

DIGITIZATION OF OSIJEK GRAMMAR SCHOOL REPORTS AT THE  
LIBRARY DEPARTMENT OF THE MUSEUM OF SLAVONIA  
DIGITALIZACIJA IZVJEŠTAJA OSJEČKIH GIMNAZIJA U ODJELU  
KNJIŽNICE MUZEJA SLAVONIJE

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*Abstract*

In the second half of the 19<sup>th</sup> century, the preconditions for the establishment of standardized school infrastructure were created in Croatia, which also had an impact on the appearance of school libraries. Ever since the onset, the school libraries have played an enlightenment and educational role in their areas and have been maintained as such until present time. Observing the future from a past perspective, it may be noticed that cultural institutions - archives, libraries and museums – in addition to their traditional function, have been developing new types of service under the influence of global information changes that determine new ways of knowledge mediation and management. The annual school reports of end of 19<sup>th</sup> century Osijek grammar schools, owned by the Library Department of the Museum of Slavonia in Osijek, are an invaluable and indispensable resource for studying the history of schooling, as well as monitoring the development of school librarianship. In this regard, having inspected the contents of the reports of Realna gimnazija (Realgymnasium) and Kraljevska velika gimnazija (Royal Grammar School) of Osijek, it has become evident that there is a need for the creation of a digital repository with the aim of providing protection and a simplified access to and the usage of the aforementioned originals. Such an approach would at the same time enhance the research process of link-

*Sažetak*

Nakon što su školske knjižnice sredinom 19. stoljeća napokon dobile svoje zakonsko uporište, njihova je prosvjetiteljska i odgojno-obrazovna uloga, koja je, dakako, bila prisutna i ranije, sada postala još vidljivijom te se u sličnom obliku održala sve do današnjih dana. Naime, tadašnji je novi školski zakon „Osnova za organizaciju austrijskih gimnazija i realki“ iz 1849. godine iznjedrio prve konkretne odredbe o preporuci osnivanja, vođenja i funkcioniranja školskih knjižnica te je škole ujedno obvezao i na tiskanje godišnjih izvještaja u kojima su bile dužne navesti i povećanje nastavnih sredstava te izvor iz kojeg su pritekla. Danas se u Odjelu Knjižnice Muzeja Slavonije, između ostalog, čuvaju i školski godišnji izvještaji Realne gimnazije i Kraljevske velike gimnazije u Osijeku (1851. - 1921.), koji čine upravo nezaobilazan izvor za proučavanje povijesti osječkog srednjeg školstva i razvoja srednjoškolskih knjižnica. Uvidom u sadržaje dotičnih izvještaja došlo se, konačno, i do spoznaje o nužnosti stvaranja digitalnog repozitorija kako bi se osigurala adekvatna zaštita, a time i jednostavniji pristup i uporaba samih izvornika. Takav bi pristup ujedno unaprijedio i sam znanstveno-istraživački proces postavljanjem raspoložive povijesne građe u širi kontekst kulturno-povijesnih izvora grada Osijeka.

ing metadata from the available historical records, and putting it in the wider context of cultural and historic resources of the City of Osijek.

## Introduction

After the liberation from the Ottoman empire (1687), the monks and the clergy (Jesuits, Franciscan Friars, Capuchins) arrived to Slavonia with the Christian army, and they gave the impetus for spiritual and religious revival in the area that was lagging behind, both culturally and economically. In addition to their missionary and pastoral work, the Jesuit Order soon commenced their educational work in Osijek /1/. To be precise, in 1729 the first Latin School or Lower Grammar School, most famous under the name of *Velika Gimnazija* (Higher Grammar School), was founded in the Jesuit residence. It was organized in accordance with the four-grade Jesuit school system: *parva, principia, grammatica* and *syntaxis*, and it was operational from 1729 to 1929, with an interruption from 1737 to 1765 /2/. End of 1765, the Grammar School was founded again, in which one of the grammar professors also taught in the subjects of the first humanities class (*poesis*), provided a sufficient number of students were gathered /3/. Although the Grammar School had several different names over the period, including the Royal Grammar School of Osijek (1862-1925), the official name kept for the longest period was the Higher Grammar School (1862-1925) /4/. Among the reasons cited as the cause of temporary closure of the Grammar School were the lack of funding, the plague pandemic, poor road accessibility as well as the growing number of foreigners in the school /5/. After the suppression of the Jesuit Order in 1773, the school continued to be administered by secularized Jesuits who also taught in the school, and afterwards it was taken over by the Franciscans. In the school year of 1854/55 it became an eight-grade school, and the first maturity exam (*Matura*) was held in July 1855. A year later, the Grammar School was finally taken over by secular authorities, and was abolished, after almost two centuries of work, in 1929 /6/. After the

