

1.01 Izvirni znanstveni članek

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Pismenost kmečkega prebivalstva Goriških brd v 19. stoletju

IZVLEČEK

Prva šola v Goriških brdih je bila ustanovljena leta 1826 v Kojskem, v drugih krajih pa so šole ustanovljali po letu 1850. Do tedaj, pa tudi še kasneje, je bil pretežno del prebivalstva tega območja nepismen. Tu je živelo pretežno kmečko prebivalstvo, ki se je z obrtjo ukvarjalo zgolj kot z dopolnilno dejavnostjo. V družinah revnih slojev so za preživetje delali vsi člani. Znanje branja in pisanja jim je bilo težko dostopno, saj si stroškov šolanja niso mogli privoščiti. Le premožne družine so v 1. polovici 19. stoletja šolale za naslednike izbrane prvorojence oziroma sinove. Redke družine veleposestnikov in uradnikov so šolale tudi dekleta. Večino otrok so poučevali zasebni učitelji, dekleta pa so obiskovala šolo, ki so jo v Gorici imele sestre ursulinke. Samo nadarjeni učenci so svoje znanje izpopolnili na Goriški normalki. Visok družbeni položaj pismenih v skupnosti se je kazal v zasedanju pomembnih položajev oziroma opravljanju funkcij župana, svetnika, cerkvenega ključarja, zapriseženca pri popisu premoženja ter priče pri oporokah.

KLJUČNE BESEDE

kmečka družba, Goriška brda, pismenost, vaške elite, izobrazba žensk

ABSTRACT

LITERACY AMONG THE RURAL POPULATION OF THE GORIŠKA BRDA IN THE NINETEENTH CENTURY

The first school in the Goriška brda was founded at Kojsko in 1826 and in other places after 1850. Until then, and even afterwards, illiteracy was highly prevalent in the area. The population of the Goriška brda area was predominantly rural and as such engaged in crafts strictly as a complementary activity. In the poorest social strata, all family members were required to work to make survival possible. Unable to obtain the costly schooling, they could not afford to learn reading and writing skills. In the first half of the nineteenth century, only wealthy families could provide their first-born sons with education to become their successors. The few families of large estate owners and officials in the area also schooled their daughters. Most children received their education from private tutors and girls attended an Ursuline school in Gorica. Only talented pupils pursued further education at Gorica's normal school. The high social status that literate individuals enjoyed in the community was reflected, among others, in their occupying high positions or the offices of mayor, councillor, church caretaker or in serving as sworn witness to property inventory and witness to last wills and testaments.

KEY WORDS

rural society, Goriška brda, literacy, village elites, education of women



 S U M M A R Y

Literacy among the rural population of the Goriška brda in the nineteenth century

The contribution focuses on two questions: the difference in literacy rates before and after the introduction of primary school and the disparity in literacy both among different strata of the rural population and between the two sexes. The interest is not directed at those inhabitants who received education to become priests, officials or teachers, but rather at those who primarily depended on agriculture for their livelihood and lived in the Goriška brda. Literacy has been subject to qualitative research, based on godparents' entries and signatures, respectively. In this connection, it ought to be pointed out that parents always selected godparents among relatives or friends of equal or higher social status. Thus, the obtained literacy rates may be said to be somewhat higher than the actual ones. The number of signatures has led us to conclude that prior to the introduction of primary school, writing and reading was only learnt by a few individuals. References to their »profession«, which in our case are indications of

their social status, reveal that these were members of the wealthiest rural families. Private education was expensive and hence inaccessible to most. The cost of one-year schooling for a child equalled that of feeding a family of four, which only few could afford. Within two decades after the introduction of primary school in the area, literacy rates rose from less than one percent to over 10%, indicating that most school-age children acquired basic writing skills. In rural households, children constituted workforce that was indispensable in performing daily activities. Girls, in particular, were expected to commit to working on the farm. Due to their help, as well as owing to the overall belief that they did not need knowledge, they were the first ones to be excluded from the education process. According to the results obtained, there were about seven times more literate men than women before primary school was introduced. With reading and writing skills being among the most valued kinds of knowledge in rural society, individuals possessing them occupied important positions in the organization of the village community. Being literate enabled them to actively communicate with the authorities and promote the interests to the benefit of the area they represented. In doing so, they contributed to the common wellbeing, which was crucial for the survival of every individual in the community.