lovorko and his family. I am aware that the attempt to answer your question might remain unfinished. At the same time, the question made me think about how every fact mentioned in this answer should be given a context and should be further expounded in a text of its own, which would shed more light on my professional biography. There are still other numerous events and activities which involve persons who participated in my professional, scientific and teaching work.

Are you satisfied with the attitude of the social and scientific community towards you and your work considering your contribution for the general good?

The answer to your question is partly in the awards and acknowledgements which I have received for the advancement of education, development of teaching methodology as a science and in creating textbooks. I received these awards in my homeland until the 1990s, with the exception of the award of the City of Gospić, which I received in 2008. Among the awards for the advancement of Croatian education, particularly Croatian language teaching methodology, the one that I want to single out is the *Ivan Filipović* Lifetime Achievement Award. I also received the acknowledgement of the Slavic Institute in Lund for the advancement of Croatian language teaching in diaspora and for participating in the JUBA Project, which investigated language development of children in bilingual situations. I was awarded the Medal of the University of Göteborg for the advancement of teaching the mother tongue. I consider myself to be deserving for my contribution to the general good in the area of education in Croatia and to the development of Croatian language teaching methodology as the founder of the first Chair of Teaching methodology and the founder of Croatian language teaching methodology as a scientific discipline, together with Stjepko Težak).

As a methodologist and scientists (researcher and lecturer) I promoted Croatian methodology abroad (at foreign universities, institutes, educational institutes and in the UNESCO project 'Cultural content of education'). My work regarding methodology was translated into other languages.

Nevertheless, the Chair for teaching methodology which I established did not send a motion for awarding me the title of professor emeritus. This was not done for Stjepko Težak either, the founder of the Croatian language teaching methodology as a scientific discipline, author of numerous works on teaching methodology, textbooks and founder of film teaching methodology.

The objective evaluation of my creative opus and my contribution to the 'general interests' will come from those who will deal with the valorization of the teaching methodology heritage. Part of this evaluation is mentioned in my book *Učitelj učitelja* which was published on the occasion of my 80th birthday and the 60th anniversary of my writing.

Messages for young teachers and teaching methodology experts

As the doyen and nestor of Croatian language teaching methodology, what are your recommendations to the new generations of teaching methodology scientists and to all who work in education?

My personal experience (teaching, educational and scientific) is based on sixty years of work. To young generations of Croatian language and literature methodology researchers I recommend a personally tested system which yields scientific activity, or, in this particular case, the science of language and literature education.

Every personal scientific work is harmonized with the scientific being of the chosen science. Croatian language teaching methodology is an interdisciplinary applied science. You say in your book that teaching methodology is 'the science of teaching a particular subject'. Your definition could be modified, and it could be said that it is 'the science of learning and teaching Croatian through institutional and non-institutional forms of educational activities'. With every aspect of his/her scientific work, a young scientist enters interdisciplinary methodology at the theoretical and practical level. The same is true for a scientist whose field of study is the teaching methodology of literature, drama and film.

In harmony with his/her scientific disposition, interests and conditions for scientific work, a young scientist can choose a topic which is then harmonized with the particular methodological demands.

For every scientific research topic the fundamental postulates are established: what it investigates, how, under what conditions, what it seeks to achieve, what kind of application will the scientific cognition find. These are just the basic benchmarks from which to start. I cannot elaborate on the issue in this interview. The young scientist will approach a problem more systematically in postgraduate and doctoral studies, where scientists from the mother science (teaching methodology) and the corresponding sciences (linguistics, science of literature, pedagogy, didactics, psychology, sociology, communication science, computer science, media science) participate and cooperate.

Besides a professional profile for dealing with teaching methodology (or any other science), the scientist needs to possess psychological and ethical characteristics, such as scientific curiosity, scientific motivation, scientific persistence, consistency, healthy skepticism, protection of scientific truth, using scientific truth for the common good, etc. The young scientist will certainly go through stages of ordeal, obstacles but also moments in which they will enjoy the beauty and the significance of scientific realization!

I wish all young teaching methodology scientists a successful scientific career, both for their own professional satisfaction and for the common good!

I wrote this poetic epistle when I was awarded the lifetime achievement prize: Its title is TO THE TEACHER /EDUCATOR/CREATOR and I dedicate it to all teachers.

UČITELJU / PEDAGOGU STVARAOČU

*To you who creates the next day
every day sitting at your desk
in the classroom waiting for it impatiently:
To you who inflames imagination, feelings and thoughts
of your students;
To you who rejects clichés, empty phrase, pose and routine,
To you who believes in uniqueness and originality
of children's creative expression;
To you whose voice wavers when you help
students into new worlds;
To you whose work is never finished and is restless
for unfinished work;
To you who always wonders how else it could be;
To you who doubts and searches endlessly;
To you who searches and finds;
To you who discovers the new and the better;
To you who rejoices over the new and the better;
To you who is inspired by others' discovery and knowledge;
To you who never falters in search of sense;
To you who is convinced to be doing the most human job;
To you who carries in yourself creative enthusiasm and restlessness.*

*Let your work be a model to others and a permanent source of inspiration.
To those who are coming and who will come walking the paths
that you too walked.
Let your work be the spark
that will create new light.*

I would like to thank you as the editor-in-chief of *Metodika* for this extensive interview in which we addressed teaching methodology and wider educational issues relating to my professional and scientific work.

Interviewed by Ante Bežen

Translated from Croatian by Ivana Cindrić and Marija Andraka

PROFESSOR ROSANDIĆ'S PUBLISHED WORKS

1. Ivan Goran Kovačić: *Jama* (interpretacija), Radničko sveučilište "Moša Pijade", Zagreb, 1965.
2. *Nastava hrvatskosrpskoga jezika i književnosti*, Školska knjiga, Zagreb, 1968.
3. *Pismene vježbe u nastavi hrvatskoga jezika*, PKZ, Zagreb, 1968.
4. *Pristup nastavi književnosti* (suator Miroslav Šicel), "Veselin Masleša", Sarajevo, 1970.
5. *Metodički pristup romanu*, IGRKO "Svjetlost", Sarajevo, 1979.
6. *Metodičke osnove suvremene nastave hrvatskoga ili srpskog jezika u srednjoj školi*, Školska knjiga, Zagreb, 1973.
7. *Problematika, stvaralačka i izborna nastava književnosti*, IP "Svjetlost", Sarajevo, 1975.
8. *Prema modernoj nastavi jezika u srednjoj školi* (suautor Josip Silić), Grafički zavod Hrvatske, Zagreb, 1973.
9. *Književnost u osnovnoj školi*, Školska knjiga, Zagreb, 1976.
10. *Riječ materinska*, Školske novine, Zagreb, 1983.
11. *Metodika književnoga odgoja i obrazovanja*, Školska knjiga, Zagreb, 1986., 1989.
12. *Dozivi i odzivi lirске poezije* (suautori: Z. Diklić, G. Šabić), PKZ, Zagreb, 1990.
13. *Riječ hrvatska u višejezičnome i višekulturnome ozračju*, Školske novine, Zagreb, 1991.
14. *Novi metodički obzori*, Školske novine, Zagreb, 1993.
15. *Hrvatski jezik u srednjoškolskoj nastavi* (suautorica Irena Rosandić), Školske novine, Zagreb, 1994.
16. *Od slova do teksta i metateksta*, Profil, Zagreb, 2002.
17. *Kurikuluski metodički obzori*, Školske novine, Zagreb, 2003.
18. *Metodika književnoga odgoja*, Školska knjiga, Zagreb, 2005.
19. *Hrvatsko školstvo u okružju politike*, Školska knjiga, Zagreb, 2005.
20. *Učitelj učitelja*, Profil, Zagreb, 2010.
21. *Pismene vaje* (prijevod na slovenski Pismenih vježbi), 1968.
22. *Metodika književne vzgoje* (prijevod na slovenski Metodike književnog odgoja), Založba Obzorja, Maribor, 1991.

