

Ivana Šustek (Croatia)

Faculty of Humanities and Social Sciences, J. J. Strossmayer University of Osijek

ivana.sustek@gmail.com

THE CONTRIBUTION OF IVAN FILIPOVIĆ TO INTERNAL SCHOOL AND INSTRUCTIONAL ORGANISATION

Abstract

Based on an examination of relevant sources, this paper seeks to present the contribution of Ivan Filipović, regarded as the father of Croatian teaching, to the internal school and instructional organisation of his time. Since he advocated boldly for the holistic and balanced development of pupils, the paper also aims to remind readers of the value of the teaching profession, as teachers are those most directly responsible for achieving this educational goal. More generally, it is believed that the paper will broaden understanding of the immense significance of this prominent figure in Croatian education and schooling.¹

Keywords: Ivan Filipović, teaching, school, pupil, teacher

1. Introduction

Hundreds of pages have been written about *the life and work of Ivan Filipović*, as well as about the well-known and lesser-known results of his activity. Numerous lectures, symposia, and commemorative events have been held in his honour. Schools and streets bear his name, and a fund established to reward educational professionals is named after him. His bust stands in the entrance hall of the Croatian Teachers' Home in Zagreb, as well as at the entrances of

¹ The abstract was published in Croatian in the book of abstracts of the *Scientific Symposium Bicentennial of the Birth of Ivan Filipović (1823–2023)*. <https://www.info.hazu.hr/wp-content/uploads/2023/06/Knjiga-sazetaka-Ivan-Filipovic.pdf>

elementary schools. The breadth of his vision, the depth of his heart, and his love for children and teachers are widely recognised (Gabelica, 1974).

The schools attended by Filipović, the environment from which he originated, his family, and his encounters with already formed and life-oriented personalities are among the important factors that shaped and formed his character. At the age of six, he enrolled in a so called trivial school in the village where his father worked as a teacher (V. Kopanica, Bošnjaci), after which he continued his education in the fourth grade of the main school in Vinkovci. At the age of thirteen, he completed a three-month course for teacher candidates, also in Vinkovci, and began working as an assistant teacher. At the same time, he continued his education at the grammar school in Vinkovci and, in 1841, completed the second humanistic grade. Shortly thereafter, he also completed an advanced pedagogical course in Sremska Mitrovica. The fact that he was required to work and engage actively from the age of thirteen contributed significantly to the early maturation of his character, for which he is enduringly remembered in the educational history of our nation (Šuba, 1974).

Although during his schooling he had to come to terms with Herbart's ideas, as a pedagogue he remained faithful to the ideas of *Adolph Wilhelm Diesterweg* and *Friedrich Dittes*, which can be felt throughout all his works. It was precisely under the influence of the contemporary and progressive ideas of these two pedagogues that Filipović formed his vision of what a Croatian elementary school should be like (Bačić Kranjec, 1974). Šimleša (1974) also notes that Filipović's pedagogical ideas are in many respects modern and progressive:

“Do Filipović's words not sound contemporary when he says that in young people one should above all develop their intellectual, and especially their thinking abilities, that priority should be given to pupils' independent work over directed and guided work, and that love and aptitude for self-education should be fostered?” (1974: 12)

Previšić (1974) describes Filipović as a national teacher and a leader of the teaching profession who invested all his intellectual and physical strength for the benefit of elementary teachers and, more broadly, for the good of his people. He tirelessly elevated Croatian teachers to a level worthy of their importance and thus rightly bears the title of the father of Croatian teaching:

“Above all, Filipović loved children and his teaching vocation. For him, children were a fire that only needed to be ignited in order to provide warmth and light. He always sought

to develop, in the most natural way possible, all of their strengths and abilities, in accordance with the harmonious development of personality.” (Previšić 1974: 83)

Advocacy for the holistic development of pupils and a significant contribution to the internal organisation of schools and teaching represent only part of the values through which Filipović has obliged, inspired, and at the same time called us to respect the teaching profession. He “demonstrated by his own example that the teacher is the soul of the school, and that a school is worth only as much as its teacher” (Trstenjak, 1897: 300).

2. Overview of Ivan Filipović’s Pedagogical Works and His Writings on Internal School and Instructional Organisation

Filipović authored several pedagogical books and a large number of pedagogical essays, which he published in *Napredak*, *Neven*, *Književna smotra*, *Smilje*, *Školski list*, *Pozor*, *Narodna knjiga*, and many other journals and newspapers. He also wrote several textbooks for elementary schools. In addition, he was the initiator of the Pedagogical Encyclopaedia, which began to be published in 1895. His bibliography comprises more than 330 titles, which is remarkable given that this represents only one aspect of his extensive activity (Ogrizović, 1974).

