

Slover



# Slovenian Language in Australia

25 years of Slovenian language  
in Victorian Schools

Institute of Slovenian Studies  
of Victoria 1977 – 2002

Aleksandra Ceferin



# Slovenian classes in Victorian School of Languages taught more than language:

Through Slovenian class I was introduced to many exciting and new concepts that give flavour and uniqueness to a culture, from poems and proverbs (pregovori) to contemporary short stories.

*Jan Novak*

The ability to move between cultures, assimilate and meld riches that are characteristic of each gives me an advantage I treasure almost daily.

*Andrew Potočnik*

Slovenski jezik me zanima kot bistven pojav slovenske kulture iz katere izhajajo moj rod.

*Sandi Ceferin*

Saturday mornings led me on an exciting cultural journey far different to the one I was growing up in.

*Roland Mrak*

I love my Slovenian background and being able to speak the language allows me to become involved in many aspects of the Slovenian community.

*Veronica Suardel*

Ponosna in zadovoljna sem, da govorim dva jezika, poznam dve kulturi in da pripadam obema v vsej njihovi različnosti.

*Sabina Vogrin*

Slovensko se učim, ker se hočem, ne zato ker moram.

*Evgen Igljč*

This book is a chronicle of twenty-five years of teaching Slovenian language in Victoria. While outlining the major steps required to reach this milestone, the book also reflects the importance of Slovenian classes and the impact they had on our young people.

*Aleksandra Ceferin*



First published in Australia in 2003  
by the Institute for Slovenian Studies of Victoria Inc.

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National Library of Australia  
Cataloguing in Publication data:

Ceferin, Aleksandra L. (Aleksandra Ljudmila).  
Slovenian language in Australia :  
25 Years of Slovenian language in Victorian schools :  
Institute of Slovenian Studies of Victoria 1977-2002.

Bibliography.  
ISBN 0 9750453 0 X.

1. Slovenian language - Study and teaching - Victoria - History.
2. Institute for Slovenian Studies of Victoria - History  
    I. Institute for Slovenian Studies of Victoria.  
    II. Title.

491.8407109945

Printing      Finsbury Printing (Ernest Orul)  
Book Design    Tanja Ledwich

I dedicate this book

to my late husband Drago Ceferin  
for giving his time and effort to the teaching of Slovenian language

to my father Adolf Vadnjal  
who brought me up to follow this path

and

to the past and future generations of Slovenes in Australia



In 1954 Mrs. Mila Vidnjaj established the first Slovenian children's choir in Australia. There was a small, closely-knit and vigorous community in St. Albans, a suburb in the North-West of Melbourne, newly settled by immigrants from Slovenia, Poland, Ukraine, Holland, Italy and Malta. The Hall of the Catholic Church served also as a community gathering place where special community events such as St. Nicholas were celebrated. The tradition is still very strong today.

# Acknowledgements

I would like to acknowledge the work of the many people that made this book possible and to express my thanks.

First of all there is the whole school community, nearly 500 students who attended the school from 1977 to 2002. It required interest and commitment on the part of the students to attend, sometimes six years of secondary schooling. It meant getting up early on Saturday mornings and travelling far by public transport.

I would like to thank their parents, who had taught their children to value Slovenian language and were in many cases willing to bring them by car a great distance. It was a commitment of time and effort that reflected their pride in their heritage and love for Slovenian language.

I would like to acknowledge and salute the teachers who took on the work of teaching the young and endowing them with something of the spirit of Slovenia – through song, poetry, dance and music. They often chose this work over earning extra money or pursuing other interests and hobbies. They worked, many for long periods of time, ceaselessly in Slovenian associations and centres. They taught children to read and write Slovenian, and took an important part in Slovenian community celebrations and festivities. When classes of Slovenian were introduced, they responded to the need and continued to give of themselves, so that Slovenian language might survive.

I would like to acknowledge the great contribution the Australian Government has made in education and multicultural policies and programs. It is an important recognition of the value of the cultural heritage of Australians and supports the rich cultural life that Slovenes and other groups have been able to develop in Australia. I appreciate their acceptance and support that we all were given in order to retain that part of us, which we valued from our mother country. It has made us appreciate Australia and what it had to offer all the more.

I wish to thank the Victorian School of Languages, which had provided the framework and the means of offering effective courses for the last 25 years, the Headmasters Stefan Kasarik and Joe Abiuso, the innovative and dynamic Gil Freeman, and particularly the present Principal, Frank Merlino and Area Manager Venetia Kefalianos for their support, goodwill and substantial funding of the resources for Slovenian language during the last few years.

Slovene Emigrant Association (Slovenska Izseljenska Matica) has also been a generous contributor of Slovenian study resources for a number of years, contributing significantly to the quality of materials used in our teaching and course development. They have also provided office and computer facilities for Aleksandra Ceferin on her study and research visits to Slovenia the last few years. The Ministry of Culture, the Ministry of Education and Sport and the Office for Slovenes Abroad of the Ministry for Foreign Affairs of the Republic of Slovenia, have all contributed with funding, resources and teachers seminars in Slovenia. They have our grateful thanks.

My very special thanks to Chiron Morpheus, Slovenian graphic and web designer, who gave the inspiration for the website Thezaurus and so opened the way to future developments of Slovenian studies. I wish to express my gratitude and appreciation for developing the website, his continuing support and development of further Web projects. Without his participation, the activities of ISSV would not have the scope and direction that they have now. My thanks and appreciation also to my daughter Sandi Ceferin, who has for the last ten years worked with energy, enthusiasm and fresh ideas – as a member of Thezaurus team, as a teacher of Slovenian and a course writer. The success of Thezaurus is in a great part due to her initiatives, research skills and unremitting work.

In order to publish this book, I had invaluable help from a number of colleagues, friends and my family. Without them this book, intended as a celebration of the work of 25 years, would not have been possible.

I thank my daughter Sandi Ceferin for her dedication to the Slovenian language and all the enormous curriculum and course-writing and project work she has undertaken. She has been of great help in discussing the shape and content of the book as it came together. She acted as consultant, sounding board and proof-reader, providing the necessary feedback as I was finding my way through the mass of material.

I wish to thank my daughter Jana Ceferin for her valuable assistance and advice regarding the presentation, shaping and structuring of the material, as well as her skillful proof reading and corrections in the final stages. Her help has been invaluable. My thanks also to Milan Ceferin, my brother-in-law, for the help and support in the final proof-reading of the text.

I would like to thank my colleagues and friends Lucija Srnec and Draga Gelt, OAM, who have generously given advice, information and photographic and other materials that I needed for the book; Draga Gelt for proof reading and her valuable suggestions; Fr. Ciril A. Božič OFM for encouragement, advice and offer of the Ss.Cyril and Methodius Hall for the celebration of the 25th anniversary. I would further thank Jožica Paddle-Ledinek AM, for extending advice, help and support whenever needed; Viki Mrak for her honest advice and support. The radio program coordinators Eli Rizmal (SBS) and Meta Lenarčič (3ZZ) have my thanks for being supportive and willing to allot time for announcements regarding Slovenian language over the last ten years and for their assistance in publicising the 25th anniversary celebration and the publication of the book. I would also like to thank Helena Leber for the many years of radio work and her support of Slovenian language as coordinator of Slovenian radio programs in Melbourne.

My thanks also to Stanko Zemljak and Tone Gorjup for their initiatives, support and efforts in the teaching of Slovenian language as a subject in the Victorian School of Languages and as a VCE accredited subject in Victoria.

My special thanks to the members of the 25th Anniversary Committee for their enthusiasm and support in starting the ball rolling: Fr. Cyril A. Božič OFM, Maria Anžič, Lidia Bratina, Milena Brgoč, Barbara Brožič, Sandi Ceferin, Draga Gelt, Marta Krenoš, Meta Lenarčič, Viki Mrak, Erik Mrak, Ljubica Postružin, Andrej Potočnik, Elica Rizmal, Veronica Smrdel, Barbara Smrdel, Lucija Srnec and Štefan Srnec. My grateful appreciation for the moral support, advice and assistance to all of you.

My warmest thanks to Slovenian associations that have contributed financially towards the publication of this book and 25th anniversary celebration: Slovenian Religious and Cultural Centre of Ss.Cyril and Methodius, Australian Slovenian Social and Sporting Association St Albans, Australian Slovenian Social and Sporting Association Melbourne, Slovenian National Council of Victoria, Council of Slovenian Organisations of Victoria Australia, Slovenian Australian Cultural and Sporting Association "Planica" Springvale, Australian Slovenian Cultural and Sporting Association "Ivan Cankar" Geelong, Slovenian Australian Social and Sporting Association "Jadran" Diggers Rest, Lenti Lenko – Miditek.

Most particularly I wish to express my warmest thanks to Tanja Ledwich (nee Brgoč) for the design and artwork of this book. It was a generous offer by one of the past students of Slovenian and highly valued as such.

I would like to take this opportunity to remember the work and dedication of two people who have been committed supporters of Slovenian language. Both are no longer with us.

The first is Fr. Basil Valentin OFM, MBE, who initiated Slovenian language classes at the Slovenian Religious and Cultural Centre in Melbourne, gave strong support and assistance to Slovenian language as a subject in the secondary school system and as editor of the journal *Mislj*, made certain that the issue had a prominent place in his publication.

The second is Drago Ceferin, my late husband, who dedicated the last fifteen years of his life to the establishment and maintenance of Slovenian language classes in Victoria. From the moment when I made my first enquiries into accreditation of Slovenian, he assisted in every possible way. He contacted individuals and clubs, collected names and addresses, typed up lists, corresponded regarding books and organized meetings.

Drago continued to play a key role in Slovenian Teachers Association of Victoria, in Slovenian Language Teachers, Parents and Students Association, and Slovenian Arts Society. He also acted as emergency teacher. Most importantly he took personal interest in teachers and students, responding with advice and assistance whenever he could, and took time to speak to parents about the advantages of learning Slovenian.



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**Left** It is Easter Saturday and Father Basil Valentin is following the ancient Slovenian tradition of blessing the baskets with traditional Easter fare, *potica*, coloured eggs, ham and horse radish. In Melbourne the custom is carried outside, by the "cave", which serves as altar on special feast days. The preparation of the Easter basket, and the preceding baking of the Easter "potica" is a great annual event, and particularly enjoyed by the children.

**Above** The Church of St. Cyril and Methodius celebrates a great community event, the 25th anniversary of its existence. The women and girls come out in force wearing their Slovenian costumes. The mass was celebrated by the visiting Slovenian bishop Urban.

# Introduction

This publication, *Slovenian Language in Australia* is a celebration of twenty-five years of educational work in the state school system of Victoria. I wrote this book so that there would be a record of the dedication and achievements of teachers as well as a memorial to students who participated, and to Slovenian parents who supported the school and encouraged their children to take pride in Slovenian heritage.

It was important to have a permanent record of our achievements in the field of language education, not only for us who were the movers, but also for the Slovenian community as a whole. It is a part of Slovenian migrant history in Australia – and the achievements have now been formally recorded. I included in the historical review, a short history of Victorian School of Languages and essential aspects of the educational system, that provided the framework for our curriculum and teaching method. I see the 25 year landmark not just as an end of an era but also as a springboard for the future. I will be also presenting a review of the Internet and other projects of the Institute for Slovenian Studies of Victoria.

While outlining the key milestones and marking major curriculum reforms in Victoria and their influence on Slovenian language teaching, the text also includes a list of the teachers and students involved and some of their reflections. Acknowledgement is also given to the educational work of dedicated individuals in centres and associations, where the love for Slovenian language has been nurtured.

With the twenty-five years we have reached the end of an era. The introduction of Saturday School classes in 1977 represents a peak in enrolments. Nearly 500 students have enrolled in Slovenian classes and a substantial number completed a full six year course of Slovenian at secondary level. 78 students completed the VCE. Slovenian was taught in as many as six Centres of the Victorian School of Languages at one time. After twenty-five years the course is still being offered. It is an achievement, unlikely to be repeated.

My 25 year journey began in 1976 when Fr. Stanko Zemljak approached me with the question: *"Can anything be done about 'slovenska matura'?"*

As an experienced teacher in the secondary school system, I was the logical person to initiate the first steps in the process. Looking back, it has been a very long time. Indeed, it has been a life's work.

It was very satisfying to try and make Slovenian – a small language, that nobody knew anything about – well-known and respected. I did not set out to do that in the beginning. I just felt that anything I did for Slovenian language had to be of the highest standard. In the process I found that I was using my professional skills, and extending them in a way that was highly fulfilling and gave me personal and professional satisfaction. It could be said that I gained from developing Slovenian courses more than I gave. In fact I gained more that I could have done by concentrating my work in a different direction.

For me some of the major achievements of this period are:

- Slovenian was for the first time in the English world, an accredited Higher School Certificate (HSC) subject, used for university entrance
- Slovenian courses were in the forefront of major curriculum changes and often served as models for other languages
- Slovenian website [www.thezaurus.com](http://www.thezaurus.com), is a premier website for the study of Slovenian language and culture.

From the beginning, the work I did for Slovenian language as a teaching subject in the school system, was a labour of love. It led me to a rediscovery of the language in its grammatical complexities and more importantly, towards exploration and a new appreciation of Slovenian poetry. It was a revelation that led me to prepare and publish the historical anthology Slovenian Literary Reader in 1984. It took time, distance and knowledge of other languages, to reassess, to recognize and value Slovenian. It was satisfying to realize that in comparison with other world literatures, Slovenian held its own.

I have lived in Australia more than 50 years, I have grown here as a person and as a professional and have felt Australian. The work that I undertook made me rediscover my Sloveneness, and it brought things into perspective. I am now able to take part in two heritages and have broadened my horizons beyond the defined area of a single culture. It is an enormously enriching experience.

This is the experience that I would like our younger generations to have: to be both Australian and Slovenian, and to know what this means. To have two homes, speak two languages, share in two cultures and their traditions, to see a small 'insignificant' country as capable of great achievements, and learn that smallness has nothing to do with greatness.

I would like to say to them: you already have Australia, which is your home. You need to explore the other home, the country of your ancestors. Only by knowing that country and its language, you will really know who you are.

Those who know Slovenian language will find this journey of exploration easier. Slovenian language will enable them to dip into the deep well of the spiritual heritage of a living breathing culture.

I hope that in the twenty-five years of teaching we have helped our young people to know something of Slovenian language and culture. All we have done is open the door.

You must take the rest of the way yourself. I hope you do.

*Aleksandra (Saša) Ceferin*

# Arriving in Australia: the beginning

The first great wave of immigrants to Australia began in 1949. They came to Victoria and New South Wales and were then sent to wherever they were needed to work to fulfill their two-year contract with the Australian government. If you came to Victoria, you were first sent to Bonegilla, received some English lessons and then were placed in Melbourne, Tasmania and around Victoria in a variety of unskilled and semi-skilled employment. All able-bodied men and women were housed in hostels, families were sent to hostels such as the World War 2 army barracks in Mildura.

Arriving in Australia in the fifties meant great changes in life style and work for the migrants. Many were political emigrants, who had lived in refugee camps since 1945. They had no choice but to settle in a country that was willing to receive them. At the time Argentina and Australia were the two major sponsors of the so-called 'displaced persons'. A large group of Slovenian political migrants chose Argentina, others went to Australia.