adoption of the Decision (1869) on the establishment of a three-year independent *Realka* (Ger. *Realschule*) in Osijek, the first grade was established in 1870, the second grade in 1871, followed by the third and fourth grade. In the school year of 1874/75, following its transformation into an upper secondary school, the fifth grade was established, and in 1875 and 1876, finally the sixth and seventh grades followed. *Realka* was funded by the Osijek city budget until 1877, when it became a state institution. In the school year of 1893/94, the three-year Commercial High School was annexed to it, later to become the Commercial Academy, which became independent as of the school year of 1918/19. By the order of the High Royal Provincial Government in 1895, the Osijek *Realka* became *Kraljevska velika realna gimnazija* (Royal *Realgymnasium*) with the eight-grade term of instruction. Finally, after the restructuring of *Realka* into a *Realgymnasium* (grammar school with emphasis on mathematics, science and modern languages), which was completed in 1900/01, with all the eighth grades covered, the first maturity exams in the new curriculum /7/ could be held. By changing its curricula, programmes, facilities and names, during its work from 1870 to 1945, the *Realgymnasium* had become a reputable school that had been continuously providing quality education and enabling students to pursue further education at various faculties /8/.

## Grammar schools at the time of state reforms

With the aim of introducing a unified school system, after the suppression of the Jesuit Order, several documents were produced on a number of occasions which would take their final form in 1806, through the creation of a school foundation entitled *Ratio educationis publicae totiusque rei literariae per regnum Hungariae et provincias eidem adnexas* or *System of Education and Entire Schooling for the Kingdom of Hungary*

and its Associated Countries (hereinafter: *Ratio Educationis of 1806*). The *Ratio Educationis* consists of three main parts: the first one discusses the types of schools, the second one is dedicated to school management, and the third one to teaching aids and the salaries of the employees. Pursuant to this order, the grammar school (*Gymnasium*) had six grades; the first four grades provided general education (*parva, principia, grammatica, syntaxis*) and the two higher grades were dedicated to the humanities (*poesis* and *rhetorica*) in which poetics and rhetoric were taught. The medium of instruction was Latin, whereas the mother tongue was used only in the lower grades. Furthermore, great importance was attached to the moral and religious aspect of education, and discipline was, accordingly, very strict (the students were not allowed to go to the theatre, dancing events, inns, cafes, etc.) /9/. Nevertheless, a very important step forward in setting up the foundation for the organization of grammar school education would take place later in the form of a new reform of Austrian grammar schools (*Gymnasien*) entitled the Draft of the Organisation of *Gymnasien* and *Realschulen* in Austria (*Entwurf der Organisation der Gymnasien und Realschulen in Oesterreich*). In 1849 the reform was prescribed for all the Lands of the Habsburg Monarchy, and its implementation in Croatia started in 1850. In fact, it 'denoted the minimum that must be attained in each school, both in terms of school arrangements and training, so as to ensure its success' /10/. Pursuant to the law, the duration of grammar school education was extended from six to eight years - the first four grades or the *lower grammar school* (which could have existed independently) trained the students for transition to the next four or the *upper grammar school*. In principle, the task of the grammar school was general education; with the aid of Latin and Greek and related literature, the aim was to prepare students for further studies, which was preceded by the passing of the maturity exam /11/. The first maturity exams were held in Split and Zadar grammar schools in 1850, then in Zagreb and Senj in 1851, in Rijeka in 1854 and in the Varaždin, Osijek and Vinkovci grammar schools in 1855 /12/. The Draft also regulated the issues of student enrolment, the quality of teaching staff, the