Among his principal pedagogical works are *Početnica* (Primer) and *Perva slovníčka čitanka* (The First Reader), the contents of which were structured in accordance with the high didactic and methodological standards of the time. The exceptional importance of these works was already noted in *Neven* as early as 1852:

“In issue no. 85 of *Glasnik Dalmatinski* we read the following literary news from Zagreb, which, since we are in full agreement with the correspondent, we hereby also present to our readers. Our domestic literature has once again been enriched by a sound and valuable book for elementary schools, compiled by Mr Ivan Filipović under the title *Početnica*. If we bear in mind that good schoolbooks are the best means of awakening in young children a love of learning and a sense of national belonging, and that classrooms, however well organised they may otherwise be, always remain lifeless and without significance without schoolbooks; if we further consider that until now we have had very few books, and not the best ones at that, especially for our introductory classrooms, where the foundation must nevertheless be laid for the future education of the people; taking all this into account, we

rejoice that Mr Filipović, having evidently recognised the shortcomings and negligence in this field, has compiled the aforementioned booklet. There is little need for us to say much about the excellence of his *Početnica*; his established reputation as a teacher and his literary skill guarantee its quality. And even if this were not the case, any doubt in this regard would be dispelled by the fact that the esteemed Imperial and Royal Ministry of Education and Religious Affairs approved Mr Ivan Filipović's *Početnica*, awarded it a grant of 300 silver florins, and designated it for school use. As we hear, the same gentleman has also submitted to the esteemed ministry another book entitled *Perva slovníčka čítanka*, likewise intended for introductory classrooms. There is no doubt that this work too will be approved, as it has already been endorsed by bishops and introduced into schools." (1852: 719)

The value of *Slovníčka čítanka* is also emphasised by Trstenjak (1897: 112), who writes: "In this book as well, Filipović's pedagogical, patriotic, and generally noble spirit is reflected, as is his literary skill."

During his imprisonment in 1853, Filipović wrote the *Pedagogical Iskrice*, intended for elementary school teachers. As each "iskrica" offers practical value for a teacher's everyday work, it is important to list them in full²:

"1. The first day at school. 2. School. 3. The beginning of instruction. 4. Corporal punishment at school. 5. Childlike love. 6. Movement within the school. 7. Tact. 8. The teacher as a childlike role model. 9. Role models and their value. 10. Conclusion. 11. School and home. 12. The people in general in relation to the school. 13. Childhood and character. 14. Obedience. 15. The teaching vocation. 16. Dealing with children. 17. Class size and number of pupils. 18. The first-grade teacher. 19. School and politics. 20. Children's inattentiveness. 21. Diligence. 22. An unpleasant habit of some teachers. 23. Absence from school. 24. Language learning. 25. The national language in elementary schools. 26. Written compositions. 27. Children's behaviour. 28. Certain childlike virtues. 29. Religious instruction in elementary schools. 30. Methods of religious instruction. 31. What is taught in school. 32. Handwriting. 33. Arithmetic. 34. Pronunciation. 35. Revision lessons. 36. A role model for teachers. 37. Patriotism and cosmopolitanism. 38. Discipline. 39. Teachers' children. 40. Intuitive instruction. 41. Natural sciences. 42. Reading. 43. Mutual relations. 44. History. 45. Stages of reading. 46. What children should be raised

for. 47. How children are raised to become people. 48. Children can also be our teachers. 49. Religious instruction of childhood.” (Trstenjak, 1897: 113–114)

From the list of chapters presented, one can observe the breadth of issues that Filipović addressed in his own historical context, including the relationship between pupils and teachers, the organisation of instruction and its didactic and methodological challenges, the teacher’s personality, pupils’ behaviour, and many other topics. In fact, all of these themes remain highly relevant today, which allows us to conclude that Filipović is, in many respects, also a contemporary of our own time.

Some chapters from his pedagogical *Iskrice* were published in the first volume of the journal *Napredak* in 1859, as well as in its fifth volume in 1864.