Post-war Australia was a country that participated fully in World War 2 having barely recovered from the great depression of the thirties. Australian soldiers fought bravely and a great many did not return. It needed a fresh and vigorous working force to extend roads, develop new industries, and sources of energy and for enormous undertakings such as The Snowy Mountain Hydro-Electrical Scheme. The country that made its fortune on the "sheep's back", could no longer rely on wool and its primary resources for its prosperity. Workers were needed, preferably English migrants, who would fit easily into the existing social structures. Since not enough of them were willing to settle in Australia, the decision was made to begin looking among the displaced persons of Europe. The first arrivals were the refugees from the Baltic states, who were found to be most acceptable, because their appearance fitted into the existing Australian population. Other groupings followed closely. Australia needed workers, a great number of them.



The year 1954 marks the beginning of organized community activity. The founding meeting of what was to become Slovenian Association Melbourne took place in St. Albans community hall. About fifty people attended. A great many more came to the dance in the Prahran Town Hall.

Life was hard for the migrants in the beginning. Many had to do physically demanding work to which they had not been accustomed. There was a great shortage of accommodation in the cities. Families were separated. Men were employed wherever needed, and lived in hostels. Families were placed in family hostels elsewhere, often at a great distance from the men. Such was the family hostel in Mildura, in the middle of the grape growing country on the Murray River. The hostel was a converted army barracks of corrugated iron huts, with

administrative, catering, school and hospital sections. Men could visit only on longer holidays – Christmas and Easter. To be separated in such a way was hard on families. In the meantime the children went to school and learnt English, their mothers found work in the kitchen and hospital. There was another benefit. Women and older children could go grape picking and work in fruit drying factories in the area, and earn additional money towards the day when enough could be saved to buy a block of land and build a home.

Meanwhile, 1951 was a year of extreme heat waves; the temperature was over 102 degrees Fahrenheit, climbing to 112 for more than three weeks. There was no air conditioning, no escape from the heat. The corrugated iron barracks became burning furnaces, people sought shade wherever they could find it, and places below the few eucalyptus trees on the hostel perimeter were at a premium. The coolest place was among the foliage of the grape vines. The greatest memory of the time was the consumption of great quantities of vanilla ice cream, in large heaped soup plates – the only cool thing available, and enjoyed to the full.

By 1952 many Slovenian families were able to move to Melbourne. In St. Albans, an outer western suburb of Melbourne a large farm was transformed into a housing development with large blocks, provided with water and electricity. They cost 120 pounds. This was quite affordable. Next came a bungalow built of cement sheets and divided into an eating/kitchen and a sleeping area, at the cost of 250 pounds.

The family could come to live in the bungalow, while a larger family home could be built. Many Australian houses at the time were wood constructs, raised from the ground and clad with painted board. They were cheaper than brick houses, easy to build and allowed for the circulation of air and faster cooling after sundown. So the majority of new settlers built a conventional 'weatherboard house' with the help of a builder and a group of friends as soon as they could afford it.

This was the busy time with plenty of jobs available. Many people worked double shifts. There was one chief aim, to earn enough to build or buy a house, followed closely by the desire to improve oneself, by learning English, taking on a job appropriate to their education and training, and undertake further studies and ensure good education for their children. All this was possible in a country growing by leaps and bounds.

Migrants who continued arriving in Australia and went to work in factories hardly needed English. They spoke German, Italian, Polish and Serbo-Croatian amongst themselves.

Moja nova dežela je čudežno dobra,  
hiša raznoterih obrazov,  
strpno mešanih ver  
in kultur.

Z žametno roko nas boža,  
ozdravlja nam srca,  
ohlaja boleče spomine  
in odstranjuje nezaceljenih ran brazgotine.

Z ljubeznijo nas jemlje pod krov  
vseh barv in omik,  
skrbno lepi nas v mozaik  
mnogoličnih duhov.

*Ivan Burnik Legiša*

English became important only when more than earning money was involved and the migrant wanted to establish himself in the Australian social environment.

What did we miss the most in those early days? There was the lack of variety of vegetables, condiments, meats and breads we were used to in Europe. There was no pasta or tomato paste. Australian tomato sauce was very sweet, served with sausages and pies. Surprisingly there was sauerkraut in tins, that I remember longing for.

There are other vivid memories of those early days. There was the unrelenting heat, that was hard to bear, but could not be escaped. Everyone has memories of the first impact of Australian environment. Mine are of the first Christmas and the heat, the impossibility of eating the heavy Christmas meal, the Christmas tree that caught fire and my father running out of the house with it. While we kept our memories of white Christmases, we got used to the hot Australian summertime Christmas, real candles were replaced with electric lights, ice cream and fruit salad replaced the traditional dried fruits. We did retain the 'potica' our traditional Slovenian walnut cake.

Within two years most settlers who had arrived in 1950 had their own homes and were looking towards establishing their own place in Australian society. Slovenians brought with them their customs, lifestyle, language and festivities and proceeded to develop a Slovenian social environment that suited their spiritual and cultural needs.

## Misli – the first Slovenian publication (1952 – 2002)

In 1951 two priests came to Sydney from the USA, Fr. Beno Korbič and Fr. Klavdij Okorn. They came in response to a letter by Jože Čuješ, a well-known Sydney Slovenian, who felt they were needed to assist the Slovenian migrants to establish a community. Traditionally the Franciscan order fulfilled an important social function, not only to administer to migrants spiritual needs, but also to establish structures that would support and encourage communication between the new migrants and help foster a culture of mutual help.

In 1952 the Franciscan priests began to publish the monthly journal *Misli* (Thoughts), initially consisting of a few sheets of cheap paper, duplicated and sent out to Slovenian migrants wherever they could be contacted. The publication was to provide an all-important link for all Slovenian immigrants in Australia for the next 50 years.

The first issues contained advertisements of services and goods offered by enterprising Slovenian individuals, such as electricians, merchants, builders and dentists who could speak to you in your own language and



understood what you needed done. Agents also advertised their services for sending food-parcels and other goods to alleviate the severe shortages suffered by families in Slovenia.

*Misli* soon provided for other needs – advertising Slovenian books, and also requests for information about people with whom they had lost contact. For a time *Misli* also published English lessons.

Above all, *Misli* reflected the life of Slovenian immigrants. They reported on traditional festivities and celebrations. Slovenian masses around Australia were announced in *Misli*, as was the next visit by the priest. The journal also became a chronicle of marriages, births and deaths.

*Misli* was later joined by other publications, but it still remains the premier publication for Slovenian immigrants, where one can read about the gatherings, celebrations and festivities of Slovenes around Australia.

In the first year the number of subscriptions rose from 266 to 750. *Misli* linked Slovenes everywhere in Australia and gave them a sense of identity and belonging. They countered the effects of dispersion and made them into a homogenous group, linked through common roots and language.

A succession of Slovenian Franciscan fathers continued to undertake invaluable pastoral, educational and social work among the Slovenian migrant population. They continued to publish and develop *Misli*, the most notable being Fr. Basil Valentin, who was the editor for 25 years. They were based first in Sydney, then in Melbourne and in Adelaide, where they built Slovenian churches. It was due to the efforts Fr. Basil Valentin that the Mission of Ss. Cyril and Methodius in Melbourne is a major Slovenian Religious and Cultural Centre with the hostel Baraga House, the Office of *Misli*, Baraga Library, Slomšek School, the Hall of Ss. Cyril and Methodius and the Mother Romana Home for the Aged. They still regularly visit Slovenian families, groups and settlements wherever they live, from Tasmania to Cairns, from the eastern seaboard to the shores of Western Australia.

## Maintaining Slovenian Identity – the first cultural activities

*Misli* of those early years also reported on Slovenian traditional festivities. New Year, Easter, St. Nicholas, and Christmas were celebrated with all the traditional icons – the religious rituals that gave the event meaning and all the other ways of marking the occasion, Christmas tree and manger, traditional dishes and potica, music and dancing. Above all it was the Slovenian togetherness that gave comfort and made the new country less alien. They were making Australia their own, making it just a little Slovenian.

The fifties were a time of beginnings. A great deal was accomplished during that early period. It was a time of settling in and establishing their own kind of social and cultural forms. The first Slovenian publication. The first homes. The first Slovenian associations in the making. The first celebration of 'Miklavž', the first children's choir, the first male choir. Fr. Basil begins his 40 years chronicle "*Fr. Basil is typing*".

In the late fifties and sixties Slovenes – teachers, priests, academics – began to organize Sunday language classes for the younger children. These were for the most part conducted





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- 1 Our young generation has taken up the accordion and polka rhythms with great gusto. Due to the initiative of Fr. Stanko Zemljak the annual interstate Slovenian Youth Concerts began in 1975 and are still popular today. Here the Jakša brothers, Edi Zupan and Peter Pirnat look great in their national costumes and sound even greater. Branko Tomažič was twice the junior Australasian accordion champion, Peter Pirnat received the second prize.
- 2 Lydja Lapuh, accompanied by Lenti Lenko on the keyboard, for many years a familiar duo on Slovenian community stage.
- 3 The Youth Choir *Glasniki* established at the Slovenian Religious and Cultural Centre in Melbourne by Fr. Zemljak. For many years it was conducted by Katerina Vrisk, a music teacher.
- 4 Slovenian folk-dancing has flourished from the sixties. There were a number of teachers who taught Slovenian folk-dances from all parts of Slovenia.
- 5 *Domači fantje* - an ensemble of four talented musicians, who composed their own songs: Frank Petelin, Peter Grivic, Lenti Lenko, Eddy Zupan. They published the successful CD *BOM Zlate Harmonike* in 1999, launched at a concert at St Cyril and Methodius Hall in Kew.

- 6 We are fortunate as a community to have among us skilled women who produce beautiful Idrin Lace. Maria Uršič is also willing to teach our younger generation and demonstrate the art of lace-making to the general Australian public.
- 7 Marcela Bole is a well-known and loved Melbourne Slovenian personality. She loves to pour her love of life, people and all things Slovenian into poems that she recites with great feeling and a sense of high drama. There is no public event or festivity to which she does not add her unique touch.
- 8 Stefan and Lucija Srnc - committed cultural workers and the mainstay of any Slovenian community event. Stefan had offered transport to bring children to Slovenian classes, when parents were not able to. Lucija has taught our young people Slovenian in Slovenian Religious and Cultural Centre in Kew, at the Slovenian Association Planica, where she began classes in 1974, and at secondary level, in the Victorian School of Languages from 1977 to 1991.
- 9 Vida Vojvoda has a great collection of traditional Slovenian embroidery of great beauty, complexity and variety. She shares parts of her great collection at various Slovenian events.



The tradition of St. Nicholas, celebrated on 6th December or on the closest weekend is still continuing in Australia today. Here we see St. Nicholas celebrated in Pfanica in 2002. St. Nicholas is Lojze Kovačič, the President of the club. He is accompanied by angels and devils played by Saša Škulj, Miša Abram, Elise Franetič, L. Kovačič, Dion Škulj and Aiden Franetič.

in Slovenian associations and religious centres. It was practical and desirable for children to learn the language, while parents helped to build the community centre.

1960 was the year when the first formal Sunday school was established in the Slovenian Religious and Cultural Centre, Kew in Melbourne. Fr. Basil Valentin thought it was time that the children receive some formal tuition in Slovenian language and helped revive the Slovenian church tradition of the Sunday school. Jože Kapušin opened the first Slovenian language class at the Centre, which was continued by Anica Srnec. The classes included teaching Slovenian and a range of cultural activities such as singing, folk-dancing and appearances on stage at various celebrations and cultural days.

1966 marked the arrival of the Franciscan sisters of the Immaculate Conception who took over a part of the educational work and organization of cultural events. We can say that the children of Slovenian immigrants were now participating fully in the cultural life of the Slovenian community and its social and cultural traditions. All the traditional feast days, St. Nicholas, Christmas with manger and Christmas tree, Midnight mass, Shrove Tuesday with masks, dancing and 'krofi' and All Saints day, were lovingly celebrated.

The most vivid memories held by many young Australians who were either born in Australia or arrived at a very early age, were of being taken by the parents to the ritual blessing of the Easter basket on Easter Saturday or attending the Midnight Mass at Christmas.

In the seventies the Slovenian radio program was established, initially on a voluntary basis. It was presented by the Melbourne businessman Ivo Leber and Helena van de Laak (now Helena Leber). Victorian Slovenes could listen to Slovenian popular music, hear the latest news from Slovenia, and hear about various events among

Slovenian community in Victoria and elsewhere in Australia. There were also interviews and talks on any issues of interest to the community.

From 1975 Youth Concerts became a feature of Slovenian cultural life in Australia, in which ensembles, choirs, music bands, solo performers from all over Australia took part.

In the eighties Slovenian organizations took part in multicultural festivals. A number of cultural workers within the community ensured that Slovenes took part with folk-dancing groups, choirs and accordion numbers. They are still active in the community today. Their work, particularly with youth has been of incalculable value. There is a number of names that should be on a monument as a particular record of achievement: Lidija Čušin, Draga Gelt, Meta Lenarčič, Viki Mrak, Eli and Vinko Rizmal, Lucija and Štefan Srnec. Ivo and Helena Leber organized the annual Christmas Melbourne Council event, contributing Slovenian costumes, music and dance, as well as a stall with Idria lace and other embroidery. The event continues to be supported by the Slovenian National Council of Victoria.

In the nineties, after Slovenia achieved independence, Prešeren Days and Independence Days featured as annual cultural events under the direction of Slovenian National Council of Victoria, with active organizers: Eli Rizmal, Pavel Šraj, Karolina Antauer, Christina Cestnik, Lucija Srnec and Lenti Lenko amongst others. The first Prešeren Day was celebrated in 1992 under the direction of Draga Gelt on the occasion of the visit of Janez Janša, the Minister of Defence of Republic of Slovenia.



Fathers Day 1989 - The children love to perform for the community.



A group of our youngsters, ready to sing in the new milenium with Slovenian songs - a credit to their teachers Lucija Srnec and Lydia Lapuh.

## The First Slovenian Language Schools

### Maintaining Slovenian language

Maintaining Slovenian became crucial as soon as the second, post-migrant generation entered the school system. Slovenian language gradually became exclusively the language of the home and the means of communication within the generation of parents and their circle of friends. As the children started to attend school they began to use English as their main language. Progressively they began to lose the ability to speak Slovenian, with the corresponding tendency to answer in English when spoken to in Slovenian.

Slovenian cultural ambience remained strong. It included the security of family environment and home with Slovenian customs and traditions, a Slovenian lifestyle, a circle of relatives, family friends and their children. Slovenian church, community gatherings and Slovenian traditional fare also played a strong role. Slovenian came to mean emotional ties with parents and their cultural heritage, as reflected in traditions, customs, music and song; to a certain extent also in religion, since for many the church and the culture were inextricably bound with their identity and daily life.

Planica folk dance group in the early nineties. Folklore dancing played a vital role in the cultural life of the community. The young Slovenians danced at cultural events and have represented the community at multicultural events. This is still the case in 2003.



The very young are encouraged to participate in cultural events. With Štefan Merzel the president of the Slovenian National Council of Victoria 1997.





The second Father's Day celebration at Planica, in 1975. The students of the Planica Slovenian school have prepared a program.



The Slovenian class of the Ivan Cankar Association in Geelong in 1978, with the teachers Francka Deželak and Marta Jelenko, and Aleksandra Ceferin. Many of the students later attended Victorian School of Languages and completed the Higher School Certificate in Slovenian.



Students of the Slovenian Association Melbourne hard at work.