Note

The list of published works does not include handbooks accompanying Croatian language textbooks for primary and secondary school, handbooks accompanying literature textbooks for secondary school, Croatian language workbooks for primary and secondary school and literature workbooks for secondary school.

Besides textbooks, the list does not include the video-cassettes accompanying Croatian language textbooks for secondary school, the audio-reader accompany-

ing the literature textbook for the first grade of secondary school and the video-cassettes on teaching Croatian in Sweden.

The list does not include school readings published by Matica Hrvatska (*Posljednji Stipančići* by Vjenceslav Novak, *Novele* by Dinko Šimunović), readings published by Sys Print (*Breza* by Slavko Kolar, *Mećava* by Pero Budak, *Opanci dida Vidurine* by Mile Budak, *Oko Lobora* by Antun Gustav Matoš, *Pod starim krovovima* by Ksaver Šandor Gjalski, the works of Miroslav Krleža – six titles according to the project I designed with Miroslav Krleža’s approval).

It does not include the teacher’s handbooks entitled *Metodički pristup književnoumjetničkom tekstu*, which were created and edited according to my project and published by the publishing house Veselin Masleša, Sarajevo in 1973. (D. R.)

PROFESSOR ROSANDIĆ’S CHRONOLOGICAL BIBLIOGRAPHY UNTIL 1979

It was compiled on the occasion of the 30th anniversary of his work and includes books, journals, reviews, studies, overviews and the like

1950.

1. Moji Ljubanovci, Školske novine, 1950, I, br. 11.
2. Sličice iz nastave društvenog i moralnog odgoja, Na neiscrpnom vrelu, Školske novine 1/1950, br. 13.

1953.

1. Od poznatog k nepoznatom u jeziku, Pedagoški rad, 1953, VIII, 3-4, str. 140-143.

1955.

1. Dječak i goli / Osvrt na roman V. Kaleba “Divota prašine”, Borac, 1955.
2. Drugi akcenti, Pedagoški rad, 1955, X, 3, str. 132-134.

1956.

1. Osvrt na lirsko veče u izvedbi ansambla Narodnog kazališka A. Cesarec, Varaždinske vijesti, 1956, XI, br. 552, 27. IX 1956.
2. Susret s Desnicom i Slavičekom, Varaždinske vijesti, 1956, XI, br. 561, 29. XI 1956.

1957.

1. Pred dolazak književnika Vlatka Pavletića u Varaždin, Varaždinske vijesti, 1957, XII, br. 576, 14. III 1957.

1958.

1. Kip domovine leta 188, Pedagoški rad, 1958, XIII, 7-8, str. 310-314
2. Lirika moderne / osvrt na knjigu P. Laste, Školske novine, 1958.
3. S partizanima - stručna recenzija, Dobra knjiga, Zagreb, 1958.

1959.

1. Čitanka iz jugoslavenske književnosti za četvrti razred gimnazije - stručna recenzija, Školska knjiga, Zagreb, 1959.

1960.

1. Čitanka za četvrti razred osnovne škole - stručna recenzija, Školska knjiga, Zagreb
2. Dante - Petrarca - Boccaccio - stručna recenzija, Školska knjiga, Zagreb
3. Iz dječaćkih uspomena Ivice Kičmanovića - interpretacija, Umjetnost riječi, 1960, IV, br. 1, str. 56 - 64
4. Jedna mogućnost u obogaćivanju učeničkoga rječnika, Školske novine, 1960, XI, br. 23, str. 2
5. Mobilizacija učenikove stvaralačke aktivnosti pomoću pismenih sastavaka, Prijedlog nastavi materinskog jezika, Školske novine, 1960, XI, 1, str. 3.
6. Problem riječi u nastavi materinskoga jezika, Školske novine, 1960, XI, br. 10, str. 2.
7. Problemi stila, Školske novine, 1960, XI, br. 30, str. 4. - prikaz djela dr. Milivoja Pavlovića "Problemi stila", Naučna knjiga, Beograd 1960.
8. Sintetička obrada umjetničkih epoha u srednjoj školi, Školske novine, 1960, XI, br. 31, str. 3.

1961.

1. Lovčevi zapisi, stručna recenzija, Školska knjiga, Zagreb
2. Njegovanje pismenog izraza nadrugom stupnju školovanja, Pogledi i iskustva u reforma školstva, 1961, VI, 3-4, str. 73-81
3. Personifikacija, Radio i televizija u školi, 1960/61, 2
4. Poredba, Radio i televizija u školi, 1960/61, 2
5. Sudbina riječi u pjesničkom tekstu, Radio i televizija u školi, 1960/61, 2
6. Zvukovni elementi u pjesničkom jeziku, Radio i televizija u školi, 1960/61, 2

1962.

1. Pristup književnom djelu, Čitanka za 1. razred gimnazije, Školska knjiga, Zagreb, 1. izdanje /suautori: Fangeš, Ivo - Šicel, Miroslav/
2. Pristup knjiženom djelu, priručnik za nastavnike uz Čitanku za 1. razred gimnazije, Školska knjiga, Zagreb 1962, 1. izd. /suatori: Frangeš, Ivo - Šicel, Miroslav/

1963.

1. Emotivna komponenta u nastavi pismenosti na II stupnju školovanja, Problemi nastave pismenosti - mateijal sa međurepubličkog savetovanja, Savremena škola, Beograd
2. Cjelovit pristup pripovjednom djelu, Književna lektira, Mlado pokolenje, Beograd
3. Metode u studiju književnosti, Pedagoški rad, 1963, XVIII, 1-2, str. 19-26.
4. Vjenceslav Novak: Posljednji Stipančići, Matica hrvatska, Zagreb 1963, tekst pripremio i pogovor napisao Dragutin Rosandić
5. Pregled književnosti s čitankom za 2. razred gimnazije, Školska knjiga, Zagreb 1963, 1. izdanje /suautor Miroslav Šicel/
6. Pristup književnom djelu, priručnik za nastavnike uz Čitanku za 1. razred, Školska knjiga, Zagreb 1963, 2. izdanje /suautori: Frangeš, Ivo - Šicel, Miroslav/

1964.