In 1855, Filipović wrote *Uporavnik za početnicu i čitanku u prvom razredu katoličkih učionah u carevini austrijskoj* (Manual for the Primer and Reader in the First Grade of Catholic Classrooms in the Austrian Empire), in which, in accordance with the principles of modern pedagogy of the time, he explained how the primer and reader should be used. He maintained that they “must be the centre of all instruction in the elementary school; around them all teaching should revolve and turn, around them the entire life of the school should be concentrated, and through them life should be imparted to all instructional content” (1855: 2). The ideas and advice contained in this manual remain applicable today. Particularly noteworthy is the eighth chapter, entitled *Zabavljanje djece* (Amusement of Children), in which Filipović pays considerable attention to the child’s innate drive for industrious activity:

“The impulse for independent activity lies within children themselves. Let us observe them outside the school, how they are always engaged in something: now building little houses from paper and sticks, now dressing their dolls, now carving something from wood, now digging holes in the ground, now raising small embankments, now constructing mills on the streams, and so on. If children have nothing to do, they then surrender themselves to idleness, distraction, or teasing. Children are lively by nature. If we admonish them, they remain quiet only until the teacher turns away. Sufficient and meaningful occupation is therefore the only means by which order may be maintained in the school and children’s agility and industriousness brought into proper direction.” (1855: 28)

There are, of course, also practical suggestions for teachers on how to keep pupils active and engaged in learning, advice that can certainly be applied today, when motivating pupils for active learning is indeed a challenge:

“The hand must always be occupied. More capable and attentive pupils may assist the teacher by writing words or sentences on the board, or by reviewing what others have written or completed. At times, children’s tasks may also be exchanged, so that one may underline the mistakes found in another’s work. In this way, diligence among the children is also encouraged.” (1855: 28)

In his essay *Sglasivanje i čitanje* (1859), Filipović writes about methodological problems in teaching reading and sets out the principles teachers should follow if they wish their pupils to learn to read well:

“Three things are therefore necessary for children to learn to read well: first, that the teacher himself serves as an example through his own fine reading; second, that the children fully understand and comprehend the text; and third, that they always adhere to this rule: Read exactly as you speak. A teacher who follows these three principles will indeed rid his school of monotonous rattling and of that very unpleasant dragging manner of reading.” (1859: 24)

In his essay *Stupnji čitanja* (Stages of Reading) (1859), Filipović addresses methodological problems in the teaching of reading, identifying and describing three stages of reading – “mechanical, logical, and expressive reading” (1859: 36). He concludes the essay with the following encouraging words: “Good examples in all things are the best teachers; children, even unwittingly, strive to imitate and emulate them – so it is in reading as well!” (1859: 39). An analysis of the two previously mentioned essays reveals Filipović’s extensive knowledge of the problems associated with reading and the importance he attributed to it. Mastery of reading skills represents a crucial turning point in every child’s development, forming the foundation of lifelong learning and overall progress. Teachers, as the principal agents in the educational process, play a decisive role in this regard. As Filipović himself maintained, through clear, expressive, and intelligible reading, teachers serve both as examples and as role models for their pupils. According to Trstenjak (1897), Filipović truly was such a model for his pupils in every respect:

“Since he was so intellectually, morally, and aesthetically cultivated; since he loved his people so deeply; since he laboured so earnestly for their renewal and for their more

progressive future, he could indeed be the most exemplary of teachers. He was so satisfied with his vocation because within it he was able to work so much for the advancement of his people.” (1897: 288)

In the essay *Djetinje ponašanje* (Child Behaviour) (1859), Filipović writes about the importance of fostering politeness and modesty in pupils: “You are educating children for life, not for school, and for life one of the finest recommendations is courteous and modest behaviour” (1859: 71). He also advises teachers on how to achieve this:

“That children may become modest and courteous, the teacher will accomplish through constant reminders and by kindly demonstrating all that is proper. Yet more than anything, the teacher’s own example will be of benefit. As in all things, so in this as well, teachers are role models for their children.” (1859: 71)

This essay, too, addresses a theme that remains highly relevant today. Educating and preparing pupils for contemporary life is by no means a simple task. It is necessary to transmit knowledge to pupils and to develop the skills and attitudes that will prepare and enable them to participate in the society in which they live. Moreover, bearing in mind that patterns of behaviour play a crucial role in coexistence with others, teachers are called upon to encourage politeness and civility among their pupils and to demonstrate these qualities through their own example.