Slovenian school in Slovenian Association Melbourne.

For these children growing up in Australia the cultural and family background was enriching and emotionally satisfying. However growth and development as individuals – both personal and social came from school and the English environment with a broader group of friends and the English language. Gradually all that was new and exciting – secondary and tertiary studies, choice of profession and a widening circle of friends, led outside the Slovenian community into a broader social English Australian sphere. When it came to choose a partner it was also most often a non-Slovenian.

Upon arriving in Australia, there were two conflicting attitudes prevailing within the Slovenian community. One focused on learning English and assimilating, the other on maintaining Slovenian language and culture. Many people believed, as did the Australian authorities, that assimilation into the English social and cultural environment must occur as soon as possible. Any attempt to maintain the native language could only prove harmful and would adversely affect progress at school and integration into Australian society. The other attitude was based on a strong sense of Slovenian cultural traditions, love of Slovenian language and song and a desire to bring up the children maintaining a sense of identity. These parents had a strong commitment to Slovenian tradition and wished their children to retain their connection to it. It was this second view, that led to a lively cultural life consisting of folk dancing, choral singing, drama groups, cultural evenings, carnivals, parades, processions, international variety days, the accordion and polka musical folk tradition, and the study of Slovenian language as the main activities of the second generation growing up in the seventies and eighties.

The Slovenian community had begun to value knowledge of Slovenian language and to perceive the need for some formal teaching, as they came to understand what the loss of language meant in terms of communication and culture. Many immigrants also began to visit Slovenia and their children perceived the advantages of speaking Slovenian. The old Slovenian proverb, resurrecting old wisdom and practical experience was now often quoted: "več jezikov znaš, več veljaš" (the more languages you know, the more standing you have).

Initially language classes were difficult to establish. Parents needed to be persuaded that the effort of bringing their children regularly to classes was necessary. The prevailing opinion was that English was an important language spoken throughout the world, and it is not necessary to learn another language, particularly a minor language spoken by only two million people. There was also the widely held view on the part of the educational authorities that knowing and speaking another language, would interfere with the ability to speak English and so affect progress at school. This attitude was prevalent in Australia of the fifties and sixties, and it affected the study of all languages. While schools traditionally offered German and French, as the pressure of new "more useful" subjects entered the curriculum, languages in time became non-compulsory for entry to the university, and some schools dropped them from the curriculum.

*Languages are the best introduction to other cultures. They are particularly powerful vehicles in the modern world where traditional boundaries and distances – both cultural and geographic – are being diminished by communication technology.*

*Phil Honeywood, MP  
Languages Other Than English Strategy Plan, 1993*

This trend was reversed in the eighties, as business people and enlightened members of the Australian government realised that to speak only English - to be a monolingual society - was not in the best interests of Australia. It was also felt that part of the wealth that migrants brought into Australia were their language skills, which should be encouraged and nurtured and used as the link to the world, rather than suppressed and lost. So it happened that knowledge of another language became a valued commodity, and was again encouraged and rewarded.

After the publication of the Blackburn Report in 1985 and subsequent educational reform, language studies were introduced at primary level and made compulsory at the secondary level - to Year 10. Students intending to enrol for university studies were encouraged to study languages by awarding ten bonus points on top of the normal score. Any language at VCE level could be used as one of the best four subjects for the entry into university and all faculties, with the exception of science and engineering studies.



The Slovenian school at Pfanica in 1986 with the teacher Lucija Srnc

### Community language schools

The first attempt that led to a continuous teaching tradition took place in 1960 at the Slovenian Religious and Cultural Centre in Melbourne with the support and encouragement of Fr. Basil Valentin, the Franciscan priest, whose efforts for the Slovenian community became legendary.

In 1960 Jože Kapušin officially opened the first Slovenian class. The class was later taken over by Anica Srnc, a teacher of German. Štefan Srnc, her brother was untiring in his efforts to establish classes and increase attendance. He even collected children by car, when parents lived too far from the Centre to bring them in. Other teachers joined as the numbers of students increased. Draga Gelt was asked to teach in 1968, later joined by the Franciscan sisters Pavla Kaučič and Silvestra Ivko. In 1975 Lucija Srnc took over a class, and was subsequently joined by Viki Mrak, Anica Špacapan, Pavlina Pahor and Maksimiljana Kaučič.

A few years later Veronica Smrdel took over the teaching, assisted by Barbara Smrdel, Mary Petelin, Lidija Lapuh, Maria Stathopoulos, John Golja, Anita and Mary Žele and now Iris Dietner and Lidija Bratina. The teachers also taught the children folk dances, modern dances, drama and singing and prepared children's cultural programs and appearances. For a number of years Katerina Vrisk directed the youth choir *Glasniki*.

It was initially difficult to persuade parents that learning Slovenian was important when the only language needed for education, communication, employment or business was English. This was particularly the case in the early days, when every migrant struggled to gain a foothold in the new country, learn English, cope with the new social environment,



save money, build a home for the family, and most importantly, ensure a bright future for the children, by providing a good education.

Slovenian community also established other classes. In 1966 Lidija Čušin began to teach a group of children, first in her home, then in the Hall of Slovenian Association Ivan Cankar in Geelong. In 1974 Lucija Srnec established Slovenian classes for pre-primary and primary school children at the Slovenian Association Planica. At the Slovenian Association Melbourne Jana and Viki Gajšek offered a Slovenian youth class for a short period in 1976. Draga Gelt then established permanent classes in 1978. At about the same time Ivanka Škof opened the school at Slovenian Association Jadran, the Slovenian Association St.Albans is planning to open a class with eight students at the beginning of 2003 with the teacher Evelyn Kojc.



The Slovenian school in Jadran with the teacher Ivanka Škof, performing.

# Slovenian Language in the Australian School System 1977–2002

## Milestones

- 1976** Accreditation of Slovenian as a HSC subject in Victoria – first step is taken  
Saturday School of Modern Languages (SSML) – introducing Slovenian into the school system  
Slovenian Teachers Association of Victoria (STAV) – teachers association is established
- 1977** Six Slovenian classes, at three school centres commence in Melbourne
- 1978** Saturday School of Community Languages in Sydney introduces Slovenian  
Accreditation process for HSC Slovenian in New South Wales is initiated
- 1979** The first HSC Slovenian class in New South Wales  
The Sub-committee for accreditation of HSC Slovenian in Victoria is established
- 1980** VISE HSC Slovenian Group 2 accreditation completed
- 1981** First group of students complete HSC Slovenian in Victoria  
HSC Slovenian Committee established
- 1983** SSML Advisory Council established
- 1984** The Review of HSC Slovenian – accredited till 1990  
Slovenian Literary Reader and Slovenian Folk Songs published
- 1986** Field of Studies Committee for Languages Other Than English (FOSEC for LOTE) established  
Slovenian Language Teachers, Parents and Students Association of Victoria (SLTPSAV)
- 1990** Victorian Curriculum and Assessment Board (VCAB) introduces the new two-year VCE course
- 1991** Slovenian Course Outlines for VCE Years 11 & 12 developed by A Ceferin
- 1992** The first Slovenian VCE class to complete the reformed VCE (Victorian Certificate of Education)
- 1993** A Ceferin appointed Area Manager in Victorian School of Languages
- 1998** Institute for Slovenian Studies of Victoria established, reinstated from STAV
- 1999** The website Thezaurus.com with Sloveniana Webzine and Slovenian Language Resources is published on the Web
- 2001** Webclassroom and VCE Design and Resources (2001) published, Slovenian Literator launched
- 2002** CSF Course Outlines and VCE Course Outlines developed for VSL  
Student exchange initiative is introduced – The first student attends a Slovenian school  
Galeria Sloveniana, Thezaurus Forums and Careerlink/Slovenian Connection published

The timeline gives an indication of the activities, work undertaken and key educational reforms in Victoria during the past 25 years. The most significant achievement was the introduction of Slovenian as an elective subject in the Australian school system which subsequently became an accredited HSC subject. The Slovenian Teachers Association of Victoria was also established and in 1998 the Institute for Slovenian Studies of Victoria.

The introduction of *Thezaurus* in the late nineties represents the next phase of delivering language and cultural activities to a worldwide audience.



Slovenian Group 2 Higher School Certificate document contained a new set of principles and requirements in the process of accreditation for all the new subject. Slovenian was held back for two years, while the reform process was being set up, and then it became the first subject to be accredited under the new scheme. The document contains a new set of teaching curriculum and assessment principles, and an extensive bibliography of references and background reading texts, as well as a sample of a written examination.



The Higher School Certificate document published in 1991 contains the information on Slovenian language, a detailed description of the requirements for the completion of the HSC (VCE in Victoria) and a sample examination paper. This was the common format for all the so-called NAFLASSL languages or interstate cooperation languages. At the meetings in 1990, Aleksandra Ceferin represented Victoria, Mariza Ličen and Olga Lah represented New South Wales.



The VCE Study Design 2002, represents another lengthy process of reform, resulting in changes to the requirements of the course and forms of assessment. It contains sample study topics for units 1 - 4 and comprehensive bibliographies of Slovenian reference books and thematic studies texts.

## Teaching of Slovenian Language in 1977

### 1. PRIMARY LEVEL

<b>Geelong</b>	<b>Country</b>	<b>Slomškova šola</b>	<b>Planica</b>	<b>Jadran</b>	<b>S.D.M.</b>
		Kew Catholic school Inspected by: Child Migrant Education Board primary sector	Springvale	Keilor	Eltham

### 2. SECONDARY LEVEL Saturday School of Modern Languages (Education Department)

<b>Box Hill High School</b>	<b>University High School</b>	<b>Maribyrnong High School</b>	<b>Chadstone High School</b>
2 classes (1 & 2)	2 classes (1 & 2) 1 class (11 & 12)	2 classes (1 & 2)	? if room available

### 3. CORRESPONDENCE COURSE (to be established)

### TO BE PROPOSED

Higher School Certificate Examination  
Slavonic and Baltic Languages Standing Committee  
Chairman: Prof. J. Marvan, (Dep.: E. Damian)

#### Slovenian Section Panel

1. A.L. Ceferin	* Examiners: 1. Bazilij Valentin
2. J. Paddle-Ledinek	2. ....
3. ....	3. ....
	4. ....
	5. ....
	6. ....

\* available from STAV

This is a snapshot of Slovenian classes, as we saw them in 1977. Slomškova šola had been established since 1960, the school at Planica since 1974, Ivan Cankar in Geelong in 1975, Slovenian Association Melbourne in 1978, Jadran followed suit as soon as established. These were the children that later enrolled in SSML. We were already making plans for the Higher School Certificate and distance education. The table was prepared by Drago Ceferin.



The letter written by Aleksandra Ceferin to Prof. Marvan, dated 1st September 1976, marks the first step towards establishment of Higher School Certificate for Slovenian language in Australia.



The letter contains a response by Prof. Marvan, indicating that it will be probably too late to introduce a Slovenian course in 1977 and warning that there may be other delays. Later VUSEB declared a moratorium of two years on any new HSC subjects.

## Towards Accreditation of Slovenian

The year 1976 marked a major breakthrough for Slovenian language in Australia. The first steps were taken to establish Slovenian as an accredited subject within the framework of the Australian school system.

The historical move was occasioned by the perceived need to set up Slovenian as a subject accredited within the Higher Secondary Certificate framework. This meant that Slovenian would become one of the subjects included in the scoring for university entrance. Students would not be attending Slovenian to please their parents or for the love of the language, but the results would also directly contribute towards their personal aspirations.

Regular attendance, a set syllabus, and pride in their cultural heritage were essential if we were to give our young people growing up as Australians a sense of purpose and respect for the language of their ancestors.

The largest classes in 1976 were in the Slovenian Religious and Cultural Centre in Melbourne. There were 40 students attending a junior and a senior class, with the teachers Lucija Srnc and Pavlina Pahor.

The issue of Higher School Certificate (matura) accreditation for Slovenian language was raised with the language consultant for the languages of Yugoslavia who visited Slovenian classes in the Centre. The response was, that Slovenian students could enrol for Serbo-Croatian. This of course was unacceptable.

Subsequently Fr. Stanko Zemljak approached Aleksandra (Saša) Ceferin (BA, MA, Dip.Ed), a qualified teacher of German, about the possibility of H.S.C. accreditation.

Aleksandra Ceferin immediately approached the Chairman of the Committee for Balto-Slavonic Languages, Prof. Jiri Marvan (Monash University) regarding accreditation and was given an encouraging response. A. Ceferin then developed the required documentation that included a detailed description of the grammatical/linguistic structure, a list of language reference books, and a complete sample examination paper. On this basis, provisional approval was received. However the process was halted due to a two-year moratorium on all new HSC subjects in Victoria.

Other possibilities to formalize Slovenian language teaching in the interim were explored. This led to the discovery of the Victorian government language school – Saturday School of Modern Languages (SSML), which provided classes for languages not offered within the regular school hours.

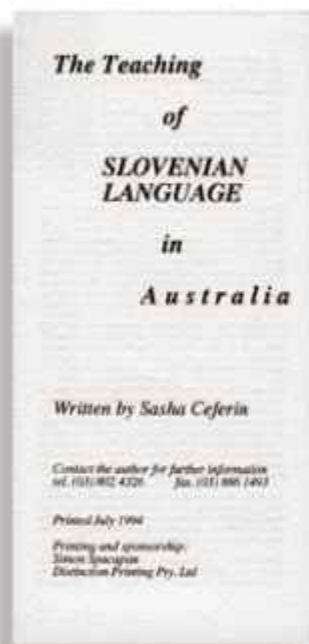
## Slovenian Teachers Association of Victoria /STAV

Following preliminary approval for the introduction of Slovenian as subject in the SSML, A. Ceferin established the Slovenian Teachers Association of Victoria (STAV) in 1976.

The main purpose for the establishment of STAV was to assemble all qualified teachers of Slovenian background – with either Slovenian or Australian qualifications or both – and so lay a foundation for a pool of teachers to draw upon. The first meeting took place at Monash University in November 1976, and foundations were laid for the aims, purpose and eventual work of the association. There were 20 teachers with a variety of qualifications but all with a willingness to assist in the educational and cultural work. Some teachers were already active within the community, teaching language and organizing cultural activities.

At the foundation meeting Aleksandra Ceferin was elected President, Jožica Paddle-Ledinek Vice-President, Natasha Vincent Secretary, Lucija Srnc Treasurer. At the subsequent General Meeting, Drago Ceferin was elected Publicity and Enrolment Officer. There was also a Curriculum Sub-committee, Sub-committee for Research and Organization, and Enrolment Sub-committee.

The main aim and purpose of STAV was to maintain the teaching of Slovenian language and culture in the secondary school system of Victoria.



The brochure, Teaching of Slovenian Language in Australia prepared by Aleksandra Ceferin for the Languages Conference held in Sydney in 1994.

Activities undertaken by STAV during the following years included regular meetings of teachers, seminars and workshops, development of syllabi and test papers, the acquisition and introduction of teaching resources. In the following years there were enrolment drives at the beginning of each school year, meetings with parents at the centres, articles in *Mislj*, radio talks and interviews. STAV also kept contact with the community and informed them about new educational developments, the role of language studies in general and Slovenian language in particular, within the curriculum and as a HSC subject used for university entry requirements.