school curricula, the teaching hours and the medium of instruction, which could have been any *land* language, i.e. Croatian in this case. Finally, due to the growing number of secondary schools and, consequently, students, as well as the increasing demand for highly qualified teaching staff, this reform largely indicated the necessity of secularisation of schooling, i.e. the transition of secondary schools to secular administration, since it had gradually become clear that the clergy was no longer skilled enough to take full care of the jobs involved /13/. Franković et al. /14/ and, again, Szabo /15/ argue that practical secondary school education was systematically developed alongside grammar school education in the 19<sup>th</sup> century. According to the abovementioned document, the practical secondary school (*Realschule*) was divided into the *lower* (with two, three or four grades), which was supposed to provide basic knowledge of trade and crafts, and *upper* (with six and seven grades), which was aimed at preparing students for studies at polytechnics and faculties. In Croatia, the first independent secondary schools were founded only after the entry into force of the abovementioned Draft (in Varaždin in 1852, and in Zagreb in 1854), but given their function in the society at the time, they were valued less than the grammar schools. With gradual restructuring of secondary education, over the time the lower *Realschulen* would eventually become secondary schools, whereas, by expansion from seven to eight grades (1894) the upper *Realschulen* would become *Realgymnasien* with the possibility of opting for the natural science-based or classical grammar school profile. Namely, the former head of the Department of Worship and Teaching of the Land Government in Zagreb, Isidor Kršnjavi (1891-1886), carried out the reform of secondary education under the influence of the Swedish school model. In fact, the intention was to promote *Realgymnasien* with the aim of promoting the modernization of classical grammar schools. Although these were the key educational institutions from which many Croatian intellectuals emerged in the 18<sup>th</sup> and 19<sup>th</sup> centuries, Kršnjavi considered classical grammar schools to be fossil remnants of medieval times

/16/. Nevertheless, this restructuring would ultimately put *Realgymnasien* and general grammar schools on an equal footing in terms of the length of schooling, structure and possibilities of further education continued at all faculties /17/. Finally, Franković et al. /18/ argue that, in the first decades of the 20th century, in the new state, now the Kingdom of Serbs, Croats and Slovenes, there were ever louder debates and disputes about the necessary reform of secondary schools of general education, with the participation of many prominent educators. However, despite this, the existing system of classical *Gymnasien*, *Realgymnasien* and *Realschulen* inherited from Austria-Hungary times, continued to remain in Croatia, and they were legalized by the Secondary Schools Act on 31 August 1929. According to the Act, amended in 1931, the grammar schools (*Gymnasien*) were divided into *incomplete* four-year grammar schools, completed by passing examinations in lower course exams (the so-called small maturity exam which was abolished in 1926 and reinstated after 1929), and *complete* eight-year grammar schools in which the maturity exam (the so-called big maturity exam) had to be taken at completion. The lower grammar schools and the practical secondary schools (*Realschulen*) offered the opportunity to move to higher grades of secondary schools or secondary vocational schools, and after passing the maturity exam, the students could enrol in a faculty or opt for clerical profiles. During this period, the curricula and teaching programmes were frequently amended and supplemented, resulting in the adoption of an interim curriculum for the lower grades of secondary schools in 1926, and for the higher grades of classical grammar schools and *Realgymnasien* later in 1927.

