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IVAN FILIPOVIĆ – ORGANIZATOR HRVATSKOGA UČITELJSTVA I REFORMATOR HRVATSKOGA ŠKOLSTVA [IVAN FILIPOVIĆ - ORGANISER OF THE CROATIAN TEACHERS AND REFORMER OF THE CROATIAN SCHOOL SYSTEM] (Vinkovci: Faculty of Education, 2023, p. 220) by Emerik Munjiza and Snježana Dubovicki

In the wake of the 200th anniversary of the birth of Ivan Filipović (1823 – 2023), one of the most influential Croatian teachers and pedagogues in the 19th century, authors Associate Professor Emerik Munjiza, Ph.D. and Associate Professor Snježana Dubovicki, Ph.D. presented us with a monograph that thoroughly approaches the subject of Ivan Filipović. The book is titled ‘Ivan Filipović – Organizator hrvatskoga učiteljstva i reformator hrvatskoga školstva [Ivan Filipović – Organiser of the Croatian Teachers and Reformer of the Croatian School System]’, spans over 220 pages, and was published by the Faculty of Education, J. J. Strossmayer University of Osijek, in Vinkovci in 2023. The authors are eminent experts in the area of Croatian history of education with multiple studies on various subjects with a focus on Ivan Filipović himself; therefore, it comes as no surprise that they are responsible for commemorating the aforementioned jubilee with another significant contribution to the research and preservation of the deeds of the *father of Croatian teachers*. Moreover, the book is a product of a homonymous project under the supervision of Snježana Dubovicki dedicated to the commemoration of the anniversary on multiple levels and thus shares the projects’ visual identity produced by Associate Professor Marko Šošić, Ph.D. in Art.

At the very first glance of the content, it becomes evident that the book represents the crowning results of the decades-long erudite research, especially considering the meticulously gathered bibliography comprising one out of three major parts. The importance of the bibliography is further underlined with an emphasis on flux in the reception of Ivan Filipović in over a century, which,

together with a systematic collection of all publications of Ivan Filipović, makes up the opening half of the first part. Therefore, one of the first impressions is that the authors had put a serious effort into presenting an open invitation to the interested audience to continue the research of Ivan Filipović. The foundations set are definitely well worth the attempt and will be a welcomed addition to research of the majority of 19th-century subjects in the area of Croatian history of education. The book's approach and content could be viewed as a critical analysis of existing publications about and of Ivan Filipović, as well as a presentation of his biography with prominent work and actions. The latter follows his *curriculum vitae* from the birthplace of Velika Kopanica through the education process and early stages of work until settling in Zagreb and rising to prominent positions in education while not neglecting literary and public achievements.

The first part opens up with the section 'Pregled i kritička analiza dosadašnjih radova o Ivanu Filipoviću [Review and Critical Analysis of Publications on Ivan Filipović]', which subsequently starts with the systematically organised collection of all publications on Ivan Filipović. The authors have identified 170 published titles on Ivan Filipović since 1856, which could be considered a significant amount dedicated towards a single Croatian teacher of the 19th century, while the publications of Ivan Filipović are summed up to 128 titles. The aforementioned publications were further briefly reviewed. The second section, 'Društveno-politički okvir i mogući utjecaji na rad Ivana Filipovića [Sociopolitical Context and Possible Influences on Activities of Ivan Filipović]', approaches the historical and political context of 19th-century Croatia and attempts to identify major factors that have (or could have) influenced Ivan Filipović. The authors Munjiza and Dubovicki argue that in order to understand Ivan Filipović's development, it is vital to carefully take into account the territorial and political system of Croatia in the 19th century, as well as the reality of the school system that was severely underdeveloped (p. 32).

The second part represents a central study of the subject and, therefore, bears the same title as the book itself. It is further divided into six sections, and the first one brings the *curriculum vitae* of Ivan Filipović. Here we read about his family background and early education in Velika Kopanica, high school experience in Vinkovci, teacher education in Mitrovica, first teacher positions in Vinkovci and Nova Gradiška, participation in the revolution of 1848, his first Zagreb era and imprisonment, 'exile' in Požega, and final return to Zagreb where he eventually rose to a position of a school inspector and ultimately passed away. The second section approaches his public activities with emphasis on his *illyric*