*Prešeren and literature generally form the foundation of Slovenian national identity... With the exception of first writings in Slovenian, the Freising Fragments (Brižinski spomeniki) from the 9th century, literature did more than serve merely as a tool for preserving the language as a basis for national identity, it was a vehicle of protest against desperate circumstances and a promise of a brighter future. Like the mythological Orpheus, a poet is literature's supreme organ upon whom the power has been bestowed to foretell the future oracularly and unite people into a community. Few nations can – like the Slovenians – claim without irony to have arisen and been preserved thanks to poetic visions.*

*Matej Bogataj  
A Cohabitation of Styles and Generations*

The association was also interested in creating a cultural climate and cultural activities for a circle of interested members of the Slovenian community. So in 1980 came into being the Slovenian Arts Society, which met regularly for two years. These were meetings of cultural workers, teachers, poets, editors, radio programmers, artists and interested individuals. They took place at the Migrant Resource Centre in the Melbourne city centre. There were talks on Slovenian humour, Slovenian ballads, poetry readings by contemporary Slovenian poets and Melbourne poets. A visiting clinical psychologist gave a talk on the migrant experience.

In the late eighties it was considered appropriate to establish the Slovenian Teachers, Parents and Students Association of Victoria. This was during the time of major school reforms that found parents rather less than sufficiently informed about the innovations, changes and implications in planning for a future course of studies. Parents had an opportunity to ask questions and were regularly informed about the new developments in state school education and were given advice when necessary.

Mrs. A.L. Ceferin  
41 Stockdale Ave.  
CLAYTON, Vic. 3168

14. septembra 1976.

Dragi kolega,

Vijudno se ohrabljam na Vas z vabilom, da se udeležite sestanka, ki se bo vršil  
v soboto ob 8.00 uri zvečer, dne 23. septembra 1976  
na Monash Univerziti, Administrative (Arts) Building, drugo nadstropje, soba St. 210.

Namen sestanka je informativno poročilo o predlogih ustanovitve "SLOVENIAN TEACHERS' ASSOCIATION OF VICTORIA".

Udeležba je zaželjena, da udeležite in pomagata ustvariti samostojno strokovno organizacijo. To bo ena izmed mnogih avstralskih strokovnih združenj, s čvrsto pu namenu in cilju za učenje in širjenje slovenskega jezika. Povzročila naj bi učitelje v izmenjavu znanja in misli s potom diskusij, seminarjev itd.

Kakor tudi, tudi je znanstvena oblast, popoje za poučevanje slovensčine, starši dajejo svoje stroke v prou, tako je na učiteljih, da samostojno odločajo svoj delež.

Le izključno strokovne organizacije bo najboljši prouk uspešnega dela, ki vsakokrat prouge moči posameznikov.

Za vas potrebne informacije v zvezi gornjega sestanka, prosim kličite takoj tedno med 8. in 8. uri zvečer na telefonsko številko 542 0595.

S spoštovanjem

*A.L. Ceferin*  
(A.L. Ceferin)

P.S. Mesto sestanka je razvidno iz priloge.  
Vstop samo za glasbeno urodo iz Wellington Ra.  
Parkiranje je prosto.

The invitation to attend the seminar.

SLOVENIAN TEACHERS ASSOCIATION OF VICTORIA

SPORNO SEMINARJA,

Ki se bo vršil v prostorih JD - ONE Princess Hill High School Centre, Arnold Street, North Carlton, prvo nadstropje - soba St. 209 z začetkom ob 7.30 uri zvečer:

1. večer, sosednik 23. septembra 1976.

Aleksandra Ceferin:  
SLOVENŠČINA ODM. IN V SAMOSTOJNI  
Diskusija 20 minut  
10 minut

Stanko Lemjak:  
PILIPINA ZA BRITANCI (OLE - KOLEKCIJA POUK  
Diskusija 20 minut  
10 minut

Aleksandra Ceferin:  
UCHB OBRIDE IN SLOVENŠČINA, TROTA IN S.D.A.

Stanko Lemjak:  
KAKO SI JO SLOVENŠČINA - DOKUMENTI SPODOL

2. večer, sredo 24. septembra 1976.

Lucija Grmec:  
POUČEVANJE SLOVENŠČINE V TUDJINI  
Diskusija 20 minut  
10 minut

Draga Golt:  
SPOSOBNOST IN IZKUPANJE, DEL JAVNEGA POUKA  
Diskusija 20 minut  
10 minut

Aleksandra Ceferin:  
SLOVENIAN LANGUAGE MANUAL  
Komentar, predloži

3. večer, sosednik 25. septembra 1976.

Katinka Vinčič:  
KAKO VARNOSTI KAKOVANJE IDEJE ZA POUČEVANJE  
Diskusija 20 minut  
10 minut

Aleksandra Ceferin:  
SLOVENŠČINA ZA POUČEVANJE SLOVENŠČINE  
Diskusija 20 minut  
10 minut

PRIDLOGI IN OBRHIVKA

Člani lahko pripeljejo osebnega gosta.  
Dobrodošli!

15/11/76.

A.L. Ceferin  
Predsednik

The program for the first Slovenian teachers seminar 23 November 1976, held at Princes Hill High School in Carlton.



EDUCATION DEPARTMENT, VICTORIA  
SATURDAY SCHOOL OF MODERN LANGUAGES  
SLOVENIAN

Obvestilo

SATURDAY SCHOOL OF MODERN LANGUAGES je bila ustanovljena za potrebe študentov, ki bi se radi učili in se usposobili v jeziku, ki ga govorijo v svojem domu. Prav tako za vse one, ki se zanimajo za jezik.

Slovenščina se uvaja kot učni predmet in se bo prvič poučevala v šolskem letu 1977 pod istimi pogoji kot za ostale jezike: zadostno število učencev in primerno število učiteljev.

Pouk se bo vršil 1. 1977 v treh centrih: Box Hill High School, Maribyrnong High School in University High School.

Študenti naj se vpišejo na najbližjem centru v soboto 5. februarja 1977 med 9.15 in 11.15 uro dopoldne.


Priloženi Students Information Circular vsebuje vas potrebna navodila.

Students Enrolment Application Form, istotako priložen, naj se izpolni in vloži na pristojnem centru na dan vpisovanja. Vsi študenti morajo vplačati vpisnino \$ 3.00. "Bank slip" omenjen v okrožnici bo pa na razpolago na dan vpisa. Vpisnina se lahko vplača pri vsaki podružnici State Savings Bank of Victoria. Potrdilo se potem izroči v šoli na prvi dan pouka.

Šola bo dala na razpolago slovenska berila za poučevanje v razredih. Poleg tega bodo študenti uporabljali učno knjigo Slovenian Language Manual I, ki je predpisan učbenik in ga bodo morali sami kupiti. Na razpolago bo ob začetku šolskega leta. Vse ostalo v zvezi knjig in pouka bodo pravočasno obrazložili učitelji po vpisu.

Učenje slovenščine za študente slovenskega porekla je prednost. Redno se bodo učili svoj jezik in se tako spoznali s kulturo prednikov. V državnem šolskem sistemu bo slovenščina njihov drugi jezik. Kot učni predmet bo ocenjevan in bodo v njem dosegli vsaj isto raven kot v ostalih jezikih. Slovenščina se lahko upošteva pri vpisu na univerzo, ako je znanje tujega jezika eden izmed pogojev sprejema.

Za vsa nadaljna vprašanja pred začetkom šolskega leta lahko kličete:  
Headmaster's Office, tel. 380-5877 ali STAV, tel. 544-0595.

  
ALEKSANDRA CEFERIN  
PRESIDENT, SLOVENIAN TEACHERS  
ASSOCIATION OF VICTORIA

  
STEFAN KASARIK  
HEADMASTER

Melbourne, 10. decembra 1976.

Povabilo - invitation to  
parents for enrolment  
1976.



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- 1 Official opening of Baraga library in 1977. In the centre Fr. Basil Valentin, to his right Drago Ceferin, who was instrumental in establishing funding for the library and a more defined structure. Further on his left Senator Misha Lajovic.
- 2 Parents Teachers Meeting at University High at the end of Semester 1 in 1989.
- 3 A meeting of ladies at the Slovensko Društvo Melbourne with Aleksandra Ceferin on the occasion of the official opening of the SDM Library.
- 4 Meeting in the Baraga Library 1998 with Mihaela Logar, State Secretary for Slovenes Abroad, Petra Nadižar, Office for Slovenes Abroad and the Slovenian Charge d Affaires Helena Drnovšek-Zorko with STAV members: Sandi Ceferin, Aleksandra Ceferin, Pavel Šraj and Viki Mrak (not pictured).
- 5 Slovenian Teachers Meeting at Box Hill High, 1984.



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- 1 Parents and teachers meeting at Geelong VSL Centre in 1984.
- 2 Slovenian Teachers Meeting at University HS VSL Centre in 1978. From the left: Jožica Paddle-Ledinek, Natasha Vincent, Vesna Iskra, Aleksandra Ceferin, Draga Geli, Lucija Srnc.
- 3 STAV meeting in the Baraga library. From the left: Ivo Leber, Dino Rupnik, Meta Lenarčič, Marija Oppelt, Tone Gorjup, Aleksandra Ceferin, Štefan Srnc, Lucija Srnc, Sandi Ceferin, Lidija Čušin. We met to discuss the future policies and strategies for promotion of Slovenian language, in this case specifically to promote Slovenian at the LOTE Conference in Sydney.
- 4 The involvement of young people born in Australia is particularly valued. Veronica Surdel and Lidija Lapuh have contributed to the teaching of the young in a major way. Here they are speaking to Meta Lenarčič, the coordinator of Radio 3ZZZ Slovenian program, who has also taught folklore and encourages the young people to participate.



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- 1 Aleksej Pregarc, Slovenian poet, actor and journalist living in Trieste, conducting a poetry reading session with his daughter Maša at Baraga House in Melbourne in August 1997.
- 2 Meeting of the Slovenian Arts Society – Poetry Readings
- 3 Princes Hill Secondary College Centre 1999. Oktet Suha, Slovenian choral group from Carinthia, southern Austria, visited the Slovenian classes during their Australian Tour. Photo of: Oktet Suha, guests – President of Slovenian National Council of Victoria, Stefan Merzel, who organised the Melbourne tour; Matija Cestnik, President of Australian National Congress; Cvetko Falež, and some students of the Slovenian classes.
- 4 Oktet Suha visited the Slovenian class in Princes Hill Secondary College Centre of VSL, and gave a concert for the whole school. This was the initiative of Slovenian National Council of Victoria. ISSV promoted it among the seven language groups in the VSL Centre.



4

## Slovenian and Saturday School

### The first classes

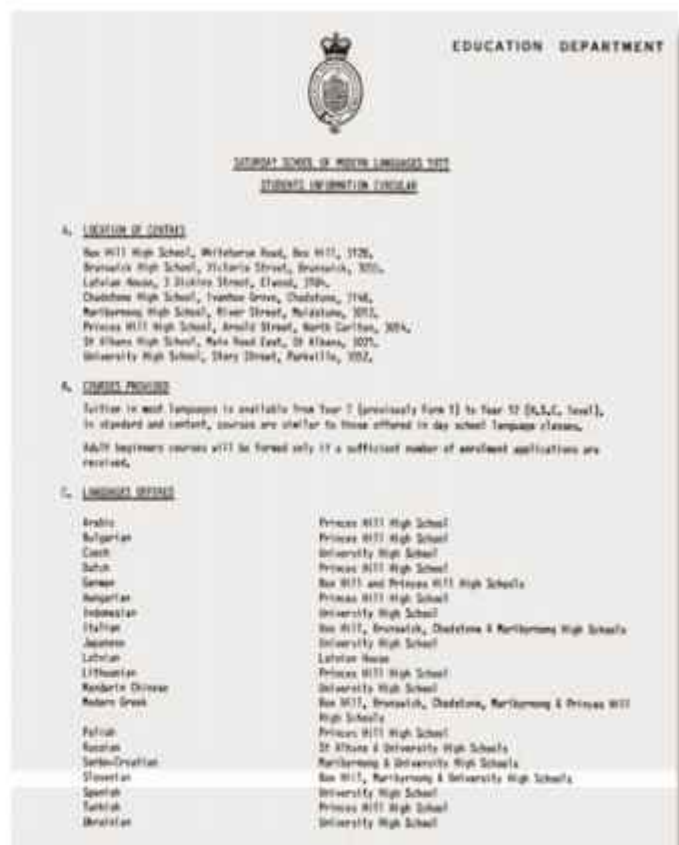
Saturday School of Modern Languages (SSML), renamed in 1987 as Victorian School of Languages (VSL) was and is a unique educational institution. It is a special school within the state school system of Victoria, established because of a perceived need, outside the regular school hours (Saturday) to teach languages not offered by the school curriculum. After World War II, SSML began to occupy an increasingly important place as the provider of multicultural and language curriculum. With the arrival of the first great waves of migrants and their children, there was a greater demand for language classes and the school grew in number of students, centres and the languages offered.

The beginnings were modest. The first classes were the initiative of a language teacher who believed that more languages should be offered within the school curriculum than the traditional French, German and Latin. The school opened in 1935 at MacRobertson's Girls High School on Saturdays with Japanese and Dutch. Teachers were employed by the Department of Education Victoria and were remunerated for their Saturday classes on a sessional basis.

In September 1976 I, Aleksandra (Saša) Ceferin approached the Acting Principal of SSML, David Cockroft, regarding the introduction of Slovenian classes. At this time the school had grown to offer 20 languages. The stated conditions were straightforward. The school required a list of student names with addresses and names of the schools attended by the students, a list of teachers and emergency teachers adequate to the number of students, a syllabus for each level offered and a list of textbooks required for the courses.

The student lists were collated at the Religious and Cultural Centre Melbourne coordinated by Drago Ceferin with valuable assistance of Fr. Basil Valentin, Fr. Stanko Zemljak and the Slovenian Association Planica Springvale with Vlado Sluga, Štefan Srnec and Lucija Srnec. They approached the community and collected names for enrolment. Altogether 140 names of students were collected, indicating a well spread population concentrated in three areas of Melbourne. A. Ceferin prepared a detailed syllabus for a junior and a senior class, and a list of language resources.

By the end of 1976 Slovenian was approved. Classes were to be introduced in 1977 at three centres. The historical announcement "*Obvestilo*" to Slovenian parents was signed by the Headmaster of SSML, Stefan Kasarik and Aleksandra Ceferin.



At beginning of each school year the Saturday School issues a circular with information on languages offered, the centres where the classes are held, school-free days, the relevant dates and the fees to be paid. This is the 1977 brochure, in which Slovenian appeared for the first time as one of the 21 languages offered by the school.

EDUCATION DEPARTMENT, VICTORIA

**SATURDAY SCHOOL OF MODERN LANGUAGES**

**STUDENT'S REPORT**

Mid-Year  
End-of-Year 1977

CENTRE: BOX HILL HIGH SCHOOL

**SATURDAY SCHOOL OF MODERN LANGUAGES**

LANGUAGE Slovenian

NAME Silvia LELE CLASS SENIOR

CONDUCT	<u>A</u>	A - Excellent
EFFORT	<u>A</u>	B - Very Good
WORK RESULT	<u>B</u>	C - Good
DAYS ABSENT	<u>-</u>	D - Satisfactory
		N - Unsatisfactory

Comment: \_\_\_\_\_

*Ineta Srnc*  
Teacher's Signature

MINISTRY OF EDUCATION — VICTORIA

VICTORIAN SCHOOL OF LANGUAGES

**STUDENT'S REPORT**

CENTRE: UNIVERSITY HIGH SCHOOL

FIRST SEMESTER  
1977

SECOND SEMESTER

Name of Student: B.R.C.I.C. Barbara

Language: Slovenian Level: B

Achievement Rating: A

Days Absent: 4

Comments: (Language skills: speaking, listening, reading, writing - student's strengths and weaknesses, attitude and effort).  
Barbara has done exceptionally well this year, excelling particularly in writing skills. Her final test results (100%) are excellent.