In the essay *Psovanje i ruženje u školi* (Swearing and Insulting in School) (1860), Filipović writes that many teachers frequently fall into the habit of swearing and calling their pupils various derogatory names. Strongly condemning such behaviour, he addresses teachers with the following words:

“Teacher, you must honour the humanity within your children; you must honour in them the image and likeness of God. No one has given you the right to call children what they are not, nor what God did not create them to be. You do not know what one or another may become tomorrow.” (1860: 153)

Indeed, words are a powerful instrument: they can bring much happiness, but also cause much harm. It is incumbent upon teachers to demonstrate through their own example that kind words bring warmth, goodness, and gentleness. Pupils should be encouraged to cherish the noble gift of mutual conversation, with emphasis on the fact that words must never become weapons in mutual conflicts and struggles.

In the essay *Školski zapt* (School Discipline) (1860), Filipović writes that in most elementary schools there are school regulations, yet despite them disorder and laxity still prevail in many institutions. In his view, all such laws are unnecessary for maintaining discipline and order, especially since pupils dislike them:

“I would say that all these numerous regulations are unnecessary for maintaining discipline and order. They are regarded as something external and separate; and as such they are burdensome to children. — No, discipline must already be present in the teacher’s own manner of instruction. A teacher who adheres to the proper method in teaching, who loves their pupils and their vocation, and who is attentive, punctual, consistent, and just — such a teacher has no need of all these regulations; even without them they will be able to maintain discipline among their pupils, and those pupils will not become unruly or disorderly.” (1860: 9)

For those teachers who nevertheless require them, Filipović presents what he considers to be the most important and necessary Diesterweg rules for maintaining school discipline:

“1. Ensure strictly that children arrive at school neither too early nor too late, but before the appointed hour. The teacher must also be present before that hour strikes; this is absolutely necessary. (Whoever is late shall stand outside for the first hour and then take a seat in the last row.) 2. Upon arrival, children shall behave quietly at their places and prepare silently for instruction. 3. When the appointed hour strikes, instruction shall begin immediately with a song or a prayer, but a short one. These should inspire the children toward activity. 4. The teacher should not walk about the room, but sit at their place before the whole class, so that all are within their sight, that they may speak to all, question all, and animate them as one body. 5. Those who wish to ask, speak, or respond shall first give a sign with the hand while seated, without raising it above the head; the teacher shall then grant permission to speak, always to only one at a time. Until such permission is granted, no one may presume to utter a word. 6. When someone speaks, they shall stand and speak loudly, clearly, precisely, and firmly. No errors, mumbling, dragging, half-hearted or lazy answers, whispering, prompting, or the teacher supplying what the children should say shall be tolerated. In all matters, reasons and causes should be sought. 7. During revision, children may compete for places, but not otherwise. Only weak and comfort-loving teachers must constantly rely on this to keep children attentive. 8. Every earnest effort should be acknowledged in proportion to the exertion made, even if the result is modest. Recognition encourages; reproach discourages, especially if it is undeserved. 9. Away with

excessive moralising; every demand should be brief and precise, and likewise every praise and every reproach expressed in few words. 10. One should be patient with the weak and tireless with those who are willing to work. Be patient also with those who do not do what they are capable of doing. 11. Children's eyes should always follow the teacher's, as planets follow the sun; yet this must occur naturally, otherwise it is of no value. They should sit upright and properly, feet still and hands upon the desks. 12. When children leave school, they should do so properly and quietly, greeting their teacher courteously; on the way home they should behave calmly and modestly.” (1860: 9–11)

The issue of school discipline remains relevant today, and all of the aforementioned advice and rules can still be applied. Nevertheless, alongside these prescriptions, it is undoubtedly true that the teacher's attentiveness, punctuality, consistency, and fairness are the most important factors influencing the extent to which pupils will respect the rules of school discipline.

In 1870, Filipović wrote *Bečke pedagojske slike* (Viennese Pedagogical Sketches), a booklet in which he describes the 19th German Teachers' Assembly and certain educational institutions in Vienna, while at the same time presenting his views on how to improve the Croatian elementary school (Chapter IX: *What Should Be Done to Improve Our Public Schooling?*). He argued that school administration should be assumed by the provincial authorities, while internal governance should be entrusted to educational experts, that is, teachers with many years of experience. Religious instruction should be conducted by teachers. The elementary school should be extended to five (if not six) grades, and instead of Sunday schools, professional two-year courses should be introduced for those pupils who, after completing elementary school, intend to continue their education. Naturally, libraries for young people should also begin to be established at every school, in order to awaken in them the desire to read and a love for domestic literature.

In 1881, in the journal *Napredak* (Volume XXII; Nos. 4, 5, 6, 7, 8), Filipović published the essay entitled *O nutrnjoj školskoj organizaciji* (On Internal School Organisation), which had previously been read “at the main assembly of the Croatian Pedagogical-Literary Association on 13 January” (No. 4: 53).