stances and views which he upheld in a manner of a hardliner throughout his entire life. Therefore, as an active and uncompromising author of various poems, pamphlets, booklets, etc., he was sentenced to prison in 1852 for publishing a patriotic poem during the reign of neo-absolutism. Due to the repression from central authority, the authors argue that he transferred the expression of political views from publication to educational work, which he saw as the most powerful tool in eventually reaching his political goals. This was especially evident in his efforts in the organisation of teachers in Croatia, whom he wanted to firmly connect with other Slavic peoples and nations in opposition to Germanic and Hungaric influences. Ivan Filipović was also an active armed participant in the army of Ban Josip Jelačić in the revolutionary events of 1848, where he fell into captivity as a prisoner of war. His views and stance towards the Church and religion were separately approached by the authors, who argue that this matter was so far often in stark contradictions, going from labelling Ivan Filipović as ‘clerical’ to ‘anticlerical’ and attempt to provide a more objective solution by depicting the situation as ‘circumstantial’ and ‘complex’.

In the fourth and fifth sections of the second part, the authors depict Ivan Filipović’s involvement in forming the initial structure of the teacher cooperative and societies and his activities in reforming the school system in Croatia. These endeavours represent the core of his contributions to the development of education standards in 19th-century Croatia. They can be clearly followed since the 1860s and the fall of neo-absolutism and the restoration of constitutional freedoms, which also closely corresponds with his return to Zagreb due to the end of imminent political persecution. The first successful initiative was the founding of ‘The Teachers’ Cooperative’ in 1865, representing the first professional teacher association in Croatia, with Ivan Filipović as its first president. The process of further development of teacher associations in the 1880s proceeded with the formation of the ‘The Union of Croatian Teachers’ Associations’, formed under the initiative of Ivan Filipović, who also served as its first president. The Union and Ivan Filipović were furthermore responsible for the founding of the ‘Croatian Teachers’ House’ in Zagreb, which served as a central place for teacher’s associations and work in Croatia. The authors paid special attention to the involvement and contribution of Ivan Filipović in three major teacher assemblies during the 1870s, where he spearheaded various ideas regarding improving the status of teachers’ social status, teaching praxis, and Slavic cooperation. He was also responsible for presenting ideas and initiatives for the foundation of the ‘Croatian Pedagogical-Literary Assembly’, which came

into existence in 1871 with him as the president and soon became the leading Croatian organisation for 'publishing of educational literature, the opening of libraries and reading rooms, and support of study trips of prominent teachers' (p. 92). The work on reforms of the school system was approached from two aspects: outer and inner reforms. The authors argue that 'if the premise that Filipović was not theoretically original is accepted, it should also be accepted that his work was grounded upon progressive educational theories and advanced school praxis' (p. 94). Therefore, despite the lack of original and wholesome theoretical concepts offered by Ivan Filipović, by examining his partial works, it is evident that he was under the influence of progressive contemporary pedagogical and educational thinkers and that he was striving to implement those ideas into the school system by improving legislation and practices. He was the most prominent teacher actively involved in the process of school reforms conducted in 1874 and 1888, either by being a committee member dedicated to forming the structure of the legislature or by proving theoretical and practical frameworks with publications. His contributions to inner reforms are presented through the analysis of publications concerning didactical and methodical teaching reforms. The authors conclude that Ivan Filipović already detected some of the fundamental issues that can also be addressed in the contemporary context, such as 'the overburdening of pupils with school plans and programmes, schoolbooks and requirements set by teachers' (p. 110).

The final section of the second part is dedicated to the literary work and publications of Ivan Filipović, which the authors classify into six categories: patriotic and romantic poems, educational works for youth, translations of educational literature, dictionaries, editings of literature, and reviews and other. They have identified 79 titles in this aspect and have proceeded to offer further analysis from the perspectives of Ivan Filipović as a patriotic and romantic poet, as a writer of educational literature, and as a translator and editor. As a poet, Ivan Filipović is primarily valued through patriotic and educational content rather than artistic value, which is common in the given historical context. Therefore, it is no surprise that his achievements in educational literature, translation, and editions are considered of higher value. The enlightening and progress of the people was his leitmotif throughout most of his work.

The third and final part of the book brings detailed lists of references, whether used for the research or ones that complement the data for Ivan Filipović, a dictionary, an index of names and terms, and an appendix for supplement materials. Since the importance of such gathered bibliographic materials was

already discussed, it can be concluded that the book 'Ivan Filipović – Organizator hrvatskoga učiteljstva i reformator hrvatskoga školstva [Ivan Filipović – Organiser of the Croatian Teachers and Reformer of the Croatian School System]' by Emerik Munjiza and Snježana Dubovicki not only represents the first monograph on Ivan Filipović despite the numerous previous publications but also reinvigorates the subject with quality foundations for future studies, making it thus an important milestone in the context of research of the Croatian 19th-century educational system.