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Učiteljske Portorož–Koper od ustanovitve leta 1947 do ukinitve leta 1968

IZVLEČEK

Tradicija izobraževanja slovenskih učiteljev v Kopru sega v leta 1875–1909, ko je tu delovalo c. kr. moško učiteljske Koper. Po končani prvi svetovni vojni in priključitvi Primorske k Italiji ter z Gentilejevo reformo šolstva so postale slovenske šole prepovedane, med njimi tudi slovenska učiteljska. Tako se učitelji na Primorskem niso v slovenščini izobraževali celih 25 let. Po drugi svetovni vojni je bila zaradi velikega pomanjkanja slovenskih učiteljev na Primorskem, še posebej v Slovenski Istri, konec leta 1946 odprta podružnica Tolminskega učiteljske za organizacijo pedagoških tečajev v Portorožu. V začetku leta 1947 je bilo ustanovljeno samostojno učiteljske, ki se je leta 1953 preselilo v Koper. Poleg arhivskega gradiva so predstavljena pričevanja štirih še živčih profesorjev, ki so poučevali na učiteljsku v Kopru. Vsi intervjuvanci so izpostavili pristne odnose, tako med učitelji kot z dijaki ter veliko medsebojnega sodelovanja. Velik poudarek so pri usposabljanju za učitelje namenili praktičnemu pouku, hospitacijam in nastopom.

KLJUČNE BESEDE

učiteljske Portorož, učiteljske Koper, profesorji, dijaki, pričevanja, praktični pouk

ABSTRACT

COLLEGE OF EDUCATION PORTOROŽ–KOPER FROM ITS FOUNDATION IN 1947 TO DISSOLUTION IN 1968

The tradition of educating Slovenian teachers in Koper dates back to the period 1875–1909, when the so-called Imperial–Royal College of Education Koper operated here. After World War I and the annexation of the Littoral to Italy, as well as with the adoption of the Gentile Education Reform, Slovenian schools were prohibited, including Slovenian colleges of education. As a result, teachers in the Littoral did not receive education in the Slovenian language for twenty-five years. After World War II, the severe shortage of Slovenian teachers in the Littoral, particularly in Slovenian Istria, a branch of the College of Education Tolmin opened at the end of 1946 to organise teach education courses in Portorož. In early 1947, an independent college of education was founded here and moved to Koper in 1953. Apart from the archival materials, the article presents the testimonies of four still living teachers who taught at the College of Education Koper. All interviewees highlighted cordial relationships, both among teachers and between teachers and pupils, as well as plenty of mutual cooperation. A strong emphasis in teacher training was devoted to practical lessons, teaching observation, and presentations.

KEY WORDS

College of Education Portorož, College of Education Koper, teachers, pupils, testimonies, practical course

- na današnjem ozemlju italijanske republike do leta 1945. *Slovensko šolstvo na Goriškem in Tržaškem*. Trst: Odbor za proslavo 40-letnice obnove slovenskih šol v Italiji, 1986, str. 47–85.
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S U M M A R Y

College of education Portorož–Koper from its foundation in 1947 to dissolution in 1968

Teacher education had its beginnings in Koper, in the academic year 1872/73 and via various reorganisations functioned until 1925. After World War II, the Italianization of education caused a shortage of teachers that could teach in the Slovenian language. In 1946, the College of Education Tolmin thus organised, starting in Portorož, the fourth year of teacher education as a higher education exam. In January 1947, however, an independent college of education was established. In 1953, the college was moved from Portorož to Koper. During the same period, the Slovenian Littoral was marked by its annexation to Yugoslavia, the border question, changes in the social system, and the aftermath of Fascism. In addition to written sources that have not been preserved in their entirety, judging from the missing chronicles, the article presents a selection of analysed testimonies given by some teachers that taught at College of Education Koper. As evident from interviews, the teachers were well received on employment at the college. However, they immediately faced the shortage of professional literature, textbooks, suitable rooms, and they taught a large number of subjects for which they were not properly qualified. The college placed a strong emphasis on practical lessons, teaching observation, and presentations. The pupils came from the Coastal–Karst and Littoral–Inner Carniola regions as well as from the other side of the border, which was specific of the college in Koper. All teachers highlighted cordial relationships, both among teachers themselves and with pupils. They spent much time together during practical lessons, extracurricular activities, school trips, and exhibitions. The interviewed teachers also stated that they communicated a lot among themselves and with the pupils, both about their private lives and school.