In issue no. 4, Filipović opens the essay with reflections on the importance of well-organised instruction: “I. Organisation achieves its ideal when, as far as possible, only pupils of equal mental development are taught together. The more closely any organisation approaches this principle, the more perfect it will be” (1881: 53). In accordance with this view,

Filipović maintains that, from a pedagogical standpoint, the only proper and appropriate arrangement is one in which there are as many classes as there are stages of education, or where each class has its own dedicated teacher, because:

“diligent instruction of eighty or more children divided into four classes and several sub-classes, and moreover in unhealthy premises such as many of our schools possess, must in ten years exhaust even an iron constitution; especially if the competent authorities do not properly support the teacher by ensuring that children attend school regularly and are timely and adequately supplied with all necessary instructional materials.” (1881: 55)

In issue no. 5, Filipović continues by asserting that “II. Teaching more than two classes together cannot from a pedagogical standpoint be approved in any way” (1881: 73). Accordingly, he believes that for a teacher instructing more than sixty pupils, “half-day instruction” would be far more effective, whereby two classes would be taught in the morning and two in the afternoon. This, in his view, would certainly be preferable to “full-day instruction” with all four classes taught together. However, in accordance with this proposal, pupils would need to attend school for a longer period of years:

“Half-day instruction is certainly abnormal, and the law has not prescribed four- or five-year attendance for abnormal conditions, but for normal ones. Where such abnormal conditions exist, as unfortunately many such schools exist among us, where, owing to overcrowding, half-day instruction is maintained and must be maintained, there it would logically be necessary to depart from the normal obligation of attendance and extend it accordingly.” (1881: 74)

An analysis of the two aforementioned essays immediately reveals that the concern of that time regarding the organisation of instruction for large numbers of pupils today belongs largely to the past. Nevertheless, many other difficulties related to *the organisation and management of the educational process* remain present, and in this respect the teacher’s competence becomes especially evident. According to Jurčić (2012), this competence is manifested in the creation of productive learning processes for all pupils, in the analysis and understanding of the characteristics of instruction and of the factors that influence the quality of the organisation and management of teaching, in the understanding of the relationship and interweaving of formal, non-formal, and informal learning both in classroom and out-of-classroom instruction, and in the development of pupils’ satisfaction with teaching.

In issue no. 6, Filipović opens the discussion with the reflection that “III. An excessively large number of pupils must not make the individualisation of upbringing and instruction impossible” (1881: 93). He supports this claim by referring to the observation of the Bavarian teacher Gartner in his well-known essay *Die moderne Pädagogik auf der Anklagebank*, in which he states: “A sergeant has 8–10 young men for external drill, while a teacher is given 100 or more children to educate. An excessive multitude of children is the grave of individualism, an injustice to the child’s nature.” Furthermore, Filipović questions and condemns the separation of pupils on the basis of gender, religion, wealth, and similar criteria, arguing that the task of the school is “to educate for life, not to create relations that do not exist in life” (1881: 93).

The issue of individualisation about which Filipović writes remains highly relevant today. The proposal for the National Curriculum for Primary Education (2016) states that in the process of learning and teaching, the pupil plays an active role in the development and shaping of their knowledge, skills, and values, while the role of the teacher is to provide a stimulating learning environment in accordance with the proposed guidelines. Of the eight proposed guidelines, it is appropriate here to highlight the principle of individualisation, which states that:

- “differences among pupils are respected and accepted;
- the learning and teaching process is shaped with due regard to the uniqueness of each child and aligned with pupils’ abilities, previously acquired competences, and interests, taking into account the fact that pupils progress at different rates and follow different developmental pathways;
- individualised and flexible educational approaches are applied, enabling the fulfilment of diverse pupil needs and the recognition and development of their abilities and identities;
- teachers are granted a significant degree of autonomy in selecting activities and educational content, learning outcomes, methods, strategies, forms of work, and approaches to monitoring and encouraging pupil progress;
- pupils are afforded a certain degree of freedom in choosing activities, content, and approaches to learning in order to meet their specific interests and needs.” (2016: 10)

It is therefore necessary to bear in mind that pupils' progress and development can be achieved only through their active engagement, while respect for individual learning differences and the diversity of intellectual, sensory, practical, and expressive activities is of paramount importance (Bognar and Matijević, 2002).