1. Gorki, Maksim: Djetinjstvo, za VI razred, priredio Dragutin Rosandić, Školska knjiga, Zagreb 1964, 1. izdanje
2. Dinko Šimunović: Pripovijetke, izbor i pogovor Dragutin Rosandić, Matica hrvatska, Zagreb
3. Lingvističko-statistička i psihološka komponenta u nastavi pismenosti, Jezik, 1963/64, 1, 17-21.
4. Književne vizije djetinjstva i mladosti /Književnost i život/, 15 dana, 1964, 2. izdanje
5. Pregled književnosti s Čitankom za 2. razred gimnazije, Školska knjiga, Zagreb 1964, 2. izdanje /suautor: Šicel Miroslav/
6. Pristup književnom djelu, Čitanka za 1. razred gimnazije, Školska knjiga, Zagreb 1964, 3. izdanje
7. Pristup književnom djelu, priručnik za nastavnike uz Čitanku za 1. razred, Školska knjiga, Zagreb 1964, 3. izdanje /suautori: Frangeš, Ivo - Šicel, Miroslav/

1965.

1. Epske forme /Pristup književnom djelu/, 15 dana, 1965, VIII, br. 9-10, str. 34-35.
2. Ivan Goran Kovačić: Jama, Radničko sveučilište, Zagreb 1965
3. Metodske upute za obrađivanje domaćeg štiva iz "Dobre knjige" za V-VIII razred osnovne škole, Školska knjiga, Zagreb 1965. /s drugim autorima/
4. Pregled književnosti s čitankom za 2. razred gimnazije, Školska knjiga, Zagreb 1965, 3. izdanje
5. Pristup književnom djelu, Čitanka za 1. razred gimnazije, Školska knjiga, Zagreb 1965, 4. izdanje
6. Problem književne analize, Dostignuća, Gospić, godina II, prosinac 1965, br. 1-2, str. 35-43
7. Senj u prozi Vjenceslava Novaka, Senjski zbornik, I/1965, str. 173-182
8. Suvremena nauka o književnosti i nastava u srednjoj školi, Pedagoški rad, 1965, XX, 1-2, str. 32-42

9. Tendencije u razvicitku suvremene hrvatske proze, Pogledi i iskustva u reformi školstva, 1965, X, 2, str. 12-16

1966.

1. Diskusija: O metodološkoj osnovi za izradu udžbenika našeg jezika u osnovnoj školi, Prilozi nastavi srpskohrvatskog jezika i književnosti, 1966/67, I, 4, str. 174-175
2. Gorki, Maksim: Djetinjstvo, za VI razred, priredio Dragutin Rosandić, Školska knjiga, Zagreb, 1966, 2. izdanje
3. Odnos nastave jezika i književnosti u srednjoj školi, Nastava književnosti u školama II stupnja, Zavod za unapređivanje stručnog obrazovanja, Zagreb
4. Osnovne smjerice u suvremenoj nastavi hrvatskosrpskog jezika i književnosti, Prilozi nastavi srpskohrvatskog jezika i književnosti, 1966, I, str. 1-9
5. Pregled književnosti s čitankom za 2. razred gimnazije, Školska knjiga, Zagreb 1966, 4. izdanje /suautor: Šicel, Miroslav/
6. Pristup književnom djelu, Čitankaza 1. razred gimnazije, Školska knjiga, Zagreb 1966, 5. izdanje /suautori: Frangeš, Ivo - Šicel, Miroslav/
7. Pristup književnom djelu, Priručnik za nastavnike uz Čitanku za 1. razred, Školska knjiga, Zagreb 1966, 4. izdanje /suautori: Frangeš, Ivo - Šicel, Miroslav/
8. Putovi i zadaci suvremene metodike nastave hrvatskosrpskog jezika i književnosti, Pogledi i iskustva u reformi školstva, 1966, XI, br. 3, str. 16-20.
9. Suvremena nauka o književnosti i nastava u srednjoj školi, Problemi jedinstva nastave materinjeg jezika, biblioteka: Suvremena nastava, Jugoslavenski zavod za proučavanje školskih i prosvetnih pitanja, Beograd 1966, str. 39-49.

1967.

1. Metodički aspekti u povezivanju nastave književnosti i ostalih umjetnosti /slikarstva i muzike/, Nastava književnosti s osnovama estetskog obrazovanja u školama II stupnja, Zavod za unapređivanje stručnog obrazovanja, Zagreb
2. Obrada književne epohe i pravca, Nastava književnosti s osnovama estetskog obrazovanja u školama II stupnja, Zavod za unapređivanje stručnog obrazovanja SRH, Zagreb
3. Pregled književnosti s čitankom za 2. razred gimnazije, Školska knjiga, Zagreb, 1967, 5. izdanje /suautori: Šicel, Miroslav/
4. Pristup književnom djelu, Čitanka za 1. razred gimnazije, Školska knjiga, Zagreb 1967, 6. izdanje /suautori: Frangeš, Ivo - Šicel, Miroslav/

1968.

1. Metodički pristup Kovačićevu romanu „ U registraturi“, Pedagoški rad, 1968m XXIII, 9-10, str. 394-403.
2. Nastava hrvatskosrpskog jezika i književnosti, Školska knjiga, Zagreb 1968, 1. izdanje
3. Pregled književnosti s čitankom za drugi za drugi razred gimnazije, Školska knjiga, Zagreb 1968, 6. izdanje /suautor: Šicel, Miroslav

4. Pristup književnom djelu, Čitanka za 1. razred gimnazije, Školska knjiga, Zagreb 1968, 7.izdanje /suautori: Frangeš, Ivo Šicel, Miroslav

1969.

1. Metodički pristup Novakonu romanu „Posljedni Stipančići“, Pedagoški rad, 1969, XXIV, 1-2, str. 14 – 27.
2. Pismene vježbe u nastavi hrvatskog ili srpskog, Pedagoško-književni zbor, Zagreb 1969, 1. izdanje /slovenski: Pismene vaje, prevodilac : Martin Fuis /
3. Pregled književnosti s čitankom za 2. razred gimnazije, Školska knjiga, Zagreb 1969, 8. izdanje, /suautori: Šicel, Miroslav/
4. Pristup književnom dijelu, Čitanka za 1. razred gimnazije, Školska knjiga, Zagreb 1969, 8. izdanje /suautori: Frangeš, Ivo – Šicel, Miroslav/
5. Pristup književnom djelu, Priručnik za nastavnike uz Čitanku za 1. razred, Školska knjiga, Zagreb 1969, 5. izdanje /suautori: Frangeš, Ivo – Šicel, Miroslav
6. Suvremena organizacija nastave književnosti, Prilozi, 1969/70, 1, 8-31 / prijevod na slovenski jezik: Vzgoja in izobraževanje, 1973/

1970.