### Grammar school libraries

Grammar school libraries, as reference libraries for which a separate room was foreseen, started being established and developed alongside the establishment of Jesuit grammar schools. However, according to Batinić /19/, today it is difficult to ascertain whether the books in the libraries were also available to the students, or they had a separate library, such as

those in the Jesuit dormitories for poorer students that contained the necessary textbooks for the pupils. On the other hand, Stipčević /20/ points out that all Jesuit libraries in the Croatian lands served primarily the needs of their students and their school teachers. Since the very beginnings, the Jesuits kept in their own residences, colleges and missions, a collection of books that were necessary for their work; however, those are not mentioned in the written sources until the establishment of schools within the Jesuit facilities, in which the professors needed books to prepare for their lectures, and the students needed them for studying. According to the Constitution of the Society of Jesus and other ordinances of the Order, it was stipulated that all Jesuit residencies and colleges must have a library. The mentioned regulations contained detailed instructions on their establishment, funding and work, the provision of money for book purchases, book borrowings in and out of the library premises, catalogues and shelving arrangement, the duties of librarians and the like. After the suppression of the Jesuit order, precisely because of the necessity of storing book holdings and prescribed school textbooks on the basis of which the contents of specific disciplines were to be handled, *Ratio Educationis* of 1777 announced only that '*Gymnasien* and grammar schools should (...) strive to establish small libraries with the requisite materials' /21/. Although the relevant document, apart from the recommendation itself, does not prescribe any further provisions on libraries, their management or content, these school textbooks, in Burić's view /22/ could certainly have formed the basic, initial library holdings characteristic of secondary school libraries at the time. Likewise, apart from the prescribed textbooks, *Ratio Educationis* of 1806 does not mention anything about secondary school libraries, and only refers to the university library in the part *De Bibliothecis* (Article 267-270) /23/.

Later on, under the provision of 1825, the foundation of grammar school libraries would initially be possible only in places where there were no university or lyceum libraries. However, the Draft of the Organization of Austrian *Gymnasien* and *Realschulen* in 1849 was the first

to emphasize that it is desirable to have a students' and a teachers' library in each grammar school and practical secondary school for which the school should regularly procure books. Thus, for the teachers' library they acquired the books the teachers needed for research development and teaching, and the procurement proposals were provided by the teachers themselves with the consent of the teacher's association. In principle, they generally had double the amount of library holdings in comparison to the student libraries (funded by regular government grants and money obtained from school fees and the dues paid for duplicate student certificates) and were managed by the principal or a teacher appointed by him. The student library was administered by the teacher of the mother tongue, and the teacher's task was to acquire classical works in the mother tongue and books on specific subjects (history, geography, natural sciences, physics) as suggested by the professors. The library was mainly funded by the enrolment fees and donations the students were required to provide for the use of the library, which was mostly spent on building the library holdings /24/.

#### **Annual school reports of the *Realgymnasium* and the Royal Grammar School of Osijek**

According to Article 116, of the Draft of the Organization of Austrian *Gymnasien and Realschulen* (1849), grammar schools (*Gymnasien*) were obliged to publish annual school reports in which they regularly published the lists of books acquired throughout the year /25/. Thus, the annual school reports of Osijek grammar schools of the late 19<sup>th</sup> century, owned by the Library Department of the Museum of Slavonia in Osijek, as well as the Grammar School Library itself, which is included in the Library holdings as a separate unit, is an invaluable and indispensable resource for studying the history of education, in particular for monitoring the development of school librarianship. By inspecting 83 volumes of annual school reports of the *Realgymnasium* and the Royal Grammar School of Osijek issued in the period from 1851 to 1921, the basic aim of such publications becomes evident: to document the work of the school in all its spheres. These precious witnesses of times

past offer insight into the changes of the curricula, school names, social and political changes, new laws, prescribed textbooks, the library and other grammar school collections, school excursions, the grading system, student life and the like. These topics were mostly covered under the headings such as: school news, the basics of lectures at the Royal Grammar School of Osijek, the basic lectures by teachers, teachers or obligatory doctrines, teaching collections, grammar school yearbook, religious service, important letters, exams, grants and gifts, examination of students, the ranking of students by morality and progress in the sciences, final news /26/. The information on the work of the Osijek Jesuit Grammar School Library since its foundation until the middle of the 19<sup>th</sup> century is scarce. What is known is that it was small and poor, which is evident in the inventory made after the suppression of the Jesuit Order in which only a little more than 500 books /27/ were recorded. However, according to the recommendation of the Draft of 1849, the Teachers' Library was founded in the Grammar School in the school year of 1851/52, and finally the Students' Library in 1855/56. It was funded by tuition fees, donations and gifts, most commonly received from the JAZU, the Ministry, bishop J. J. Strossmayer and many national and foreign well-known and anonymous donors. As of 1867/68, instead of the former Students' Library, a new library starts being mentioned, set up by *Javor* — the literary society of the grammar school — *Knjižnica društva učenikah više gimnazije* (Library of Higher Grammar School Students' Association), but it was only reported on until 1876/77 /28/. Upon its establishment in 1870, *Realka* had its own library, as well as a natural sciences, physics and numismatic collection and fine art teaching equipment /29/. Same as in other grammar schools, the library was divided into teachers' and students' library.