Instructor's Signature: \_\_\_\_\_

Supervisor's Signature: \_\_\_\_\_

Key : A - Excellent    B - Very Good    C - Good  
D - Satisfactory    E - Unsatisfactory

In 1977 six Slovenian classes were offered. There was a junior and a senior class at each of the three school centres.

The teachers at the three centres were:

University High School Centre – Natasha Vincent and Maria Bosnič,  
Maribyrnong High School Centre – Vesna Iskra and Magda Hribernik,  
Box Hill High School Centre – Lucija Srnc and Draga Gelt.

In the following years other teachers joined in the effort: Pauline Benčan, Lidija Čušin, Drago Ceferin, Sandi Ceferin, Lilijana Fekonja, Marta Jelenko, Stephanie Matkovič, Anne Melnyk, Viki Mrak, Jožica Paddle-Ledinek and Pavel Šraj.

In 1976 colleagues were contacted in Slovenia, Trieste, and the USA regarding suitable textbooks, which had to be approved by the school. It was fortunate that we had willing friends who made sure that books were sent in time for the beginning of the school year. In the USA we were assisted by Prof Edi Gobec (Slovenian Research Center of America) and in Trieste Prof. Martin Jevnikar collected a sufficient number of lower secondary and primary school readers to supply all three centres.

The classes were well equipped with dictionaries and grammar-books. They were supported with class-sets of school readers used at

**Above** 1977 Student Report format, containing only the assessment, expressed in letters A,B,C, D, E.

**Below** A later, more complex format, reflecting the changes that occurred in the school system in regard to learning, reporting and assessment. An assessment figure is still given, but apart from that, there is a description of student's progress, and an attempt to provide constructive suggestions for improvement.

lower secondary levels in Slovenian schools outside the borders of Slovenia (at the time the north-western republic of the Socialist Federal Republics of Yugoslavia).

The textbook that was used by all classes was the Slovenian Language Manual 1 & 2. It was developed and published by Prof. Edi Gobec for the needs of descendants of Slovenian immigrants in the USA. The coursebook is a combination workbook, grammar and topical vocabulary. It lacked audio support materials, but allowed students to work independently and at their own pace through the exercises.

The course book provided the backbone to the teaching of Slovenian. It was supplemented with wider reading, conversation, role-plays, free writing, poems, songs and riddles. There was a strong cultural component, focusing on historical events, customs and traditions and features of Slovenian culture. This was taught in conjunction with tales, myths, stories, epic poems and ballads dealing with particular historical events or features of Slovenian society at present and in the past.

We had started in three centres at localities which reflected the areas where Slovenian community lived in greater number. The locations of centres changed over the years in

VICTORIAN SCHOOL OF LANGUAGES					
Name	Language	Year level	Centre	Semester	Year
ANDREA LUPSON	SLOVENIAN	6	PRINCESS MILL S.C.	1	1995
<b>Learning aims</b> 1. To develop students' abilities and skills in reading, writing, speaking, listening and understanding the language. 2. To develop knowledge and understanding of the social and cultural heritage through language study.		<b>General comments</b> Andrea participates with interest and is making excellent progress.			
<b>Learning activities 1</b> Listening, Understanding, speaking Andrea is developing skills in understanding and speaking and performs oral class exercises well. She is able to answer questions completely and always answers. She has full understanding of the		<input type="checkbox"/>			
<b>Learning activities 2</b> Reading and writing Andrea reads clearly with attention to pronunciation. She follows texts closely for meaning. She has completed all tasks and exercises and is developing these skills progressively.		<b>Grade descriptions</b> A. Has completed all activities demonstrating an excellent level of competence. B. Has completed all activities demonstrating a very good level of competence. C. Has completed all activities satisfactorily. D. Has completed all activities but work shows insufficient development of skills and knowledge. E/G. (Ungraded). Has not completed required activities.			
		This sheet: <input type="checkbox"/> S			
		Teacher's signature: <i>AR. Lupson</i>			
		Supervisor's signature: <i>[Signature]</i>			
		Any language other than English which appears on this report is understood to be a direct translation from the English.			

A later version of the Report emphasizes the various skills in language learning, dividing them into listening and speaking and reading and writing. There is space for a further comment on the student's performance and attitude generally.

response to Slovenian community movements. The number of centres increased to six in 1984, in an attempt to provide access to students living in different areas of Melbourne:

<b>1977 – 1980</b>	<b>Box Hill H S Centre, University H S Centre, Maribyrnong H S Centre</b>
<b>1981</b>	<b>Box Hill H S, University H S, Maribyrnong H S, North Geelong H S</b>
<b>1982 – 1983</b>	<b>Box Hill H S, Dandenong H S, University H S, Maribyrnong H S, North Geelong H S</b>
<b>1984 – 1985</b>	<b>Altona North H S, Box Hill H S, Dandenong H S, University H S, Maribyrnong H S, North Geelong H S</b>
<b>1986</b>	<b>Box Hill H S, University H S, Maribyrnong H S, North Geelong H S</b>
<b>1987 – 1989</b>	<b>Box Hill H S, Geelong North H S, University H S</b>
<b>1990</b>	<b>Geelong North H S, University H S</b>
<b>1991 – 1994</b>	<b>University H S</b>
<b>1994 – 2003</b>	<b>Princes Hill Secondary College</b>

At the end of 25 years the number of enrolments had been reduced to one class in central Melbourne. The majority of students enrolled are children of parents who are born in Australia or adults who plan to travel to Slovenia and would like to be able to communicate in Slovenian.

### Teaching Slovenian

Teaching Slovenian represented a major challenge. Most students were familiar with Slovenian. Some spoke Slovenian at home, others at least understood it. Most students were familiar only with a Slovenian dialect, and came to school to learn what was almost a different language. All lacked training in grammatical concepts and structures, since this was a period when according to current theories language was learnt spontaneously, without the need for grammar. Consequently grammatical concepts and rules of writing were learnt only in language classes.

The teachers were all experienced and developed their own strategies to deal with a range of problems. While they had extensive teaching materials, these needed to be adapted to the capabilities of the students. It was soon discovered that no suitable coursebook existed, so teachers made use of the available materials, selecting from the texts the most interesting, highlighting some aspect of Slovenian culture, and adapting it to the students standard. In this, they were remarkably successful.

Initially each language developed its own syllabus, with the HSC as the only structure and standard uniform across all languages. VSL with its high concentration of language teaching expertise was at the forefront of development of quality, innovative language programs, particularly at the time of the major language curriculum reform of the nineties.

In 1991 a common curriculum rationale for all VSL languages, methodological approach and organisational focus was defined in the Course Outlines. These were developed by faculty coordinators for all VSL languages for every year level, and provided the basis for



the development of syllabi by individual teachers. It was the most effective and significant initiative put into practice by the VSL, serving at the same time as a vehicle for professional development of the teachers and a unifying curriculum principle.

The Course Outlines were methodically implemented since 1991, with a process of review every two years and incorporating education reforms represented by Curriculum and Standards Framework – so-called CSF.

In the nineties the VSL developed and published valuable teaching and professional development resources, which addressed the needs of the teachers: guidelines on teaching mixed ability classes; assessment and reporting; teaching grammar in context and teaching the VCE.

There were three major stages of language reform: the VCE in 1991, the CSF in 1996, and VCE Course Design and CSF 2 in 2002.

These stages are reflected in major curriculum documents for Slovenian language:

*Slovenian Course Outlines 7 – 10, VCE 11 – 12 (VSL, 1992, 1995).*

*Slovenian Multi-level Syllabus (VSL, 1996).*

*CSF Slovenian Guidelines (VSL, 1996).*

*CSF and VCE Slovenian Course Outlines 1 – 12 (VSL, 2003).*

Slovenian was introduced into the school system at a time when the education system was preparing to respond to the demands of a fast changing Australia, – the impact of a great variety of ethnic groups, a fast moving and vigorous economy and challenges of the technological age.

Ongoing processes of the VSL LOTE curriculum provide its students a balanced set of learning experiences which are active, cooperative and participatory and which give students maximum opportunity to realise their potential. Curriculum development is based on the communicative approach to language teaching, aimed at the intellectual, social, emotional and creative development of all students and is inclusive of gender, ability and background. Learning tasks and assessment practices are structured in such a way that student progress is measurable and so that participating students are enabled and encouraged to perform well.

With new migrants from different areas arriving in Australia, more languages were being introduced into the school. Those who continue to arrive are reflected in the large classes at the VSL. There is no migration from Slovenia, so the numbers of enrolled students have been steadily falling. Slovenian parents born in Australia have shown less commitment to maintenance of Slovenian language in the home or encouragement of their children to attend Slovenian classes.

In many cases it is the teenager and the young adult who expresses the wish to learn Slovenian, attends Saturday classes, and enrolls for the VCE Slovenian.

*NOTE: See more on the Victorian School of Languages in the Appendix.*

### List of books delivered to SSML for Slovenian classes in 1977

Janez Ravbar: *"Pregled slovenske književnosti, 20"*, Maribor 1974.  
\$3.40

Jalen: *"Naš jezik"*  
Jezikovna vadnica za 4. razred osnovne šole.  
\$1.20

Jalen: *"Spoznavajmo slovenski jezik"*. Jezikovna vadnica za 5. razred osnovne šole.  
\$3.00

Jalen: *"Spoznavajmo slovenski jezik"*. Jezikovna vadnica za 6. razred osnovne šole.  
\$3.20

Jalen: *"Spoznavajmo slovenski jezik"*. Jezikovna vadnica za 8. razred osnovne šole.  
\$3.20

Kokol: *"Prek sveta odmeva pesem (vol 1&2)"*  
Pesmarici za 4. do 8. razred osnovne šole.  
\$9.70

Katnik: *"Slovensko-Angleški slovar"*. DZS. Ljubljana, 1972  
\$8.00

Toporišič: *"Slovenska Slovnica ZO"*, Maribor, 1976  
\$8.50

**Box Hill High School Centre 1977.**

Left to right: Back row: Johnny MAMILOVIČ, Štefi GRĻ, Vivian SVETINA, Igor TOMAŽIČ, Tony GRĻ, Andrej LENKO, Silvia ŽELE, Loredana KLANČIČ.

Middle row: Štefi PENKO, Doris KAMPUŠ, Loreta MAMILOVIČ, Marta PIRNAT, Helen PONGRAČIČ, Tanja VARGLIJEN, Mary ŽELE, Majda GIEREK, Roman SLUGA.

Teacher: Lucija SRNEC.

Front row: Miriam SLUGA, Erik KAMPUŠ, Robert LOTBIČ, Peter PIRNAT, Kevin MOŽE, Sonja VARGLIJEN, Anita ŽELE, Štefan PROSENAK. In Front: Tom PAVŠIČ, Branko TOMAŽIČ.

Absent: Frank FURLAN, Irene AMBROŽIČ, Susie KRIŽMAN, Sonja BUČAJ.



**Box Hill High School Centre 1977.**

Left to right: Back row: Teacher: Draga GELT, Joseph PROSENAK, Darko BURGAR, Susan BRUMEN, John NOVAK.

Front row: Lysbeth KOCE, Roman ROTAR, Joseph BATIČ, Lillian NANUT, Frank ZGOZNIK.

Absent: Helen DOMINKO, Greg LAGONDAR.





**University High School  
Centre 1977.**

Left to right: Back row: Adolf SAMSA, Stephanie BERGOČ, Margaret VIČIČ, Michelle LEBER, Silvia JERNEJČIČ, Eddie BOLE, Marta LOGAR. Teacher: Natasha VINCENT. Middle row: Martin PIRC, Anna LOGAR, John CVETKO, Hinko BEDRAČ, Sylvia CVETKO, Ivo PERSIČ. Front row: Doris BROŽIČ, John SMRDELI, John BRACKO, Adrian van de LAAK, Frank KURINČIČ, Hermina MUSTER. Absent: Magda SMRDELI.



**Maribyrnong High School  
Centre 1977.**

Left to right: Back row: Boris ISKRA, Vinko VIHTELIČ, Anne VADNAL, Ivan VADNJAL, Dnijo VIHTELIČ, Susanna ISKRA, Susan VADNAL. Middle row: Teacher: Vesta ISKRA, Elizabeth POKLAR, Susan RAKAR, Majda Valenčič, Sonja MEZGEC, Majda ŠPACAPAN, Susan KIRN, Tanja ISKRA. Front row: Innes SMRDEL, Irene Šankinc, Albin SMRDEL, John HAJEK, Nada ZADEL, Jolanda BREZOVEC. Absent: Frank GRILJ.

**Maribyrnong High School  
Centre 1977.**

Left to right: Back row: Edi MALJEVAC, Eugene POKLAR, Ivun ZADEL, Tania JAKŠETIČ, Viviana ŠTEPANČIČ.  
Middle row: Teacher: Magda HRIBERNIK, Irene LUDVIK, Vivienne GOMIZELJ, Andrew ZITTERSCHLAGER, Sonja BARBIS, Leanne JAKŠETIČ, Marta SMRDEL.  
Front row: Anne JAKŠETIČ, Maria MINGOT, Ron GOBJANC, Peter NATLAČEN, Suzi MINGOT.



**Box Hill High School Centre 1978.**

Left to right: Back row: Tanja KOKELJ, Štefi GRL, Susan BRUMEN, Lynette DREZGA, Denise AŠENBERGER, Silvia PONGRAČIČ, Rosie PROSENAK.  
Third row: Frank ZGOZNIK, Silvia FERFOLJA, Darko BURGAR, Doris KAMPUŠ, Anne PROSENAK, John MAMILOVIČ, Kay POPOVŠEK.  
Second row: Roman RUTAR, Lilian NANUT, Teacher: Draga GELT, Branko LAŽEVIČ, Lysbeth KOCE.  
Front row: John NOVAK, Jenny VRAN, Adrian ZELE, Sonja NOVAK.  
Absent: Helen DOMINKO, Roman SLUGA, John TREBSA.





**Maribyrnong High School  
Centre 1978.**

Left to right: Back row:  
Tania JAKŠETIČ, Eugene  
POKLAR, Edi MALJEVAC, Viviana  
STEPANČIČ, Susie MINGOT,  
Andrew ZITTERSCHLAGER, Joseph  
PLEVNIK. Middle row: Ingrid  
BREZOVEC, Maria MINGOT, Sonja  
BARBIS, Vivian GOMIZELJ, Anne  
JAKŠETIČ, Ron GORJANC, Peter  
NATLAČEN, Lily JAKŠETIČ.  
Front row: Peter ZITTERSCHLAGER,  
Edi KOČJANČIČ, Mojca BLATNIK  
Teacher: Sandi CEFERIN  
Suzi BALJGAČ, Sonja MAVER,  
Srečko BOGVE.