1. Književnost, RTV pedagogija, Zagreb 1970, str. 182 – 195.
2. Metodički pristup dramskom djelu, Putevi i dostignuća u nastavi i vaspitanju, Sarajevo 1970, VI, br 2, str 24-32.
3. Nastava hrvatskosrpskog jezika i književnosti, Školska knjiga, Zagreb 1970, 2. izdanje
4. Pristup nastavi književnosti, Nastavna biblioteka 47, Zavod za izdavanje udžbenika, Sarajevo 1970. / Šicel, Miroslav/
5. Svjetska književnost u srednjoj školi, Prosvjetni rad, 1970, XX, 15.VI 1970, br 12, str. 3.
6. Svjetska književnost u srednjoj školi - drugi dio, Prosvjetni rad, 1970, XX, 1.VV 1970, br. 12, str. 3.
7. Školska interpretacija umjetničkog djela: Prilog izgradjivanju metodičkog sustava, Pogledi i iskustva u reformi školstva, 1970, XY, br. 3., str. 11-16.
8. Školska interpretacija književnog djela, Prosvjetni rad, 1970, XX, 1815.V 1970, br. 9-10, str. 8.
9. Tehnička sredstva u nastavi književnosti /s portretom/, Školske novine, 1970, XXI, br. 11, str. 8.
10. TV- nastava književnosti. Nove mogućnosti prihvaćanja /s portretom/, Školske novine, 1970, XXI, br. 5, str. 6.
11. Zagrebačka književnokritička škola i nastava književnosti, u srednjoj školi, Umjetnost riječi, 1970, 1-2.
12. Metodika nastave izražavanja /pismenog i govornog/ pred novim zadacima, Prilozi nastavi srpskohrvatskog jezika i književnosti, 1970/71, III, br. 1, str. 1-9.

1972.

1. Programirana i problemska nastava materinskog jezika, Putevi i dostignuća u nastavi i vaspitanju, 1971/72, VIII, br. 2, str.
2. Antoš-Bukša: Dječak u sjeni vrbe, priručnik za nastavnike, Školska knjiga, Zagreb 1972. (recenzija)
3. Gramatičko-stilističke vježbe u nastavi materinskoga jezika, Pedagoški rad, 1972, XXVII, 5-6, str. 225-231.
4. Jure Kaštelan-metodske upute uz film iz „Filmoteke 16“, Zagreb 1972.
5. Metodički pristup romanu, Nastavna biblioteka br. 60, Zavod za izdavanje udžbenika, Sarajevo 1972.
6. Suvremene metodičke koncepcije nastave materinskog jezika u srednjoj školi, Prosvjetni rad, 1972, XXII, 1.III 1972, str. 6.
7. Teoretske pretpostavke za planiranje gradiva iz jezika i književnosti, u knjizi: Nastavne cjeline, teme i jedinice, Pedagoško-književni zbor, Zagreb 1972.
8. Za stvaralačku nastavu književnosti u srednjoj školi, Pedagoški rad, 1972, XXVII, 9-10, str. 4384444.
9. Za stvaralačku nastavu književnosti u srednjoj školi, Zbornik radiva za VII kongres jugoslavenskih slavista, Zagreb 1972.

1973.

1. Da li je Krleža adekvatno predstavljen, Krleža u školi, Zavod za izdavanje udžbenika, Sarajevo 1973, str. 74-79.
2. Jezično izražavanje kao stvaralački proces /Uz ciklus radio-emisija „Oblikovanje pismenog teksta“, Školske novine, 1973, XXIV, br. 42, str. 10.
3. Književno djelo u izornoj nastavi, Izborna nastava u gimnaziji, Zavod za izdavanje udžbenika, Sarajevo 1973.
4. Pregled književnosti s čitankom za III. razred srednjih škola /suautor M. Šicel/, Školska knjiga, Zagreb 1973.
5. Metodičke osnove suvremene nastave hrvatskog ili srpskog jezika i književnosti u srednjoj školi, Školska knjiga, Zagreb 1973.
6. Metodičke osnove za interpretaciju epskog djela u osnovnoj školi, u knjizi: Metodički pristup književno-umjetničkom tekstu-roman, priručnik za nastavnike srpskohrvatskog-hrvatsko-srpskog jezika u osnovnoj školi, Veselin Masleša, Sarajevo 1973.
7. Metodički pristup književnoumjetničkom tekstu-pripovijetka, priručnik za nastavnike srpskohrvatskog-hrvatskosrpskog jezika u osnovnoj školi, Veselin Masleša, Sarajevo 1973., glavni redaktor: dr. Dragutin Rosandić
8. Metodički sistemi nastave književnosti u srednjoj školi, Školske novine, 1973, XXIV, br. 18-19., str 13.
9. Prema modernijoj nastavi jezika u srednjoj školi, Priručnik za nastavnike, Zagreb 1973. /suautor: J. Silić/
10. Za afirmaciju radio-metodike na nastavi književnosti, Školske novine, 1973, XXIV, br. 37, str. 10.

1974.

1. Metodičke osnove suvremene nastave hrvatskog ili srpskog jezika i književnosti u srednjoj školi, Školska knjiga, Zagreb 1974. 2. izdanje
2. Narodna književnost u osnovnoj školi /metodičke osnove/, u knjizi: Metodički pristup književnomjetničkom tekstu-narodna književnost, priručnik za nastavnike srpskohrvatskog-hrvatsko-srpskog jezika u osnovnoj školi, Veselin Masleša, Sarajevo 1974. glavni redaktor: dr. Dragutin Rosandić
3. Osnove fonetike i fonologije hrvatskoga književnog jezika, priručnik za nastavnike za 1. razred srednje škole, Školska knjiga, Zagreb 1974, 1. izdanje.
4. Osnove fonetike i fonologije hrvatskog književnog jezika, radna bilježnica za 1. razred srednje škole, Školska knjiga, Zagreb 1974, 1. izdanje /suautor: J. Silić/
5. Osnove fonetike i fonologije hrvatskog književnog jezika, udžbenik za 1. razred srednje škole, Školska knjiga, Zagreb 1974, 1. izdanje /suautor: J. Silić/
6. Pismene vježbe u nastavi hrvatskoga ili srpskog jezika. Pedagoško-književni zbor, Zagreb 1974, 2. izdanje
7. Problemska nastava književnosti, Pedagoški rad, 1974, XXIX, 1-2, str. 27-35.
8. Za afirmaciju načela zavičajnosti u nastavi književnosti, Dometi, Rijeka, br. 9, 1974, str. 26-34.

1975.