In the annual grammar school reports for the Classical Grammar School Library, which was first mentioned in 1852, a detailed review of the business was carefully recorded every year under the title *Učevna sredstva* (*Teaching materials*). The annual acquisition of books and scientific journals arriving at the library were recorded, the exact amount of funds spent on building the

teaching and student library holdings, and the names of the librarians in charge (Johann Čačić, Ivan Plexider, Valentin Čičigoj etc. are mentioned in the Classical Grammar School, and librarian J. Vitanović et al. in the *Realgymnasium*). These headings changed over the time so, for example, the library business of the Classical Grammar School was mentioned under the following headings covering collections and teaching materials: *Sbirke i učila*, *Sbirke učila*, *Sbirke učilah*, *Sbirke učevnih sredstvah*, *Zbirke i učila*, *Prirast učila i knjigâ*. The information pertaining to the library of the the *Realgymnasium* appeared in *Sbirke učilah*, *Sbirke učevnih sredstvah*, *Sbirke učilâ*, *Zavodske sbirke*, *Učila*, *Prirast knjižnica i zbirka učila* (Annual Reports of the *Realgymnasium* and the Royal Grammar School of Osijek (1851-1921)).

Interestingly, some parts of the annual reports of the Royal Grammar School contain remarks such as '*the Library meets its purpose*' or '*the Library meets the needs*', stating that the Library is regularly used by a large number of students. It is possible to draw conclusions from such data on the usefulness of the school library itself, as well as on the importance that is slowly becoming attached to it.

Finally, by reviewing the contents and, at the same time, ascertaining the relatively poor material condition of the reports of the *Realgymnasium* and the Royal Grammar School of Osijek (cracked book bindings, book block damaged by moisture, damage due to exposure to light, bacteria and insects), it has been established that there is a need to create a digital repository providing protection of the mentioned original documents as well as ensuring easier access to and the use of the sources in question. Such an approach would at the same time improve the research process itself by linking metadata from the available historical material and putting it in the wider context of the cultural and historical resources of the city of Osijek.

### Digitization project proposal

In accordance with the recommendations of the European Union and encouraged by the Lisbon Agenda, the Croatian Government adopted the e-Croatia Programme in 2003 with the aim

of building information society based on the computer industry and the use of information and communication technology. The document resulted in a series of acts suggesting the construction of modern technological infrastructure in a range of human activities, including science, education and culture. Accordingly, in line with the National Strategy 'Information and Communication Technology - Croatia in the 21<sup>st</sup> Century' /30/, there is a necessity to create high quality digitized cultural and national content based on the materials located in the libraries, museums, galleries and archives, in order to meet the needs of the citizens, pupils and students, cultural workers and researchers. For the purpose of simultaneous and multiple interest of end users, such content needs to be transposed into the form of digital libraries, thus enabling access to the cultural treasures. Digital libraries would include significant digitized national contents (books, magazines, press material/prints, museum artefacts, maps, photographs, sound, music etc.), which is a comprehensive financial and time-consuming process involving both the public and the private sector /31/. After the adoption of this document, the National programme of digitization of archival, library and museum holdings was launched in 2006, with the aim to 'identify the goals and the content of the national programme of digitization of materials in cultural institutions, the pre-conditions for the introduction and implementation of the programme, to evaluate the possibilities and to identify specific activities within programmes and the effects to be achieved. The National programme of digitization of archival, library and museums holdings is geared at promoting and assisting the systematic and standardized approach to the digitization of material in cultural institutions, designing and offering cultural content and services by using digital copies and applying information technologies in the protection, processing and use of materials' /32/. The objectives of digitization of library materials are also mentioned, i.e. protecting the originals, increasing the availability and accessibility of the material, offering new services to the users or supplementing the existing holdings.