In issue no. 7, Filipović begins with the reflection that “IV. The more harmoniously personality is formed, the more excellent the school organism becomes” (1881: 113). Here he particularly advocates the holistic development of pupils, “for only when a person is whole and their personality complete can they truly be regarded as mentally healthy and fully developed” (1881: 113). Earlier, in *Viennese Pedagogical Sketches* (1870), he had also emphasised the importance of harmonious and healthy upbringing and invoked leading figures who had advocated the same:

“Are not the brightest stars among our pedagogical greats—Rousseau, Pestalozzi, Diesterweg—the ones who cleared the path to freedom of mind and thought? Did they perhaps establish unproven and unfounded views as their guiding principles? Did they not, above all, place anthropology and the psychological study of the human being, especially the child's nature, as the sole condition of all natural development and every sound upbringing?” (1870: 64–65)

These great thinkers indeed paved the way toward intellectual freedom. In discussing holistic development, it is important to mention *Johann Heinrich Pestalozzi*, the Swiss thinker, humanist, and educational reformer, who maintained that humanity had fallen so low morally, intellectually, and socially that it could be saved only through education directed toward the *harmonious development of the whole human being*. He believed that all natural powers and capacities of the child must be developed, since they contribute to the moral fulfilment of personality. This entails the development of the natural powers of *head, heart, and hand*, whereby physical and intellectual development serve the development of moral strength, and the ultimate result is harmony achieved through the balanced development of all dimensions of personality, which he identified with love (Brühlmeier, 2010). The proposal for the National Curriculum for Primary Education (2016) similarly emphasises holistic development and pupil well-being:

- “the uniqueness of each pupil is respected, as is the need for balanced encouragement of cognitive, emotional, social, and physical development, particularly intensive during

childhood and adolescence; all learning activities and expected learning outcomes are shaped so as to be appropriate to the pupil's developmental stage.” (2016: 9)

Just as Filipović calls upon teachers to attend to pupils' holistic development, he also advises them to act harmoniously, that is, “to proceed everywhere and in all matters according to the same ideas and principles” (1881: 114). Today, such unity of purpose may be achieved through mutual classroom observations, collegial feedback, shared curricula, disciplinary regulations, demonstration lessons, and the positive leadership of the principal and the teaching staff.

He concludes the discussion with the following words:

“Let the principal and the teaching staff be one body, of one mind and one blood. Let teachers never forget the nobility and dignity of their vocation, nor the heavy responsibility they have assumed before God, the nation, and their own conscience; and let the principal never forget the words of Saint Paul: “Not that we have dominion over your faith, but are helpers of your joy” (2 Corinthians 1:24); and then indeed of such a principal and such a staff it will be fulfilled in the exalted words of the same Paul: “We are your glory, as you are ours.”” (1881: 116)

As a county school inspector, Filipović particularly advocated unity among teachers in adhering to shared principles and ideas, encouraging cooperation and mutual support. Trstenjak (1897) writes that Filipović's dedication and selflessness in work, as well as the beneficence and gentleness of his heart, were often compared to Pestalozzi's love for children, especially the poorest, and for humanity in general. According to Trstenjak, this comparison was entirely justified, as it was evident at every step of Filipović's eleven years of supervisory service.

In issue no. 8, Filipović begins with the reflection that “V. Instruction and upbringing can be successfully implemented only if the teacher knows their pupils well” (1881: 133). For teaching to proceed successfully, he considered continuity of instruction within the same class to be essential. He also believed that effective teaching depends upon knowledge of the local environment, its relationship toward the school and the teacher, and the relationship between families and the school—an insight that remains relevant today.

With the conclusion of the eighth essay, the entire discussion on internal school organisation comes to an end. On that occasion, Filipović summarises all eight essays into several guiding principles:

“For the sake of recapitulation and easier overview, we briefly restate the principles that we take as the foundation of sound internal school organisation: 1. As far as possible, pupils of equal mental development should be taught together. 2. Assigning more than two classes to one teacher for instruction is incompatible with the principles of sound pedagogy. 3. An excessively large number of pupils must not prevent the individualisation of upbringing and instruction. 4. Instruction and upbringing must harmoniously develop the pupil’s entire personality. 5. The teacher must be in a position not only to study their pupils thoroughly, but also to become acquainted with their out-of-school circumstances. 6. Children should be required to attend daily school until all their mental faculties are developed and they are prepared for self-education and self-determination.” (1881: 136)

Filipović regarded the school as an educational and formative institution whose task was not only to develop children’s intellectual abilities, but also to cultivate and prepare them for self-education. He also believed that the school should foster pupils’ interests and guide them emotionally, while the teacher should attend to their individual abilities and prior knowledge (Ogrizović, 1980). He tirelessly emphasised these principles in his works and essays, at the same time demonstrating through his own example the immense value of the teacher. Trstenjak fittingly describes Filipović’s life and works as follows:

“Ivan Filipović was inexhaustible in ideas, inexhaustible in his work, inexhaustible in his energy for progress, inexhaustible in his goodness, inexhaustible in his sound ideals, inexhaustible in his strength for continual intellectual and moral advancement, inexhaustible in his love for our teaching profession and for the entire Croatian nation. His life and his works attest to this.” (1897: 137)

3. Conclusion

This paper has sought to present the contribution of Ivan Filipović to internal school and instructional organisation through an analysis of the following pedagogical works and essays devoted to this topic: *Početnica* and *Perva slovnička čitanka*, the pedagogical *Iskrice*, *Uporavnik za početnicu i čitanku u prvom razredu katoličkih učionah u carevini austrijanskoj*, *Sglasivanje i čitanje*, *Stupnji čitanja*, *Djetinje ponašanje*, *Psovanje i ruženje u školi*, *Školski zapt*, *Bečke pedagogijske slike*, and *O nutrnoj školskoj organizaciji*.

Filipović was particularly committed to the comprehensive and harmonious development of pupils, regarding teachers as those most directly entrusted with the achievement of this educational aim. He carefully advised them to respect and nurture pupils' personalities, to encourage active engagement in learning, and ultimately to foster friendship and mutual cooperation.

Filipović demonstrated remarkable courage in his efforts to interpret and implement teacher education, instruction, and the upbringing of schoolchildren. His reflections on what internal school and instructional organisation should look like, and on how to build a positive pedagogical relationship between pupil and teacher, represent only some of the ambitious goals articulated and realised in his pedagogical works and essays. Much of his thought can be applied to the challenges facing contemporary schools and teaching, which are rapidly confronted with new digital technologies, emerging social relations, and, above all, the rise of artificial intelligence, while the courage, energy, and determination of teachers appear increasingly diminished. It therefore seems necessary to revitalise and reaffirm the immense significance of the “teacher of all teachers” as one of the national figures in pedagogical thought, development, application, and advancement, in the ongoing effort to respond to the needs of young people by motivating them toward knowledge and toward that which renders life meaningful and worthy of living.

As a gesture of gratitude to Filipović for all the benefit he brought to schools and teachers, it is perhaps best to evoke him in the following words: “Enthusiasm and pedagogical eros, professionalism and diligence, humanity and patriotism, perseverance and consistency – the qualities of Filipović as man and teacher, as pedagogue and organiser – raised him in the eyes of generations to the pedestal of immortality” (Puževski, 1974: 145).

References

1. Bačić Kranjec, V. (1974). Pedagoške misli Ivana Filipovića. U M. Ogrizović, D. Pazman, V. Puževski (ur.), *Ivan Filipović - učitelj učitelja* (str. 57-61). Zagreb: Pedagoško-književni zbor.
2. Bognar, L., Matijević, M. (2002). *Didaktika*. Zagreb: Školska knjiga.
3. Bogović, M. (ur., 1852). Slavjanske vesti. *Neven: zabavni i poučni list*, 1 (1), str. 719. Preuzeto 16. srpnja 2023 s <https://shorturl.at/dNORS>
4. Brühlmeier, A. (2010). *Head, heart and hand: Education in the spirit of Pestalozzi*. United Kingdom and United States: Lightning Source for Sophia Books.
5. Dokumenti nacionalnih kurikuluma (2016). Preuzeto s <http://www.kurikulum.hr/dokumenti-nacionalnih-kurikuluma/> 1. kolovoza 2023.
6. Filipović, I. (1855). *Uporavnik za početnicu i čitanku u prvom razredu katoličkih učionah u carevini austrijskoj*. Beč. Troškom c. k. prodavaonice školskih knjigah. Preuzeto 1. lipnja 2023 s <https://shorturl.at/mrOPU>
7. Filipović, I. (1859). Sglasivanje i čitanje. *Napredak*, 2 (1), 20-24. Preuzeto 1. lipnja s <http://dnc.nsk.hr/journals/Search.aspx>
8. Filipović, I. (1859). Stupnji čitanja. *Napredak*, 3 (1), 36-39. Preuzeto 1. lipnja s <http://dnc.nsk.hr/journals/Search.aspx>
9. Filipović, I. (1859). Djetinje ponašanje. *Napredak*, 5 (1), 71-72. Preuzeto 1. lipnja s <http://dnc.nsk.hr/journals/Search.aspx>
10. Filipović, I. (1860). Psovanje i ruženje u školi. *Napredak*, 10 (1), 153-154. Preuzeto 1. lipnja s <http://dnc.nsk.hr/journals/Search.aspx>
11. Filipović, I. (1860). Školski zapt. *Napredak*, 10 (1), 9-11. Preuzeto 1. lipnja s <http://dnc.nsk.hr/journals/Search.aspx>
12. Filipović, I. (1870). *Bečke pedagojske slike*. Zagreb: Knjižara Lav. Hartmana i družbe. Preuzeto 1. kolovoza 2023 s <https://library.foi.hr/dbook/index.php?C=2486>
13. Filipović, I. (1881). O nutrnjoj školskoj organizaciji. *Napredak*, 22 (4), 53-55; (5), 73-74; (6), 93-97; (7), 113-116; (8), 133-136. Preuzeto 1. lipnja s <http://dnc.nsk.hr/journals/Search.aspx>