1. Metodički pristup književnomjetničkom tekstu-narodna književnost-poezija, priručnik za nastavnike srpskohrvatskog-hrvatskosrpskog jezika u osnovnoj školi, Veselin Masleša, Sarajevo 1975.
2. Metodički pristup lirskoj poeziji u osnovnoj školi, u knjizi: Metodički pristup književnomjetničkom tekstu-lirika, priručnik za nastavnike srpskohrvatskog-hrvatskosrpskog jezika u osnovnoj školi, Veselin Masleša, Sarajevo 1975.; glavni redaktor: dr. Dragutin Rosandić
3. Metodički pristup pripovjednoj prozi, Nastavna biblioteka 65, Zavod za izdavanje udžbenika, Sarajevo 1975, str. 9-90.
4. Osnove fonetike i fonologije hrvatskog književnog jezika, radna bilježnica za 1. razred srednje škole, Školska knjiga, Zagreb 1975, 2. izdanje /suautor: J. Silić/
5. Osnove fonetike i fonologije hrvatskog književnog jezika, udžbenik za 1. razred srednje škole, Školska knjiga, Zagreb 1975, 2. izdanje /suautor: J. Silić/
6. Potvrda kreativnosti / Tjedan jugoslavenskih radio-stanica u Ohridu/, Školske novine, 1975, XXVI, br. 22/841, 27.5.1975, str. 11.
7. Problemska, stvaralačka i izborna nastava književnosti, Nastavna biblioteka br. 74, IP Svjetlost, OOUR Zavod za udžbenike, Sarajevo 1975.
8. Stvaralački vršnjak, rubrika: Suradnici o svojim novinama, Školske novine, 1975, XXVI, br. 29/30 /848-849/, 23.9.1975., str. 18 – uz 25. obljetnicu lista
9. Za afirmaciju načela zavičajnosti u nastavi književnosti, u knjizi: Zavičajna književnost u nastavi, Čakavski sabor, Žminj 1975, str. 9-17.

1976.

1. Milivoj Solar: Teorija književnosti, Školska knjiga, Zagreb 1976 – recenzija /suautori recenzije: dr A. Flaker, Dj. Vinja/
2. Miroslav Krleža: Dječak prati zmaja, lektira za osnovnu školu, uredio dr. Dragutin Rosandić, Školska knjiga, Zagreb - Svjetlost, Sarajevo 1976.
3. Književnost u osnovnoj školi, metodičke osnove za interpretaciju umjetničke književnosti /poezije proze i drame/ i narodne književnosti, Školska knjiga, Zagreb 1976
4. Metodički pristupi stvaralaštvu Vladimira Nazora, Suvremena metodika nastave hrvatskog ili srpskog jezika, 1976, I, br. 2, str. 73-80 .
5. Metodika i metoda /nastavna/, Suvremena metodika nastave hrvatskog ili srpskog jezika, 1976, I, br. 1., str. 68.
6. Mogu li se književna djela obradivati samo referatima učenika? Suvremena metodika nastave hrvatskog ili srpskog jezika, 1976, I, br. 1. str. 66-67.
7. Nazor u školi, Vjesnik, Zagreb, 30. svibnja. 1976.
8. Osnove fonetike i fonologije hrvatskog književnog jezika, radna bilježnica za 1. razred srednje škole, Školska knjiga, Zagreb 1976, 3. izdanje /suautor: J. Silić/
9. Osnove fonetike i fonologije hrvatskog književnog jezika, udžbenik za 1. razred srednje škole, Školska knjiga, Zagreb 1976, 3. izdanje /suautor: J. Silić/
10. Raspravljanje u metodičkoj teoriji i praksi, Suvremena metodika nastave hrvatskog ili srpskog jezika, 1976, I, br. 3. str. 161-170.
11. Stvaralačko /kreativno/ čitanje umjetničkog teksta. Suvremena metodika nastave hrvatskog ili srpskog jezika, 1976, I, br. 3, str. 216.
12. Teorijske osnove za metodičku interpretaciju dramskog lika, suvremena metodika nastave hrvatskog ili srpskog jezika, 1976, I, br. 1., str. 15-19.
13. Treba li knjige zatvoriti dok se umjetnički tekst interpretativno čita? Suvremena metodika nastave hrvatskog ili srpskog jezika, 1976, I, br. 2., str. 147.

1977.

1. Čitanje umjetničkog teksta po ulogama, Suvremena metodika nastave hrvatskog ili srpskog jezika, 1997, II, br. 4, str. 314.
2. Čitanka s pregledom književnosti, II, Školska knjiga, Zagreb 1997, 3. izdanje, sunautor: Šicel, Miroslav
3. Čitanka s pregledom književnosti III, Školska knjiga, Zagreb 1997, 3. izdanje, sunautor: Šicel, Miroslav
4. Čitanka s pregledom književnosti, IV, Školska knjiga, Zagreb 1997, 3. izdanje /sunautor: Šicel, Miroslav /
5. Da li sadržaje nastave izražavanja treba obradivati na posebnim nastavnim satima ili ih treba uključiti u nastavu jezika i nastavu književnost? Suvremena metodika nastave hrvatskog ili srpskog jezika, 1997, II, br. 4, str. 313.
6. Definirati novu školu / Prosvjetni savjet Hrvatske o aktualnim pitanjima reforme/, Školske novine, 1997, XXVIII, br. 39/941, 6.12.1977, str. 4.
7. Kako učenike uvoditi u umjetničku epohu i pravac, Suvremena metodika nastave hrvatskog ili srpskog jezika, 1997, II, br. 2, str. 71-72.

8. Koje mjesto pripada metodici u novom sistemu obrazovanja nastavnika, *Suvremena metodika nastave hrvatskog ili srpskog jezika*, 1997, II, br. 2, str. 146.
9. Miroslav Krleža: *Poezija, Novele, Povratak Filipa Latinovicza, Drame, Eseji i Zapisi* – izbor lektire za srednje škole, IGKRO Svjetlost – Zavod za udžbenike, Sarajevo, i Izdavačko poduzeće „Školska knjiga“, Zagreb – 1976. i 1977. Metodička obrada: dr. Dragutin Rosandić
10. Metode u nastavi morfologije, *Suvremena metodika nastave hrvatskog ili srpskog jezika*, 1997, II, br. 3, str. 154-161.
11. Nastava hrvatskosrpskog jezika i književnosti, *Školska knjiga*, Zagreb 1997, 3. izdanje.
12. Nastava morfologije u kontekstu nastave jezika, *Suvremena metodika nastave hrvatskog ili srpskog jezika*, 1997, II, 1, str. 22.
13. Osnove fonetike i fonologije hrvatskog književnog jezika, radna bilježnica za 1. razred srednje škole, *Školska knjiga*, Zagreb 1997, 4. izdanje / suautor: J. Silić/
14. Osnove fonetike i fonologije hrvatskog književnog jezika, udžbenik za 1. razred srednje škole, *Školska knjiga*, Zagreb 1997, 4. izdanje / suautor: J. Silić/
15. Osnove morfologije i morfostilistike hrvatskog književnog jezika, radna bilježnica, *Školska knjiga*, Zagreb 1997, 1. izdanje / suautor: J. Silić/
16. Osnove morfologije i morfostilistike hrvatskog književnog jezika, radna bilježnica, *Školska knjiga*, Zagreb 1997, 1. izdanje / suautor: Josip Silić /
17. Problemsko čitanje, *Suvremena metodika nastave hrvatskog ili srpskog jezika*, 1997, II, 3. str. 223.
18. Teatrolška utemeljenost metodičkih pristupa dramskom djelu, *Prilozi nastavi srpskohrvatskog jezika i književnosti*, 1997, VI, 7., str. 1-13.
19. Teme i motivacije za pismeno izražavanje, u knjizi: Grupa autora: *Opisivanje u nastavi usmenog i pismenog izražavanja*. Nastavna biblioteka br. 82, IGKRO Svjetlost, OOUR Zavod za udžbenike, Sarajevo 1997, str. 16-48.
20. Vjenceslav Novak: *Posljednji Stipančići, Iz Velegradskog podzemlja, Dobra knjiga, II kolo, III komplet, Školska knjiga*, Zagreb 1997, priredio Dragutin Rosandić

1978.