Based on the National programme of digitization of archival, library and museums holdings, a national project 'Croatian Cultural Heritage' was launched in 2007. The project is aimed at digitizing archival, library and museum holdings and fostering the creation of new digital content. Based on the above, it is clearly evident that strategic support does exist, and it has given an impetus to the digitization of cultural heritage materials kept by the heritage institutions in the Republic of Croatia.

Undoubtedly, digital technology provides new approach to research, teaching and communication; nevertheless, the digitization process itself needs to be conducted in a methodical and coordinated manner. According to the IFLA Guidelines for Digitization Projects for collections and holdings in the public domain, particularly those held by libraries and archives /33/, it is crucial to ask why we should transform the non-digital content into the digital one, and to take into account that the most obvious advantages of digitization are the following: increased availability in cases where the users of heritage institutions have indicated the need for increased access to a particular collection, improved service to a growing audience of users, and reduction in the use of fragile and worn-out originals. The digitization thus increases the availability of such material to the general public and boosts the economy by creating new services and new business opportunities, as well as a creative exchange of knowledge with the world and the research community. In addition to preserving identity and tradition, digitization has a significant information potential, and in this environment it should function as a whole that encompasses all heritage activities, as well as communication and the exchange of services with both the European and world cultural heritage. In addition to all of the above, it is essential to emphasize the cooperative nature of the national approach to digitization, taking into account the total of 1 608 libraries, 160 museums and 19 archives operating in Croatia, and in this way build national information infrastructure that would serve as a platform for national research and the development of cultural economy of the Republic of Croatia.

It should also be stressed that it is necessary to envisage the financial resources, not only for the implementation of the digitization process, but also for the subsequent maintenance of the material and staff training. It is, therefore, necessary to plan the preservation of the digitized material for a longer period of time. Among other things, the IFLA Guidelines for Digitization Projects for collections and holdings in the public domain, particularly those held by libraries and archives /34/ discuss the challenges of digital information protection in two directions: in terms of technical support that functions in such a way that information technologies do not support a long-term approach, although they work on digital protection in the form of migration to other media; and in terms of technological obsolescence that implies the migration and emulation of devices and formats in order to preserve digital information on other platforms.

The aim of this paper is to encourage a reflection on the launch of a digitization project of grammar school reports by using modern technology with the intent of not only protecting the original documents and increasing their accessibility, but also of providing the widest possible access to the broadest possible audience of users for research purposes. Particular emphasis should be placed on the possibility of creating a repository of the history of Croatian school librarianship that would be a fertile ground for further definition of the scope of school librarianship, as well as for affirming and promoting its involvement in the education system and the wider community.

Following the historical development of libraries within the education system in the second half of the 19<sup>th</sup> century, the preconditions for the establishment of school libraries were created in Croatia, within a well-organized horizontal and vertical school network. Today, Article 55(1) of the Act on Primary and Secondary School Education /35/ stipulates that the school must have a library, and paragraph (2) reads that the activity referred to in paragraph 1 of the Article forms an integral part of the educational process in which the professional library activity is performed in a lesser or conventional

scope and serves the implementation of the education process. Given this fact, there are 1 168 school libraries (as reported in the Register of Libraries on the Open Data Portal of the Republic of Croatia) in Croatia, which means that 73% (of the total number of libraries in the Republic of Croatia) of Croatian primary and secondary schools employ a librarian. Bearing in mind the above mentioned statistics and the respectable tradition of school librarianship, the idea of this paper is to propose the creation of a digital repository of the history of Croatian school librarianship. The repository would include the digitized school reports of the Museum of Slavonia (as well as the digitized documents of other heritage institutions that would be involved in the construction of the repository) to fulfil the cultural and historical role of the collection, followed by its popularization and recognisability in the local/national and professional/academic community, opening the collection to a potential new and diverse audience of users, the manageability of the digitized version due to the relatively small volume of individual editions, the definitive nature of the collection i.e. the limited number of copies of individual reports would also imply the limited duration of the digitization project. In the long run, such a repository would promote the tradition of school librarianship, which would also emphasize its importance in the education system.