**Box Hill High School Centre 1978.**

Left to right: Back row: Branko  
TOMAŽIČ, Tom PAVŠIČ. Middle  
row: Tony GRL, Hilda BLAŽEVIČ,  
Katja BIZILJ, Helen PONGRAČIČ,  
Snezna BIZILJ, Sonja VARGLIEN,  
Majda GIJEK. Front row: Loreta  
MAMILOVIČ, Mary ŽELE. Teacher:  
Lucija SRNEC, Miriam SLUGA,  
Tanja VARGLIEN, Silvia ŽELE.  
Absent: Robert LOTRIČ,  
Marta PIRNAT, Peter PIRNAT,  
Magda BLAŽEVIČ.



University High School Centre 1978.  
 Left to right: Back row: Joe BROŽIČ,  
 Zlatko FEKONJA, John BARIČ,  
 Sazy SAKSIDA, Anita SANKOVIČ.  
 Middle row: Ivo PERŠIČ,  
 Elsa KORŽE, Eddie BOLE,  
 Bernard ZUPAN, Elvis TOMŠIČ,  
 Maria TUBOLA, Roma ŠENKINC.  
 Front row: Doris BROŽIČ, Adrian  
 van de LAAK, Teacher: Natasha  
 VINCENT, Peter BRAČKO, Martin  
 PIRC. Absent: Adolf SAMSA



University High School Centre 1978.  
 Left to right: Back row: Irene  
 KALISTER, Michael VUČKO,  
 Mario LIČEN,  
 Middle row: Daniela MAJČEN,  
 Mary SAKSIDA, Andrea VUČKO,  
 Helen VUČKO, Maria LAH,  
 Front row: Frank FEKONJA,  
 Andrew ŠKABAR,  
 Teacher: Maria BOSNIČ, Cvetko  
 OSTROŽNIK, Danny BRAČKO,  
 Absent: Andrew POTOČNIK,  
 Ivan UBIDIH, Sylvia CVETKO,  
 John CVETKO, Frank KURINČIČ



University High School Centre 1979.  
 Left to right: Back row: Joo BROŽIČ,  
 Suzanna SAKSIDA, Olga FEKONJA,  
 Middle row: Stan LJČEN,  
 John BARIČ, Elvis TOMŠIČ,  
 Bernard ZUPAN, Pierre van de  
 LAAK, Zlatko FEKONJA,  
 Front row: Helena KURINČIČ,  
 Angelique van de LAAK, Anna  
 HUDROVIČ. Teacher: Natasha  
 VINCENT, Maria TUBOLA, Anita  
 SANKOVIČ.



University High School Centre 1979.  
 Left to right: Back row:  
 Irene BIRSA, Metod MOHAR,  
 Ivan URDIH, Michael VUČKO,  
 Andrew POTOČNIK, Mary SAKSIDA  
 Middle row: Teacher: Marija  
 BOSNIČ, Daniela MAJČEN, Maria  
 LAH, Andrea VUČKO, Helen VUČKO,  
 Tatjana MOHAR, Irano KALISTER.  
 Front row: Danny BRACKO, Frank  
 FEKONJA, Cvetko OSTROŽNIK,  
 Marjan LONČAR, Mario LIČEN.  
 Absent: Karmen GRIL,  
 David KOVAČIČ, Majda LEBAN,  
 Doris LOGAR, Mark PLESNIČAR,  
 Andrew ŠKABAR

**Maribyrnong High School**

**Centre 1979.**

Left to right: Back row: Majda ŠPACAPAN, Andrew POTOČNIK, Ivan URDIH, Middle row: Ivo PERŠIČ, Danny BRAČKO, Andrea VUČKO, Frank FEKONJA, Mario LIČEN, Peter BRAČKO, Front row: Helen VUČKO, Maria LAH Teacher: Jožica PADDLE-LEDINEK, Innes SMRDEL, Doris BROŽIČ.



**North Geelong High School**

**Centre 1980.**

Slovenian class with the teacher Anne Melnyk.







Slovenian class at Dandenong High School centre, 1981.  
From the left: David BRGOČ, Tania BUTKERAITIS, Ingrid OMAN, George BUTKERAITIS, Sonia GEC, Michelle LENARČIČ, Katrina VRISK, Ferdi, Margaret KRNJAK. Teacher: Draga GELT, Sylvia, Margaret ROZMAN, Sandra GEC, Katrina ŠTRANCAR.



University High School Centre 1991.  
Class session: learning about the time.



The Slovenian VSL school excursion in 1989 to Yan Yuan Dum, an attractive picnic destination north-west of Melbourne. It was one of several excursions held over the years. This one was one of the happiest. Frank Petelin and his father played accordion, we ate and listened and talked in good fellowship.



**Princes Hill Secondary College Centre 1994.**

Left to right: Back row: Marie Louise SPUR, Richard ŠAJN, Leigh THOMPSON, Aleksander BRALETTICH. Middle row: Helena OPPELLI, Anita GODEC, Mateja TELICH, Frances PLUT, Sabina VOGRIN. Front row: Katja THOMPSON, Evgen IGLIČ, Marta IGLIČ, Andrew TOPLAK; Teacher: Sandi CEFERIN, Karen KOHEK, Wendy CESTNIK.



**Princes Hill Secondary College Centre 1994.**

Left to right: Back row: Susie PETELIN, Phyllis ZVER, Teacher: Viki MRAK, Donis RAMUTA, Christina KURE, Sonja ZALJK. Middle row: Katarina PERŠIČ. Front row: Natasha HABJAN, Jonny PETELIN, Christine CESTNIK.



**Princes Hill Secondary College Centre 1996.**

Left to right: Back row: Marie Louise ŠPUR, Sabina VOGRIN, Irene TKALCEVICH, Denis RAMUTA, Elvis, Teacher: Viki MRAK, Aleksander BRALETTICH. Middle row: Katja THOMPSON, Christine CESTNIK, Susie PETELIN, Jenny PETELIN, Natasha HABJAN, Anita GODEC. Front row: Sonja NOTA, Teacher: Sandi CEFERIN, Wendy CESTNIK, Marta IGLIČ, Emina, Helena OPPELLI, Evgen IGLIČ.



**Princes Hill Secondary College Centre 1998.**

Left to right: Back row: Teacher: Pavel ŠRAJ, Iris DIETNER, Sabina VOGRIN, Wendy CESTNIK, Anton SMRDEL, Aleksander BRALETTICH, Irene TKALCEVICH, Teacher: Sandi CEFERIN. Middle row: Pavel ŠRAJ, Sanel FALAN, Evgen IGLIČ, Paula SMRDEL, Michael POLH, Katherine POLH, Jan NOVAK. Front row: Marta IGLIČ, Karen KOHEK, Michelle KOHEK, Louise KOPREK, Damjan KOPREK.



Princes Hill Secondary College Centre 2000.

Left to right: Back row: Marta IGLIČ, Karen KOHEK, Amar FALAN, Katherine POLH, Andrea ŠKRABA, Andrew BRATINA.

Middle row: Teacher: Pavel ŠRAJ, Lenka ŠRAJ, Irena TKALCEVICH, Michael POLH, Jan NOVAK, Natasha SATLER, Patricia ANTAUER.

Teacher: Sandi CEFERIN.  
Front row: Matija ŠRAJ, Melissa BRATINA, Nataša POSTBUŽIN.



Students of Slovenian class at Princes Hill VSL Centre in 2002. From the left: Teacher: Sandi CEFERIN, Michelle KOHEK, Natalie POSTRUŽIN, Melissa BRATINA, Andrew BRATINA and Michael BELJAN. ISSV has arranged scholarships for the students to attend a school in Slovenia for two months. Andrew has already been during his school holidays, and has returned from 6 weeks stay at the Diocesan Gymnasium in Vipava, with vastly improved language skills and a glowing report. The three girls will be going to the Diocesan Classical Gymnasium in Ljubljana, in September 2003. It looks like a successful way of maintaining the language and forging new ties with our mother country.

The Slovenian class of Lucija Srnc at the University HS VSI, Centre in 1993. On the left is Katja Thomson with her Australian lawyer husband Leigh Thompson, who is very keen to learn Slovenian. They traveled to Slovenia in 2002 for the whole year, so that their son may become fluent in Slovenian. Another Australian student of the class is Bruce Chambers, who attends with his son Michael, and has continued his love affair with Slovenian language till today, attending Draga Geli's Slovenian conversation class at the Baraga House in Kew. He has also taken on the role of the moderator for the Slovenian Language Forum on Thezaurus Forums.



Princes Hill Secondary College Centre 2001. Left to right: Back row: Michael POLH, Amar PALAN (VCE). Middle row: Teacher: Sandi CEFERIN, Andrew BBATINA, Katherine POLH, Zalika RIZMAL, Melissa BRATINA, Natalia POSTRUŽIN, Kathlyn TOMAŽIN. Front row: Matija ŠRAJ, Amra BRNJAK, Teacher: Pavel ŠBAJ, Kara FERGEUS, Helena OPPELLI. Other students: Michelle KOHEK, Jan NOVAK, Lenka ŠRAJ



## Accreditation of Slovenian as a Higher School Certificate Subject in Australia

So we began teaching Slovenian in the Victorian state school system in 1977. Slovenian language was an elective accredited school subject – for the first time in the English-speaking world.

There was still a major task to be accomplished: accreditation as a Higher School Certificate (HSC) Year 12 subject, used as one of the subjects for university entrance.

In 1976, when Aleksandra Ceferin first approached the authorities regarding the accreditation of Slovenian as a HSC subject, the process had to be delayed for two years. The state of Victoria was facing the first of its major secondary education reforms.

The process was reinstated in 1979 and completed in 1980. Slovenian became the first subject accredited under the new accreditation system under the authority of the so-named Victorian Institute of Secondary Education (VISE).

The accreditation of Slovenian as a HSC subject was finalized in 1980. In 1981 the first group of students completed Slovenian HSC in Victoria.

Slovenian was accredited by the state school system of New South Wales in 1979, when it was introduced as a subject in the newly established Saturday School of Community Languages in Sydney, New South Wales.

The accreditation process was facilitated by A. Ceferin, who was asked to prepare a syllabus as the initial phase towards accreditation of Slovenian as a Higher School Certificate in NSW. A Committee of three members was set up: Prof. Marvan (Monash University), Prof. De Bray (Australian National University) and A. Ceferin (Manager and Slovenian Course Developer, Victoria). The committee oversaw the introduction and the first year of Slovenian HSC in NSW, the preparation of the examination paper and assessment in 1979.

From 1989 to 1996 Slovenian was offered as a tertiary course of study by Macquarie University, NSW. It was also offered as a long distance course. At the time Macquarie University was the only Australian university offering distance education. It was particularly appropriate for the Slovenian community who characteristically live dispersed throughout Australia.

The lectureship was an interesting attempt to offer Slovenian at tertiary level. Both lecturers – Aleksandra Bizjak and Metka Čuk – were from Slovenia, and enrolments were satisfactory, particularly the first year. The course was partly funded by the Slovenian government, partly by the Australian Slovenian community, and there was a funding and enrolment drive each year, ably conducted for the Slovenian Foundation by Sydney Slovenian Maria Senčar. The lectureship folded for various reasons, the main one being the lack of financial support.

*Learning a language is a complex process, requiring time and persistence. It is the key to deeper understanding of the culture. The rewards are great. One learns more about the world and oneself through the process... I treasure the knowledge of Slovenian – it is my parents' legacy.*

*Sandi Ceferin*

... TO THE SCHOOL ... COURSE ... TO THE ... STUDENTS ... WITH ... ... ... ... ...

them to cope with advanced work in the language studied.

**C. LANGUAGES OFFERED**

Albanian	---	---	---	Thomastown High School.
Arabic	---	---	---	Box Hill, Dandenong, Princes Hill and Thomastown High Schools.
Chinese	---	---	---	Collingwood Education Centre, Dandenong, Glen Waverley, Maribyrnong and University High Schools.
Croatian	---	---	---	Altona North, Dandenong, Glen Waverley, Maribyrnong, Matthew Flinders, North Geelong and University High Schools.
Czech	---	---	---	University High School.
Dutch	---	---	---	Box Hill, Dandenong and Matthew Flinders Girls' High Schools.
Estonian	---	---	---	University High School.
French	---	---	---	Dandenong, Glen Waverley and University High Schools.
German	---	---	---	Box Hill, Dandenong, Glen Waverley and Princes Hill High Schools.
Hungarian	---	---	---	Collingwood Education Centre, Maribyrnong and Springvale High Schools.
Indonesian	---	---	---	Brunswick, Dandenong, Glen Waverley and University High Schools.
Italian	---	---	---	Box Hill, Brunswick, Chadstone, Dandenong, Glen Waverley, Maribyrnong, Matthew Flinders, North Geelong and Thomastown High Schools.
Japanese	---	---	---	Glen Waverley and University High Schools.
Latvian	---	---	---	Princes Hill High School (Latvian House).
Lithuanian	---	---	---	University High School.
Macedonian	---	---	---	Altona North, Collingwood Education Centre, Maribyrnong, North Geelong and Thomastown High Schools.
Maltese	---	---	---	Altona North, Glen Waverley and University High Schools.
Modern Greek	---	---	---	Altona North, Box Hill, Brunswick, Chadstone, Dandenong, Glen Waverley, Maribyrnong, Matthew Flinders, McKinnon, Princes Hill, Springvale and Thomastown High Schools.
Polish	---	---	---	North Geelong and Princes Hill High Schools.
Russian	---	---	---	Dandenong, North Geelong and University High Schools.
Serbian	---	---	---	Dandenong, Maribyrnong, Matthew Flinders, Springvale and University High Schools.
Slovak	---	---	---	Maribyrnong High School.
Slovenian	---	---	---	Altona North, Box Hill, Dandenong, Maribyrnong, North Geelong and University High Schools.
Spanish	---	---	---	Collingwood Education Centre, Dandenong, Glen Waverley, Maribyrnong, Springvale and University High Schools.
Turkish	---	---	---	Collingwood Education Centre, McKinnon, North Geelong, Princes Hill, Springvale and Thomastown High Schools.
Ukrainian	---	---	---	University High School.
Vietnamese	---	---	---	Altona North, Box Hill, Brunswick, Collingwood Education Centre, Glen Waverley and Springvale High Schools.

**D. ACADEMIC YEAR**

1984 Saturday School of Modern Languages circular. Slovenian is offered at 6 centres in the hope of attracting the Slovenian students living in these areas. The attempt did not lead to an increased enrolment, and we returned to fewer, sustainable centres.

#### Review extract

*William W Derbyshire, Rutgers University (Society for Slovene Studies, 1986)*

With the dearth of pedagogical materials available for the study of Slovene language and literature, it is a particular pleasure to have this reader by Ms. Ceferin. Her anthology is one of the very few works to which the student of the Slovene language can turn once he or she has mastered the essentials of Slovene grammar and has acquired a basic vocabulary of the language. Its breadth of coverage is outstanding, and the selections chosen carefully. As such her anthology serves as an introduction to its authors, their works and style from the earliest to the most modern times. It is very comprehensive, with virtually every writer of note represented in this anthology.

#### Review extract

*Helga Glušič, Filozofska fakulteta, Ljubljana Ljubljana, 12. aprila, 1985*  
*Spostovana gospa Aleksandra L. Ceferin,*

Kot kaže vaš izbor in razporeditev gradiva, ste mislili na vse, tako na kronološki red in na poglobitve ustvarjalce v posameznih dobah kot na vsebino, ki seznanja bralca z umetniško tvornostjo, narodnostno vsebino in splošnim humanim sporočilom slovenske književnosti. Pogumno ste zakoračili do naj sodobnejše literature, ki vam je najbrž delala največ težav, kot to poznam po lastnem trudu, saj je iz sodobnega ustvarjanja najteže izločiti najboljše.