1. Neizmjenično čitanje teksta, *Suvremena metodika nastave hrvatskog ili srpskog jezika*, 1978, III, 2, str. 111.
2. Nastava hrvatskog ili srpskog jezika i književnosti u sustavu općeg i osnovnog obrazovanja, *Suvremena metodika nastave hrvatskog ili srpskog jezika*, 1978, III, 4, str. 169-209.
3. Osnove fonetike i fonologije hrvatskog književnog jezika, radna bilježnica za 1. razred srednje škole, *Školska knjiga*, Zagreb 1978, 5. izdanje / suautor: Josip Silić
4. Osnove fonetike i fonologije hrvatskog književnog jezika, udžbenik za 1. razred srednje škole, *Školska knjiga*, Zagreb 1978, 5. izdanje / suautor: Josip Silić /
5. Pedagogija i metodika, serija: *Kako do pedagogije samoupravnog socijalizma /15/*, *Školske novine*, 1978, XXIX, br. 1-2/944-945/, 1.I 1978, str. 21.

6. Raspravlanje u metodičkoj teoriji i praksi, u knjizi: Grupa autora: Raspravlanje u nastavi usmenog i pismenog izražavanja, Nastavna biblioteka br. 84, IGKRO Svjetlost, OOUR Zavod za udžbenike, Sarajevo 1978, str. 7-20.
7. Uskoro standardi, razgovarao A. Bežen, Školske novine, 1978, XXIX, br. 25 /968/, 13. VI 1978.
8. Znanstveno-istraživačka orijentacija u metodici nastave književnosti, Suvremena metodika nastave hrvatskog ili srpskog jezika, 1978, III, str. 117-120.
9. Istraživački zadatak metodike / Za svestran metodički pristup Krležinu stvaralaštvu/, Školske novine, 1978, XXIX, BR. 38-39/981-982/, 28.11.1978., str. 14, prilog 2.

1979.

1. Maksim Gorki: Djetinjstvo, za VI. razred, priredio Dragutin Rosandić, Školska knjiga, Zagreb 1979, 9. izdanje.
2. Književnost 1, Čitanka s pregledom književnosti, I, prerađeno izdanje, Školska knjiga, Zagreb 1979.
3. Književnost 2, Čitanka s pregledom književnosti, 1. prerađeno izdanje, Školska knjiga, Zagreb 1979.
4. Metodička gledišta o stvaralaštvu Miroslava Krleže, Prilozi nastavi srpskohrvatskog jezika i književnosti, 1979, VIII, br. 11, str. 5-11.
5. Metodički pristup Krležinu stvaralaštvu, Suvremena metodika nastave hrvatskog ili srpskog jezika, 1979, IV, br. 1, str. 1-8.
6. Metodički pristup romanu, Nastavna biblioteka br. 60, IGKRO Svjetlost, OOUR Zavod za udžbenike, Sarajevo 1979, 2. izdanje.
7. Metodički pristupi stvaralaštvu Vladimira Nazora, u knjizi: Nazorovo stvaralaštvo za djecu u svjetlu suvremene kritike i metodike /priredio Ivo Zalar /, Školska knjiga, Zagreb 1979, str. 105-116.
8. Osnove fonetike i fonologije hrvatskog književnog jezika, priručnik za nastavnike za 1. razred srednje škole, Školska knjiga, Zagreb 1979, 2. izdanje /suautor: Josip Silić/
9. Osnove fonetike i fonologije hrvatskog književnog jezika, radna bilježnica za 1. razred srednje škole, Školska knjiga, Zagreb 1979, 6.izdanje / suautor: Josip Silić/
10. Osnove fonetike i fonologije hrvatskog književnog jezika, udžbenik za 1. razred srednje škole, Školska knjiga, Zagreb, 1979, 6.izdanje /suautor: Josip Silić /
11. Osnove morfologije i morfostilistike hrvatskog književnog jezika, priručnik za nastavnike, Školska knjiga, Zagreb 1979, 1. izdanje / suautor: Josip Silić/
12. Osnove morfologije i morfostilistike hrvatskog književnog jezika, radna bilježnica, Školska knjiga, Zagreb 1979, 2. izdanje / suautor: Josip Silić, /
13. Osnove morfologije i morfostilistike hrvatskog književnog jezika, udžbenik, Školska knjiga, Zagreb 1979, 2. izdanje. /suautor: Josip Silić /
14. Plodovi trajne angažiranosti, Pedagoški rad, XXXIV, 1979, broj 9-10, str. 501-503
15. Recenzija knjige: Mate Demarin: Glagoli i pridjevi / za III razred /, Pridjevi i glagoli / za IV. Razred / - programirane vježbenice, izdanje Zajednice osnovnih škola SRH
16. Priručna gramatika hrvatskoga književnoga jezika, Zavod za jezik Instituta za filologiju i folkloristiku Zagreb, Školska knjiga, Zagreb 1979- recenzenti: dr. Vladimir Anić, dr. Radoslav Katičić, dr. Dragutin Rosandić

17. Stvaralačko djelovanje nastavnika u reformiranoj školi, u zborniku: Nastavnik u samoupravnoj socijalističkoj školi, Pedagoško-književni zbor, Zagreb 1979, str. 31-35.
18. Tipovi televizijskih emisija za nastavu književnosti, *Suvremena metodika nastave hrvatskog ili srpskog jezika*, 1979, IV, br. 2, str. 172.
19. Izbor iz stvaralaštva Miroslava Krležę za osnovnu i srednju školu, Zavod za izdavanje udžbenika, Sarajevo, redakcija: dr. Dragutin Rosandić
20. Diklić- Marek- Hadžić: Čitanke za V., VI., VII., VIII. razred osnovne škole, recenzirao dr. Dragutin Rosandić.

Priredila: Mr. sc. Ivančica Planinc

LIST OF TEXTBOOKS BY PROFESSOR ROSANDIĆ (FIRST EDITIONS)

(Most of Professor Rosandić's textbooks, had several editions. This article brings only the first editions of his textbooks.)