Among the features of such a digitized collection would be: open and free access to the digital collection through the user interface, digital versions of the grammar school reports, respective bibliographic data, organized digital collection, searching and browsing the content through the portal, storage and availability of the digital collections, access to the content and information linked by heritage tenets, simple and functional management of the collection and improved web page flow. In the context of online cultural heritage material, digital documents differ significantly from the traditional ones due to their dynamic nature and organic structure. Likewise, the repository form offers structured information approach, organized to support the targeted search and use of the materials, i.e. high-quality and thematically specified works, and are in this sense different from

the usual online catalogues, portals and search engines. To fulfil this basic task, the education content repositories are described and indexed using modern metadata standards to help identify, access, and monitor electronic objects in the era of explosion of electronic materials. This is why the librarians consider the identification of publications important, in addition to the digitization and publishing on the web pages, in order to be able to offer this type of information sources to their users. Identification is aided by standardized metadata and search engines that will be able to find them in the network space. By using the appropriate metadata (descriptive, administrative, structural) that correspond to the needs of describing this obsolete material, the intent of interoperability is achieved, as well as the linkage between parts of the unit with the aim of facilitating navigation.

## Conclusion

The annual school reports of Osijek grammar schools at the end of the 19<sup>th</sup> century, owned by the Library Department of the Museum of Slavonia, are an invaluable and indispensable resource for studying the history of schooling and education, as well as for tracing the development of school librarianship. It is to be expected that by establishing a repository of the history of school librarianship, the collection of grammar school reports would be transformed from forgotten and neglected publications to a collection that documents the Croatian educational and broader cultural history. The creation of such a repository would be feasible through collaboration that would provide for the networking of various departments, institutions and other projects within the heritage and research community as well as the private sector in a joint digitization project with the achieved results of the established digital collections of educational, cultural and historical material. At the same time, the research process itself and the wealth of public heritage material would be enhanced, which would contribute to the development of creative use of information and digital cultural wealth. In conclusion, the creation of such a digital repository represents a major financial and technical effort in the research and



heritage institutions in Croatia, and the implementation of such an idea primarily implies the cooperation and the common interest of all cultural and scientific stakeholders of this collaborative dialogue.

#### Notes

- /1/ Sršan S. (1996). Osječka gimnazija od 1729. do 1945. godine: (povijesni pregled). U: J. Martinčić (Ur.), *Gimnazije u Osijeku: (1729.-1995.)*, Osijek: Hrvatska akademija znanosti i umjetnosti, Zavod za znanstveni rad, str. 15-26.
- /2/ Radman Lj. (2001). Pregled razvoja osječkih gimnazija od 1729. do 2000. godine. U J. Martinčić (Ur.), *Gimnazije u Osijeku: ravnatelji, profesori i maturanti: 1729. - 2000.*, Osijek: Hrvatska akademija znanosti i umjetnosti, Zavod za znanstveni i umjetnički rad, str. 9-38.
- /3/ Matic T. (1940). Knjižnice zagrebačkoga, varaždinskoga i požeškoga kolegija i osječke misije. U V. Horvat (Ur.), *Vrela i prinosi : zbornik za povijest isusovačkoga reda u hrvatskim krajevima = [Fontes et studia : historiae Societatis Iesu in finibus Croatorum]*, Sarajevo: Hrvatska tiskara, str. 47-67.
- /4/ Radman Lj., op. cit., str. 9-38.
- /5/ Sršan S., op. cit., str. 15-26.
- /6/ Radman Lj., op. cit., str. 9-38.
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