The Slovenian Literary Reader was funded by the Victorian School of Languages and produced by Aleksandra and Drago Ceferin in 1984. Presenting a review of the complete Slovenian literary tradition, it continues to be used in the VSL classes today.



SLOVENE SYLLABUS COMMITTEEChairman

Prof. A.J. Dunston      Professor of Latin,  
University of Sydney 2006. 6922473

Members

Rev. L. Ansel      St. Raphael's Centre,  
311 Merrylands Rd. Merrylands 2160  
6377417

Mr. A. Breznik      Secretary, Slovenian School  
Commission of N.S.W.  
P.O. Box 188  
Googee 2034 H-3999061 W-6440325

Mr. J. Docking      Inspector of Schools,  
11 Vernon Street,  
Strathfield 2135 H-765078

Mr. V. Perfolja      6 Gladston Street,  
Lilyfield 2040 H-6606929

Mr. L. Klakocer      17 Gungah Bay Road,  
Oatley 2223 H-574263

Mrs. O. Lah      104 Denman Road,  
Georges Hall 2198 H-6262161

Mrs. M. Lican      29 Kurrajong Avenue,  
Bass Hill 2197 H-722043

Miss M. Mauric      24 Gipps Street,  
Smithfield. 2164

Mr. G. Sims      Multicultural Curriculum Unit  
Co-ordinator,  
Department of Education  
Plaza Building,  
95-97 Pitt Street,  
Sydney 2000 W-2408743 - 2408897

Mr. K.A.B. Strong      Co-ordinator of the Saturday School  
of Community Languages,  
112 Surrey Street,  
Kings Cross 2011 2408854

Consultants/Advisers

Prof. R.G.A. de Bray      Humanities Research Centre,  
Australian National University,  
P.O.Box 4  
Canberra A.C.T. 2600

Mrs. A. Ceferin      President, Slovenian Teachers  
Association of Victoria,  
43 Stockdale Avenue,  
Clayton. Vic., 3168

Prof. G. Marven      Monash University,  
Victoria. 3168

Slovene Syllabus Committee of New South Wales, 1978. The movement to begin the accreditation process started soon after the establishment of Slovenian classes in Victoria and was assisted - to satisfy the Australian educational authorities - by Aleksandra Ceferin who prepared the initial documentation. Victoria also had the advantage of the Saturday School of Modern Languages, where Slovenian could be introduced immediately as an accredited secondary school subject.



# The University of Sydney

N.S.W. 2006

IN REPLY  
PLEASE QUOTE

TELEPHONE: 492 1121

Mrs. A.L. Ceferin,  
43 Stockdale Avenue,  
CLAYTON. VICTORIA. 3188

Department of Latin

18th July, 1978

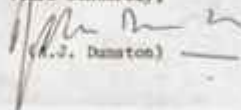
Dear Mrs. Ceferin,

Thank you for your letter of the 15th. I am glad you have been thinking about the prescribed reading texts. To my mind they are most important and I do hope that the textbook you have in mind will prove to be available.

You ask me when the syllabus is needed. The answer is - as soon as possible please. I hope to call a meeting of the syllabus committee within a month. However, there is no further meeting of the Board until September so that if you need extra time we have some in hand. The important thing is to get the syllabus approved in September. When this is done the 2 year course can commence in 1979 and, as I indicated earlier, there can be an examination at the end of 1979 for those who commenced at our Saturday school in 1976.

A specimen examination paper is not essential at this stage, though it would be most helpful if you jotted down some ideas as they come to you. As soon as the syllabus is approved a specimen paper will have to be prepared and circulated.

Yours sincerely,

  
(A.J. Dunston)

*Kind regards to you both*

D.O.

The letter dated 18th July 1978 is part of the correspondence between Prof. A.J. Dunston of The University of Sydney and Aleksandra Ceferin, regarding the introduction of Slovenian as a HSC subject in New South Wales.

# WISE

## Victorian Institute of Secondary Education

Chairman  
Professor Kwong Lee Dow  
Executive Secretary:  
Peter N. Thwaites, O.B.E.

Ground Floor, 49 Spring Street  
Melbourne, Victoria, 3000  
Telephone: 63 4500

21 December 1978

Mrs A.L. Ceferin  
Chairman  
Ad Hoc Committee for Slovene Language  
43 Stockdale Avenue  
CLAYTON 3168

Dear Mrs Ceferin:

In August of this year you made contact with WISE regarding the possibility of introducing Slovene as a Group 2 subject in the proposed WISE scheme.

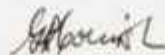
As you may be aware a formal response to your request was postponed until WISE had established the important procedures necessary for subject accreditation. The importance of such procedures was underlined in the policy statement which stated that subjects to be included on a WISE Year 12 certificate would be submitted to specific accreditation procedures.

Since procedures have now been approved by the Council of the Institute I am forwarding a copy of the document 'WISE Accreditation of Year 12 Courses' for the information of your ad hoc committee. This document provides the necessary introductory information and submission guidelines for those wishing to have a subject accredited.

It is expected that the document will be printed and made available early next year, however I have enclosed a preliminary copy for the benefit of your committee.

If there are any queries arising from this document, or concerning a submission for accreditation, please do not hesitate to contact me. I would also be happy to attend any meetings of the ad hoc committee if this was considered useful.

Yours sincerely



G.S. CORNISH  
Liaison Officer  
Curriculum and  
Assessment Branch

Enc.

GBC:ml

## Victorian Institute of Secondary Education/VISE

### HSC Slovenian Group 2 (1980 to 1991)

#### Accreditation Sub-committee for Slovenian Language

**Mrs. A.L. Ceferin**  
Chairman  
Ad Hoc Committee  
for Slovenian Language

**Mr. G.B. Cornish**  
VISE

**Mr. Malaniuk**  
Slavic Studies

**Dr. P.V. Cubberley**  
Senior Lecturer  
Russian Department,  
University of Melbourne

**Mr. Bizij**  
TAFE Lecturer  
Slovenian Academic  
Qualifications

**Mr. G.P. Withers**  
Education

Victoria conducted a major educational reform in 1978 and 1979, which affected the accreditation of Slovenian as an HSC language. Initially there was a delay of two years before the accreditation procedure could begin. Secondly Slovenian became the first so-called HSC Group 2 subject under the new HSC assessment scheme. It became a model for all subsequently accredited languages (eg. Arabic and Macedonian). As such it was subject to intense scrutiny on the part of the Curriculum and Assessment Board. The educational reform was intended to replace the assessment oriented approach in Year 12 subjects, with an educationally sounder approach, which combined and integrated the process of learning with the process of assessment.

In 1979 Victorian Institute of Secondary Education (VISE), which replaced the Victorian Universities and Secondary Education Board (VUSEB), established totally new guidelines for accreditation of Year 12 courses. It was intended that the secondary school system be opened up with the introduction of new subjects, called group 2 subjects, to allow for new innovative courses. This necessitated common rules when presenting for accreditation.

A one year detailed course of study had to be developed which included the following:

- the objectives of the course
- the way in which objectives of the course are related to the main ideas or themes
- the intended learning outcomes of the course in terms of knowledge, skills and attitude
- the course content areas and the detail in which they will be studied
- the relationship between, and integration of, any theoretical, practical and field experience components of the course
- why the course is felt to be of an appropriate educational standard
- the student resources (for example textbooks, equipment, reading lists) that are considered necessary.

It was an exciting and challenging way of envisaging and planning a course. From my point of view it was exactly the right kind of course for a student of Slovenian background growing up in Australia. I envisaged that the language would be taught along with the culture, as the context within which the language exists and develops. In other words, the language would be taught as far as possible through texts on traditions, historical events, stories, poems and songs. At the senior and HSC level literary texts would provide the aesthetic dimension of the language and concepts expressed in it. Learning about Slovenian language and culture in this way would also stimulate interest in Australian culture, develop an awareness and appreciation of literature in general and encourage a comparative approach to languages and literatures.

The HSC Slovenian Course was developed and submitted to the Head of Curriculum and Assessment Branch in 1979. The proposal was accepted and passed on to the Accreditation Sub-committee, which included the course-developer, VISE liaison officer and three members of appropriate experience and background.



The Sub-committee worked through the submission and prepared the text for publication.

In 1981 the first group of students completed the course. They were Robert Lotrič, Andrej Potočnik, Sigríd Vrtačič, Andrea Vučko. Their teacher was Jožica Paddle-Ledinek.

According to accreditation requirements all VCE courses were to be reviewed in 3 to 5 years. Feedback by the teacher and the students was required. In 1983 the Review Committee, consisting of three members, prepared survey forms and detailed questions on all areas of the course. All the students who had completed the course participated in the review. The response was encouraging. Students liked the course and most students liked Slovenian poetry best. In their opinion grammar was the most difficult but also necessary. The responses indicated that no changes to the course design were necessary. It was accredited till 1990.

Subject	Read	Write	Speak	Listen	Lit. apprec.	Home use	Cultural aware
Chinese	H	H	M	M	L	L	M
Czech	H	H	M	M	M	L	M
Dutch	H	H	H	H	M	M	L
French	H	H	H	H	M	M	H
German	H	H	H	H	M	M	L
Greek (Modern)	H	H	H	H	H	M	H
Hebrew	H	H	H	M	H	H	H
Hungarian	H	H	H	M	H	L	H
Indonesian	H	H	H	H	H	H	H
Italian	H	H	H	H	H	L	H
Japanese	M	M	H	H	L	L	H
Latvian	H	H	M	M	M	M	L
Lithuanian	H	H	M	M	M	M	M
Polish	H	H	M	M	H	L	H
Russian	H	M	M	M	H	H	L
Serbo-Croatian, Croatian and Serbian	H	H	L	L	M	L	L
Spanish	H	H	M	M	M	L	M
Turkish	H	H	M	M	L	M	L
Ukrainian	M	M	H	H	H	M	M
Slovenian	H	H	H	H	H	H	H
Maltese	H	M	H	H	M	M	M
Arabic	M	M	H	H	M	L	M

H = 19	H = 17	H = 13	H = 11	H = 9	H = 4	H = 9
M = 3	M = 5	M = 8	M = 10	M = 10	M = 9	M = 7
L = 0	L = 0	L = 1	L = 1	L = 3	L = 9	L = 6

Legend: H = High emphasis      M = Moderate emphasis      L = Low emphasis

Emphases given to language skills - only Indonesian and Slovenian have been identified as giving a consistently high emphasis to all the language skills.



**Victorian Institute of Secondary Education**

Executive Secretary Dr Lindsay D. Mackay

362 St Albans Road, Melbourne 3004  
Telephone (03) 51 9921

5 December 1984

Mrs A Ceferin  
43 Stockdale Avenue  
CLAYTON 3168

Dear Colleague

We wish to advise you that the subject

**Slovenian**

was recently reaccredited by this Institute for a period of  
5 years commencing 1986.

Could I take this opportunity to express our appreciation of your contribution towards the development of VISE courses. The whole project would not be possible without considerable effort from our many voluntary workers who have prepared submissions and been engaged in the process of reaccreditation. You will be interested to know that when the course is available in published form a copy of the Course Description Booklet will be forwarded to you for information.

Yours sincerely

WIN McDONELL  
Assistant Director

JN

HC001 HSC/SC



1.



2.



3.



4.

- 1 The first group of Slovenian HSC students to graduate in 1981. From the left: Sigrid VRTAČIČ, Andrea VUČKO, Andrej POTOČNIK, Robert LOTRIČ, Course Manager: Aleksandra CEFERIN, and teacher Jožica PADDLE-LEDINEK.
- 2 The VCE students of 1986: Tania BUTKERAITIS, Margaret ROZMAN and Diana VERKO. In the centre of the group is the Supervisor of the VSL Centre, Roger LANGDON, with Jožica PADDLE-LEDINEK and Aleksandra CEFERIN. Zdravko REMEC was absent on the day.
- 3 The HSC Slovenian Class 1983. From the left: Jenny VRAN, Sylvia FERFOLJA, Peter KURE, Aleksandra CEFERIN, Michelle LENARČIČ, Suzy SAKSIDA, Srečko BOGVE.
- 4 The HSC Slovenian Class 1982. Aleksandra CEFERIN and Jožica PADDLE-LEDINEK, with students. From the left: Vera SELJAK, Lysbeth KOCE, Darko BURGAB, Bernard ZUPAN, Ivo PERŠIČ, Nick KURE, Sonja GEC. Lysbeth Kocic is the Australian wife of a Slovenian immigrant and the only non-Slovenian to have completed Slovenian VCE.
- 5 The VCE students in Geelong in 1988. From the left: Damian RAMUTA, Tanya SURLAN, Julie KURE and Sylvia KUCHAR.



5.

## HSC SLOVENIAN GROUP 2

REVIEW OF THE COURSE/1983

## QUESTIONNAIRE

You may tick more  
than one box.

- . Which part of the course did you find the most demanding?

Project	_____
Poetry	_____
Prose	_____
Historical Background	_____
Grammar	_____
Writing	_____
Speaking	_____✓
Reading Comprehension	_____

Give reasons for your answers if you wish:

With grammar I found no difficulty whatsoever, the  
open text and photocopied sheets being very easy to comprehend.  
Speaking however, required knowledge of vocabulary that I knew  
only passively, and required that we employ grammar in  
sentences without forethought, hence I found it a little more difficult.

- . Which part of the course did you find the most enjoyable?

Project	_____
Poetry	_____✓
Prose	_____✓
Historical Background	_____
Grammar	_____
Writing	_____
Speaking	_____
Reading Comprehension	_____

Give reasons for your answers if you wish:

The study of literature gave me a greater appreciation  
of the expressiveness of the language.

- . Which part of the course did you gain from most?

Project	_____
Poetry	_____✓
Prose	_____✓
Historical Background	_____
Grammar	_____✓
Writing	_____
Speaking	_____
Reading Comprehension	_____✓



V.S.L. - Centre: \_\_\_\_\_

Student's Name: \_\_\_\_\_

Date: 8 October 1988

SLOVENIAN - Year 12 (CBSEMC)

FINAL WRITTEN EXAMINATION

Time allowed for examination: 3 hours

Consisting of:

	Percentage of assessment by examination
SECTION A - READING COMPREHENSION . . . . .	15
B - GRAMMAR . . . . .	15
C - ORIGINAL COMPOSITION . . . . .	30
D - LITERATURE . . . . .	20
<b>Total</b>	<b>70</b>

Directions to candidates:

- Answer all questions.
- Section B, must be answered in the spaces provided in this booklet.
- Section A, C and D questions must be answered on separate lined pages.
- At the end of the examination, place this booklet together with other answers and hand them in.

Number of pages in this booklet: 7

Number of pages attached . . . . .

Total:

Signed: \_\_\_\_\_

Examination Supervisor

Final Written Examination 1988.

SLOVENIAN YEAR 12 VSLNOTICE OF ORAL EXAMINATION

DATE: 12th October 1988

PLACE: University High School  
Room 122

Ground Floor  
Main Entrance (from Store Street)

10.00 - 9.15 am	Supplek, Tony
9.15 - 9.30 am	Novak, Roland
9.30 - 9.45 am	Poljanec, Lary

10.15 - 10.30 am	Urban, Ivica
10.30 - 10.45 am	Novak, Jozse
10.45 - 11.00 am	Poljanec, Matilda
11.00 - 11.15 am	Novak, Jozse
11.15 - 11.30 am	Novak, Tanya

NOTE: The students are required to bring the text of the poem which they have selected for recital and be prepared for reading and discussion of texts studied this year (with the exception of the poem "Zrak pri Gorah").