1. Ivo Frangeš, Miroslav Šicel, Dragutin Rosandić: Pristup književnom djelu, čitanka za I razred gimnazije, Zagreb: Školska knjiga, 1962.
2. Ivo Frangeš, Miroslav Šicel, Dragutin Rosandić: Pristup književnom djelu: priručnik za nastavnike uz čitanku za I. razred gimnazije, Zagreb: Školska knjiga, 1962.
3. Šicel, M. Rosandić, D.: Pregled književnosti s čitankom za drugi razred gimnazije, Zagreb: Školska knjiga, 1963.
4. Dragutin Rosandić, Miroslav Šicel: Čitanka s pregledom književnosti za III. razred srednjih škola, Zagreb: Školska knjiga, 1973.
5. Dragutin Rosandić, Miroslav Šicel: Čitanka s pregledom književnosti za IV. razred srednjih škola, Zagreb: Školska knjiga, 1974.
6. Josip Silić, Dragutin Rosandić: Osnove fonetike i fonologije hrvatskog književnog jezika: udžbenik za prvi razred srednjih škola, Zagreb: Školska knjiga, 1974.
7. Josip Silić, Dragutin Rosandić: Radna bilježnica iz fonetike i fonologije hrvatskog književnog jezika za prvi razred srednjih škola, Zagreb: Školska knjiga, 1974.
8. Ivo Frangeš, Miroslav Šicel, Dragutin Rosandić: Čitanka s pregledom književnosti: za I. razred srednjih škola, Zagreb: Školska knjiga, 1975.
9. Dragutin Rosandić, Miroslav Šicel: Čitanka s pregledom književnosti II, Zagreb: Školska knjiga, 1977.
10. Silić, Josip; Rosandić, Dragutin: Osnove morfologije i morfostilistike hrvatskoga književnog jezika: Zagreb: Školska knjiga, 1979.
11. Silić, Josip, Rosandić, Dragutin: Osnove morfologije i morfostilistike hrvatskoga književnog jezika: priručnik za nastavnike, Zagreb: Školska knjiga, 1979.
12. Silić, Josip, Rosandić, Dragutin: Radna bilježnica iz morfologije i morfostilistike hrvatskog književnog jezika Zagreb: Školska knjiga, 1979.
13. Rosandić, Šicel: Književnost 4, Školska knjiga, Zagreb, 1980

14. Rosandić, Dragutin: Riječ materinska, priručnik za dopunsku nastavu hrvatskoga ili srpskoga jezika izvan domovine, Zagreb: Školske novine, 1983.
15. Rosandić, Šicel: Književnost 1, Školska knjiga, Zagreb, 1984.
16. Dragutin Rosandić, Stevan Micić: Književnost 1, udžbenik za 1. tečaj srednje škole dopunske nastave u inozemstvu, Zagreb: Centar za dopisno obrazovanje Zavoda Birotehnika, 1984.
17. Dragutin Rosandić, Stevan Micić [priredili]: Književnost 2, udžbenik književnosti naroda i narodnosti SFRJ za 2. tečaj srednje škole dopunske nastave u inozemstvu, Zagreb: Centar za dopisno obrazovanje Zavoda Birotehnika, 1985.
18. Rosandić, Dragutin, Stevan Micić: Radna bilježnica za hrvatski ili srpski jezik za 2 tečaj (razred) srednje škole dopunske nastave u inozemstvu, Zagreb: Birotehnika, 1985.
19. Dragutin Rosandić, Miroslav Šicel: Književnost, scenska i filmska umjetnost 1, čitanka s pregledom književnosti, Zagreb: Školska knjiga, 1985.
20. Rosandić, D.: Radni priručnik za učenika, uz udžbenik Književnost i scenska umjetnost 1, Zagreb: Školska knjiga, 1985.
21. Dragutin Rosandić, Miroslav Šicel: Književnost, scenska i filmska umjetnost 2, čitanka s pregledom književnosti, Zagreb: Školska knjiga, 1987.
22. Dragutin Rosandić, Milka Canić, Milivoje Minović: Književnost i jezik, udžbenik za opšte srednje vojne škole, I godina, Beograd: Vojnoizdavački i novinski centar, 1987.
23. Dragutin Rosandić: Hrvatski jezik i književnost [1]: udžbenik za 1. razred četverogodišnjih strukovnih škola Zagreb: Školska knjiga, 1998.
24. Dragutin Rosandić, Irena Rosandić: Riječ hrvatska (jezični udžbenik za II. stupanj nastave u inozemstvu), Zagreb: Školske novine, 1991.
25. Rosandić, Dragutin: Književnost 1: radni listovi za 1. razred ekonomskih škola Zagreb, Školske novine, 1996.
26. Rosandić, Dragutin: Književnost 1, udžbenik za 1. razred ekonomskih škola. Zagreb: Školske novine, 1996.
27. Rosandić, D. Književnost 1: udžbenik za 1. razred gimnazije. Zagreb: Profil international, 1996.
28. Dragutin Rosandić Hrvatski jezik i književnost [1]: udžbenik za 2. razred četverogodišnjih strukovnih škola, Zagreb: Školska knjiga, 1998.
29. Dragutin Rosandić Hrvatski jezik i književnost [2]: udžbenik za 2. razred četverogodišnjih strukovnih škola, Zagreb: Školska knjiga, 1998.
30. Dragutin Rosandić: Hrvatski jezik 1: udžbenik za 1. razred gimnazije /Zagreb: Profil international, (2001.)
31. Dragutin Rosandić: Hrvatski jezik i književnost [3], udžbenik za 3. razred četverogodišnjih strukovnih škola, Zagreb, Školska knjiga, 2001.
32. Zvonimir Diklić; Dragutin Rosandić: Hrvatski jezik [8] - učim, istražujem i stvaram, udžbenik za VIII. razred osnovne škole, Zagreb, Znanje, 2005.
33. Dragutin Rosandić: Hrvatski jezik i književnost [1], udžbenik za 1. razred četverogodišnjih strukovnih škola, Zagreb, Školska knjiga, 2005.
34. Rosandić, Dragutin; Diklić, Zvonimir: Hrvatski jezik - učim, istražujem i stvaram, udžbenik za VII. razred osnovne škole, Zagreb, Znanje, 2005.

35. Rosandić Dragutin; Diklić, Zvonimir: Hrvatski jezik - učim, istražujem i stvaram, vježbenica za VII. razred osnovne škole, Zagreb, Znanje, 2005.
36. Rosandić, Dragutin; Diklić, Zvonimir: Metodički priručnik uz Hrvatski jezik - učim, istražujem i stvaram za VIII. razred osnovne škole, Zagreb, Znanje, 2005.