14. Gabelica, M. (1974). Vraćamo dug Ivanu Filipoviću. U M. Ogrizović, D. Pazman, V. Puževski (ur.), *Ivan Filipović - učitelj učitelja* (str. 5-8). Zagreb: Pedagoško-književni zbor.
15. Jurčić, M. (2012). *Pedagoške kompetencije suvremenog učitelja*. Zagreb: Redeco.
16. Ogrizović, M. (1974). Ivan Filipović. U M. Ogrizović, D. Pazman, V. Puževski (ur.), *Ivan Filipović - učitelj učitelja* (str. 15-26). Zagreb: Pedagoško-književni zbor.
17. Ogrizović, M. (1980). *Likovi istaknutih pedagoga I: Ivan Filipović, Marija i Skender Fabković*. Zagreb: Niro "Školske novine"; Zavod za pedagogiju Filozofskog fakulteta Sveučilišta u Zagrebu.
18. Previšić, V. (1974). Ivan Filipović o narodnom učitelju. U M. Ogrizović, D. Pazman, V. Puževski (ur.), *Ivan Filipović - učitelj učitelja* (str. 62-84). Zagreb: Pedagoško-književni zbor.
19. Puževski, V. (1974). Ideje Ivana Filipovića žive i danas. U M. Ogrizović, D. Pazman, V. Puževski (ur.), *Ivan Filipović - učitelj učitelja* (str. 142-146). Zagreb: Pedagoško-književni zbor.
20. Šimleša, P. (1974). Ivan Filipović kao naš suvremenik. U M. Ogrizović, D. Pazman, V. Puževski (ur.), *Ivan Filipović - učitelj učitelja* (str. 9-14). Zagreb: Pedagoško-književni zbor.
21. Šuba, M. (1974). Mladost Ivana Filipovića. U M. Ogrizović, D. Pazman, V. Puževski (ur.), *Ivan Filipović - učitelj učitelja* (str. 32-42). Zagreb: Pedagoško-književni zbor.
22. Trstenjak, D. (1897). *Život i rad Ivana Filipovića*. Zagreb: Hrvatski pedagoško-književni zbor.

Ivana Šustek (Hrvatska)

Filozofski fakultet, Sveučilište J. J. Strossmayera u Osijeku

ivana.sustek@gmail.com

DOPRINOS IVANA FILIPOVIĆA UNUTARNJOJ ŠKOLSKOJ I NASTAVNOJ ORGANIZACIJI

Sažetak

U ovom se radu na temelju proučavanja relevantnih izvora nastoji prikazati doprinos oca hrvatskog učiteljstva Ivana Filipovića svojevremenoj unutarnjoj školskoj i nastavnoj organizaciji. Budući da se odvažno zalagao za svestran i skladan razvoj učenika, radom se ujedno želi podsjetiti čitatelje na vrijednost učiteljskog poziva jer su upravo učitelji najpozvaniji u postizanju tog odgojnog cilja. Općenito govoreći, vjeruje se da će rad proširiti spoznaju o neizmjernom značaju ovog velikana hrvatske prosvjete i školstva.³

Ključne riječi: Ivan Filipović, nastava, škola, učenik, učitelj

³ Sažetak je objavljen u knjizi sažetaka *Znanstveni simpozij Dvjestota obljetnica rođenja Ivana Filipovića (1823. – 2023.)* <https://www.info.hazu.hr/wp-content/uploads/2023/06/Knjiga-sazetaka-Ivan-Filipovic.pdf>