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Edvard Protner is a Full Professor of the History of Education and Head of the Department of Education at the University of Maribor (Slovenia). His work is oriented towards research on a national and global history of pedagogical ideas and education. In this framework, he mainly deals with the ideas of J.F. Herbart and the pedagogical activities of his successors (Herbartians). Among others, he published the book: »Herbartianism and its educational consequences in the period of the Austro-Hungarian Monarchy: the case of Slovenia« (Peter Lang, 2014). Another field of his research is the theory of education. The third field of research is comparative pedagogy - among others, he cooperated in research called TIMSS 2006. He is currently editing the book »Development and Current Trends in Education on the Territory of the Former Yugoslavia« (University of Maribor) in the Croatian language. He was chairman of several organizing committees of international scientific conferences and is a member of numerous editorial boards. He is member of the Internationale Herbart Gesellschaft.

J.F. Herbart and the educational needs of the time

In the second half of the 19th century, Herbartians adapted J. F. Herbart's pedagogical theory to school practice and elevated it to the dominant school paradigm. This happened in parallel with enacting the liberal school legislation of 1869 in Austria and 1874 in Croatia. During this period, Herbart symbolized the modern, scientifically based pedagogical work of liberal-minded teachers. Even conservative-minded teachers, after an initial rejection, adopted a Herbartianist paradigm. As early as the end of the 19th century, under the

influence of the rise of reform (child-centered) pedagogy, attitudes towards Herbartianism began to change. Herbart was becoming a symbol of the old school. Such an attitude was maintained even in the period between the two wars. Immediately after World War II, it seemed for a short time that Herbart could become a symbol of the performance orientation of the socialist school paradigm that rejected reform pedagogy. But the notion of Herbart as a typical representative of German bourgeois pedagogy soon prevailed. When the socialist pedagogical doctrine and permissive education became the target of criticism of the professional public in Slovenia from the mid-1980s onwards, interest in Herbart grew again. It became a symbol of autonomous pedagogical theory.

V drugi polovici 19. stoletja so herbartisti Herbartovo pedagoško teorijo prilagodili šolski praksi in jo povzdignili v prevladujočo šolsko paradigmo. To se je zgodilo vzporedno z uveljavitvijo liberalne šolske zakonodaje iz leta 1869 v Avstriji oziroma 1874 na Hrvaškem. Herbart je v tem obdobju simboliziral moderno, znanstveno utemeljeno pedagoško delo liberalno usmerjenih učiteljev. Tudi konzervativno usmerjeni učitelji so po začetnem zavračanju sprejeli herbartistično paradigmo. Že konec 19. stoletja se je pod vplivom vzpona reformske (v otroka usmerjena) pedagogike začel odnos do herbartizma spreminjati. Herbart je postajal simbol stare šole. Takšen odnos se je ohranil tudi v obdobju med obema vojnama. Takoj po 2. svetovni vojni se je kratek čas zdelo, da bi lahko Herbart postal simbol storilnostne usmeritve socialistične šolske paradigme, ki je zavračala reformsko pedagogiko. Toda kmalu je prevladala predstava o Herbartu kot tipičnem predstavniku nemške buržoazne pedagogike. Ko je od sredine 80.ih let naprej postala socialistična pedagoška doktrina in permisivna vzgoja tarča kritike strokovne javnosti v Sloveniji, je

ponovno narastlo zanimanje za Herbarta. Postal je simbol avtonomne pedagoške teorije.