Pripremila: Dr. sc. Vesna Grahovac Pražić

SELECTED BIBLIOGRAPHY OF TEXTS ON PROFESSOR ROSANDIĆ AND HIS WORK

1. Joža Skok: Za kreativnu i modernu nastavu, *Školske novine*, broj 9, 1969.
2. Mirko Skakić: Nova zagrebačka metodička škola, *Prosvjetni list*, Sarajevo, 1969.
3. Žarko M. Babić: Studiozan i kreativan metodički priručnik, *Prosvjetni pregled*, br. 33/1969, Beograd
4. Stjepko Težak: Pismenost nije dar, nego plod učenja i vježbe, *Školske novine*, 10, 1969.
5. Ante Bežen: Suvremeni metodički pristup romanu, *Školske novine*, br. 30, 1972.
6. Marko Samardžija: Metodička i metodološka suvremenost, *Vjesnik*, 28. 4. 1973.
7. Predrag Lazarević: Na putevima metodičke sinteze (prikaz knjige *Problemska, stvaralačka i izborna nastava književnosti*), *Prilozi*, Banja Luka, 6 1975.
8. Zorica Turjačanin: Za savremenu nastavnu maternjeg jezika, *Prosvjetni pregled*, 17, 1976. Beograd
9. Blaženka Grgić: Metodičke osnove za interpretaciju umjetničke književnosti (poezije, proze i drame) i narodne književnosti u osnovnoj školi, *Školske novine*, 12, 1976.
10. Bereket Yebio: Pionirko djelo (Što je "Riječ materinska") (podgovor knjizi *Riječ materinska*, 1983.
11. Dr. Aleksandar Kolka: Podrška naporima Jugoslavije, *Školske novine*
Anuška Nakić: Instumentarij za praktična rješenja (Pogovor knjizi *Riječ materinska*) 1983.
12. Milija Nikolić: Moćan putokaz (Pogovor knjizi *Riječ materinska*), 1983.
13. Branka Vegar-Čoporda: Postupni pristup učeniku i gradivu (Pogovor knjizi *Riječ materinska*), 1983.
14. Vlatko Previšić: Jezik izvan domovine, *Vjesnik*, Zagreb, 23. 3. 1983.
15. Zdenka Gudelj Velaga: Riječ materinska, *Novi list*, Rijeka, 23. 3. 1983.
16. Božidar Gagro, Milija Nikolić, Ante Bežen: Pionirsko i patriotsko djelo, *Školske novine*, travanj 1983.
17. Boba Mesner - Spendrup: Hvala našem učitelju, *Jugoslavenski list*, 18.5. 1983., Stockholm
18. Ilija Sijarić: Klasik udžbeničke literature, *Jugoslavenski list*, 1. 12. 1987. Stockholm
19. Vesna Požgaj - Hadži: Priročnik za obogatitev pouka (Dragutin Rosandić: Metodika književnog odgoja i obrazovanja), *Novi razgledi*, 26. 6. 1987.
20. Josip Pavičić: Metodika dika nastavnika, *Vjesnik - Sedam dana*, Zagreb, 4. 10. 1986.

21. Mirko Skakić: Nova obzorja metodike književnog odgoja i obrazovanja, *Most*, Mostar, lipanj 1987.
22. Atanas Nikolovski: Kapitalno delo (Metodika književnog odgoja i obrazovanja), *Literaturen zbor*, br. 6, 1986. Skopje
23. Manja Kovačević: Sklad teorije i prakse (Metodika književnog odgoja i obrazovanja)
24. Leopoldina Veronika Banaš: Metodika književnog odgoja i obrazovanja, *Dometi*, br. 4, 1988. Rijeka
25. Jože Lipnik: Rosandićeva Metodika na slovenskom (Uz knjigu Metodika književne zgoje dr. Dragutina Rosandića - prijevod na slovenski), *Zložba Obzorje*
26. Miroslav Ležaja: Riječ hrvatska, *Vjesnik*, 11. studenoga 1991.
27. Ante Bežen: Europska razina metodike, *Večernji list*, 11. travnja 1992.
28. Vedrana Spajić - Vrkaš: Prema europskim mjerilima (Dragutin Rosandić i Irena Rosandić, Riječ hrvatska u višejezičnom i vešekulturnom ozračju, priručnik za učitelje hrvatskoga jezika u izvandomovinskoj nastavi), *Školske novine*, 10. ožujka 1992. Zagreb
29. Ivan Sović: Moderan i funkcionalan priručnik (Dragutin i Irena Rosandić, Hrvatski jezik u srednjoškolskoj nastavi), *Školske novine*, 25. ožujka 1996.
30. Krunoslav Pranjic: Na razini najnovijih spoznaja (Josip Silić - Dragutin Rosandić: Osnove fonetike i fonologije hrvatskoga književnog jezika), *Vjesnik*, 10. i 11. 11. 1974.
31. Ivan Sović: Solidna osnova za suvremenu nastavu (Silić - Rosandić: Osnove fonetike i fonologije hrvatskoga književnoga jezika, udžbenik za 1. razred gimnazije, priručnik za nastavnike), *Školske novine*, 29. 10. 1974.
32. Sanja Zolić: S novim spoznajama (Dr. Dragutin Rosandić i dr. Miroslav Šicel: Književnost i scenska umjetnost 1, udžbenik i priručnik za učenik), *Školske novine*, 1986.
33. Andrea Vidušić: Metodika radionica, *Školske novine*, 15. lipnja 1999.
34. Vjekoslav Welle: Dragutin Tadijanović s učenicima i studentima, *Školske novine*, 21. 3. 2000.
35. Želimir Ciglar: Riječi su život moj (Pjesnik Dragutin Tadijanović gostovao na Metodika seminaru), *Večernji list*, 17. 3. 2000.
36. Maja Matković: Tri pravila pismenoga izražavanja (Dragutin Rosandić: Od slova do teksta i metateksta), *Večernji list*, 29. 9. 2002.
37. Manja Kovačević: Put do kulture pisanja (Dragutin Rosandić: Od slova do teksta i metateksta), *Školske novine*, 15. 10. 2002.
38. Ivan Rodić: Život posvećen metodici, *Školske novine*, 13. 12. 2005.
39. Manja Kovačević: Djelo enciklopedijskih razmjera (Dragutin Rosandić: Metodika književnoga odgoja), *Školske novine*, 4. 4. 2006.
40. Manja Kovačević: Dragutin Rosandić - plodan i svestran stvaralac, *Lička revija*, Gospić, 7/2009.
41. Vesna Grahovac - Pražić: Dragutin Rosandić - pisac školskih udžbenika, *Lička revija*, Gospić, 7/2009.
42. Grga Rupčić: Uzorno oblikovan udžbenik, *Lička revija*, Gospić, 7/2009.
43. Jure Karakaš: Dr. Dragutin Rosandić - teoretičar i priređivač školskih lektira, *Lička revija*, Gospić, 7/2009.

44. Sanja Vrcić - Mataija, Ivica Mataija: Rosandićeve priloge interpretaciji zavičajne tematike u djelima Vjenceslava Novaka, *Lička revija*, Gospić, 7/2009.
45. Jadminka Brala - Mudrovčić: Kričička pratnja prof. dr. sc. Dragutina Rosandića književnog stvaralaštva Pere Budaka, *Lička revija*, Gospić, 7/2009.
46. Stipe Golac: Tumač i predstavljatelj mojih aforizama, *Lička revija*, Gospić, 7/2009.
47. Grga Rupčić: Tako govori Rosandić, *Lička revija*, Gospić, 7/2009.
48. Željko Slunjski: Ličanin s kajkavskim biljegom, *Kaj 4-5*, Zagreb, 2009.

Note

Interviews with Professor Rosandić published in journals and newspapers represent a particular group of texts. These texts were published in the book *Učitelj učitelja* (2010). (D. R.)