Students may exchange the examination times among themselves if they find it more suitable.

Any student who is unable to attend on the day will need to present a medical certificate and make arrangements to be examined within the following eight days.

*A. C.*  
Alexandra S. Cefely  
Slovenian Course Manager

3 October 1988

Notice of Oral Examination 1988.

31 May 1984

The Head  
Curriculum and Assessment Branch  
V.I.S.E.  
552 St.Kilda Road  
Melbourne 3004

EVALUATION AND REVIEW OF YEAR 12 COURSES

S U M M A R Y   S T A T E M E N T

Subject title: SLOVENIAN

Subject category: GROUP 2

Course developer: Mrs. Aleksandra L. Ceferin  
43 Stockdale Avenue Clayton 3168  
tel 544 0585

Number of students taking the subject: in 1981 - 5 students  
1982 - 7 students  
1983 - 6 students

School in which the subject is taught: Saturday School of Modern Languages -  
Education Department of Victoria

Date the review was submitted to VISE: 31 May 1984

The proposal for the review was vetted by the Curriculum and Assessment Branch  
when the course was approved for accreditation (see the course description,  
1.3 Course review).

The focus of the review: the needs of students undertaking the course.

How and why this focus was chosen: this focus was inherent in the nature of the  
course which was designed to serve emotional, cultural and intellectual needs  
of students of Slovenian ethnic background. Discussions with teachers, students,  
parents and among members of the review committee confirmed this viewpoint and  
determined the methodology of the reviewing process.

What data was collected and how: teachers made available to the review committee  
examination papers, examination results and reports of students' progress.  
This was done throughout the three-year period (1981-1983), when the course  
was offered, as part of the reviewing and evaluation process.  
A questionnaire was prepared in October 1983, which the students were asked  
to fill in. Other students (from previous years) were contacted by telephone  
and their answers recorded.

## Victorian Curriculum and Assessment Board (VCAB)

### Educational reform

The VISE educational reform was followed by a second complete overhaul of senior secondary school curriculum and assessment. In 1986 a new authority, the Victorian Curriculum and Assessment Board (VCAB) set up nine Fields of Studies Committees (FOSCs) for all areas of teaching. Aleksandra Ceferin was appointed to the Field of Studies Committee for Languages Other than English (FOSC for LOTE). She was one of the twenty-four members, comprising secondary teachers, experts and theorists on a number of languages. The task of the FOSC for LOTE was to devise a teaching and assessment approach extending over the two senior years, Year 11 and 12.

The process of course development, assessment strategies and state-wide consultation that was to take five years began. From it emerged a two-year senior studies course for all the areas of curriculum, the so-called *Victorian Certificate of Education* or 'VCE'.

The radical educational reform that the process initiated was exciting and challenging. It represented a new way of teaching and assessing. It was to prepare the students for both entry into the world of employment and for further studies. The foundations were laid out in the document referred to generally as Ministerial Paper 6, with the title Curriculum Development and Planning in Victoria. Published in 1984 by the Minister for Education, it was the last of the series of ministerial papers on education started in 1982, aimed at a thorough review of the whole educational system, the way it functions and prepares the young for entry into modern society. It was the definitive document and the guideline for the process of Victorian education reform which was to shatter conservative practices and lead to rethinking of assessment and its function in knowledge and skills acquisition in secondary schooling. It outlined in detail the kind of education which should be provided if all young people were to participate fully and productively in a rapidly changing world.

### Reform objectives

As a basis for a review of education it stated that:

*Students need an education which broadens experience, opens up new opportunities, and ensures that students will succeed in reaching the highest standards of excellence.*

*The guidelines inaugurated an era of collaborative decision-making which would include teachers, parents and students and ensure access and success to all students. They should have access to educational experiences that are challenging, purposeful and comprehensive. All children should experience success at school. They should be assisted in developing a sense of themselves as learners, learn in a variety of ways and in a variety of settings.*

*The curriculum must cover 7 main areas of learning: language and mathematics, the world and its people, participation in Australian society, literature and the arts, personal fulfilment, technical competence, science technology and the environment.*

The paper for the first time also expressed strong support for language learning. Students should acquire proficiency in another language used in the Australian community and develop an awareness of international community, the interdependence of different countries, peoples and economies.

### New Slovenian course

By 1990 the new structure of the curriculum was completed and the process of familiarisation with the new system by the educational community began. Next came development of VCE courses, undertaken by groups of teachers under guidance of VCE and LOTE consultants. A. Ceferin was a LOTE consultant during this period and actively participated in the process of implementation – as VCE adviser and workshop leader, and also as a VCE course developer sample courses for VCE Slovenian, VCE German and Course Development Support Materials.

Subsequently Slovenian and German course samples were used as samples for language course development across the state of Victoria. The Slovenian sample course was used as a model for course development within the Victorian School of Languages. The school at this time had 650 teachers and 39 languages with a great project of professional and course development to carry out.

### NAFLaSSL Languages

#### (National Assessment Framework for Languages at Senior Secondary Level)

Australia in the beginning of nineties had committed itself to equality of languages, equal opportunity, access for all its citizens to their native language. It obviously could not afford to give equal support to all of them. The decision was made to economize. International languages – Asian and European would be supported and funded, so would the larger community languages. In Victoria the major international languages were identified as

French, German, Japanese and Indonesian. The major community languages requiring support according to numerical strength were Italian, Modern Greek, Chinese and Vietnamese.

The remaining languages were supported by funding the Victorian School of Languages and the so-called ethnic schools. The decision regarding the VCE accreditation and the administrative costs involved in running the annual Year 12 VCE written assessment, was taken at the federal level. The nineteen so-called minor languages, including all Slavic languages were to have a common VCE assessment on an interstate basis – as “interstate cooperation languages” with common written assessment. There was some hope that this first step would lead to further shared and standardized interstate assessment and further saving in costs as well as achieving similar standards across the states. In the meantime this was a solution towards implementing the principle that all languages and communities be treated equally and all students be given equal opportunity to complete the language of their choice at VCE level.



LOTE/NAFLaSSL interstate cooperation languages.

Slovenian became one of the nineteen NAFLaSSL languages in Victoria, New South Wales and South Australia. The Senior Studies Boards each took responsibility for a number of languages. In 1989 and 1990 there were more HSC enrolments for Slovenian in New South Wales, so that state took over the responsibility for the Slovenian written examination paper. In all other respects each state had its own HSC courses and prepared their own oral examinations.

The methodology developed in Victoria - the thematic integrated approach (language, text types, grammar, theme), clearly defined work requirements and the assessment process began for Victorian Year 11 students in 1991.

### VCE requirements

The two year VCE course was constructed in 4 semester units, each with its strictly determined tasks, based on four different language skill areas.

The principle governing the specific tasks, was that they were realistic tasks, used in the real world (outside the classroom) and based on real skills, which were extended and broadened over the four semester units. The four skills were defined as:

- Speaking to inform
- Focusing on performance
- Writing
- Reorganising information

Speaking to inform skills area included a conversation, interview, discussion and presentation of a topic. Focusing on performance included announcements, dramatised reading and a performance. Writing included personal and imaginative writing, informative writing, persuasive or evaluative writing. Reorganising information included changing a passage into a different discourse form, using information heard and read, investigating a topic and writing a report.

In addition students were given extended time to complete a folio of pieces for assessment, and prepared for an oral examination including conversation, report and discussion and a role-play. At the end of the year they sat for an examination which tested all the skills that they built up over the four units.

It was a great new approach to the study of languages. Students were given a sense of what it means to communicate and use the language in social interaction. For example the students in 1991 were given as a task in Unit 1 a conversation to be prepared by two or three students working together. The situation was a chance meeting in a chosen setting between the students and a person from Slovenia, who heard them speaking in Slovenian. They expressed amazement, introduced themselves, exchanged some information about where they were from and whom they were visiting. Each group of students came up with their own creative concept and situation. For example one took a young visitor from Slovenia around the Slovenian Religious and Cultural Centre and told him about some of the cultural activities there. The students were given an opportunity to be creative and they used it to the full. The resulting role-plays were interesting and entertaining.



Examination Paper Slovenian 1992  
Paper 1 & Paper 2

### LOTE WORK REQUIREMENT CHART

#### Units 1 & 2

##### Work Requirements

A set of Work Requirements that would fit the Purpose statements

	1. Speaking to Inform	2. Focusing on Performance	3. Writing	4. Reorganising Information
<b>Unit 1</b> 5 Activities	Social and informational conversation (about two minutes per person)	Announcement, program segment (radio, television), recitation or song (about one minute)	Personal and imaginative writing	Change in the form of a passage
	One activity	One activity	One of each	One activity
<b>Unit 2</b> 5 Activities	Interview as interviewer or interviewee (about two minutes per person)	Dramatised reading or story telling (about two minutes per person)	Informative writing	Using information heard and read
	One activity	One activity	Two activities	One activity

At least four identifiable topics in each unit

#### Units 3 & 4

##### Work Requirements and Common Assessment Tasks

Work requirement summary

	1. Speaking to Inform	2. Focusing on Performance	3. Writing	4. Reorganising Information
<b>Unit 3</b> 4 Activities	Discussion or negotiation (about 3 minutes per person)	Sustained presentation or short scripted performance (about 2 minutes per person)	Persuasive, evaluative, personal, imaginative or informative writing	Topic investigation and written report
	One activity	One activity	One activity	One activity
<b>Unit 4</b> 4 Activities	Presentation and defence of a point of view (about 2 minutes of presentation and responses to at least 4 questions or comments)	A performance (about 3 minutes per person)	Persuasive, evaluative, personal, imaginative or informative writing	Combination and adaptation of information provided orally and in writing
	One activity	One activity	One activity	One activity

**Required:** At least four identifiable topics covering a number of different types of topics in each unit.

**Strongly recommended:** One of the topics in Unit 4 should be the topic set for CAT 3 (Victorian languages only)

Memorable from those first years was also the required interview. The teacher used the events taking place in Slovenia to set the interview task. Students were to interview a person who had either just returned from Slovenia, or call someone on telephone, or speak to someone who has been in contact with Slovenia regarding the events. This was a good example how personal interest and a real situation could be used in the new system to enable the student to enjoy the task and give them a feeling that they can communicate in the language.

The principle of integration and contextualisation was used to good purpose in all areas of the Slovenian course. Personal letters to relatives were written and sent, short articles on the topic of Slovenian studies were published in Slovenian publications. Informative texts about events in Slovenia were read and discussed and then used to extend the skill of reorganising information.

The first group of VCE students completed the new reformed two-year course in November 1992. Since then we have had enrolments every year. Several Bosnian students who came to Australia via Slovenia, where they attended school, also enrolled in Slovenian VCE.

### VCE review 2001

In 2001 a review of the two-year VCE course brought some changes. The major change is that a key writing assignment during Year 12, the so-called CAT 1 was replaced with a series of eight strictly defined tasks or Outcomes in Year 11 and six tasks in Year 12. They were to be completed under test conditions and assessed by the classroom teacher.

In addition the new VCE Course Design defined the thematic approach to VCE studies more narrowly into three main themes:

- The Individual
- Slovenian Speaking Communities
- The Changing Society

Within the broad area of the themes, teachers develop their own units or select from sample topics and sub-topics those that suit them or their students, or according to materials they have available. They have to cover all three themes in their course.

'*Slovenian VCE Study Design 2001*' contains a great deal of detail on the new requirements, a sample topic outline and a list of suggested topics under three main themes. In addition it contains an extensive list of up-to-date textbooks, reference books and dictionaries, as well as a bibliography of background material. Cited are also suitable websites and Slovenian publications that might serve as references for exploration of the main themes.

The study design was completed in accordance with the guidelines and requirements of the re-named Victorian Curriculum and Assessment Authority (VCAA), by Aleksandra and Sandi Ceferin in November 2001.

All the information on the VCE Course Design and the extensive list of references, structured and categorised for easy access, is available on the website [www.Thezaurus.com](http://www.Thezaurus.com).



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- 1 "Slovenci fantje" in national costumes make an impressive sight at the VCE Ball. Eric Mrak (left), Simon Griž (centre back) and David Hvalica (hidden) have completed Slovenian VCE.
- 2 VCE students sing the traditional anthem of "matura", Gaudeamus igitur (let's rejoice).
- 3 Aleksandra Ceferin is given a silver commemorative plate from the school community in recognition of her work for Slovenian VCE.

- 4 One of the highlights of the evening was the folk dance performed to perfection by our young Slovenian Australians.
- 5 It is time for catching up, celebrating and chatting. As Prešeren wrote in his "Zdravljica": "...ni lepše je mladenke, kot naše je krvi dekle."
- 6 VCE Ball is a celebration time for teachers too: Aleksandra Ceferin, Lidija Čušin and Lucija Srnec.





On 11th December 1993 we held a great celebration for our young people – seventeen years of Slovenian language teaching in Victoria and twelve years of "matura". The function was held in the Hall of then Slovenian Association Jadran. The orchestra was the popular band "Plave noči", the food was Slovenian, and everyone was invited. The event was well attended by VCE students, both past and present and their parents. It was a great evening of dancing, some speeches and a cultural program, featuring the folk dancing group "Lipov cvet". The "maturanti" of 1993 were given book prizes sent by Slovenska Izseljenska Matica which were awarded by Ivo Leber the Australian representative of SIM. All the VCE students received small gifts of "medeno srce" and the miniature publication Sto narodnih. The two masters of ceremony were Veronica Smrdel and Roland Mrak. All the present students gathered on the stage, sang the "matura" anthem Gaudamus igitur, and then posed for the group photo. Natasha Martinčič and her ensemble Veseli Cankarji from Geelong sang several Slovenian songs, then Erik Mrak, David Hvalica and Simon Grilj performed a comedy sketch Kaplan. We completed the cultural program by singing together, and there was dancing past midnight. It was an evening greatly enjoyed by all.

## **Curriculum and Standards Framework (CSF) for Languages Other Than English (LOTE) and Slovenian Language**

### Impact of the VCE reform on VSL

Parallel to the VCE reform inaugurated with VISE Group 2 subjects and the following review process, a great deal of re-thinking went into pre-VCE primary and secondary school levels 1 to 10. Some of the discussion regarding effective teaching and assessment practices was conducted Australia wide.

As a result the Victorian School of Languages (VSL) undertook major changes in its approach to language curriculum. This included implementing a common standard and approach to teaching across all languages and centres. The task was undertaken by Gil Freeman, the Principal appointed to head the school in 1990. An innovative educator with interest in LOTE curriculum issues, he began gathering around him a talented staff of Area Managers, Senior Teachers and language teachers in the state school system. Some, like Aleksandra Ceferin had been LOTE Consultants, VCE Course Developers and Curriculum Coordinators. Others had been Supervisors, VSL Centre Administrators, Curriculum and Language Coordinators. A number had a specific ethnic background. For all, this was an exciting period, during which the school was at the leading edge in the teaching of LOTE in the state of Victoria.

Professional development of teachers became an issue of primary importance. VSL languages normally taught within the Victorian school system had a sufficient number of qualified teachers. Languages new to Australia had some teachers qualified in their own country. When these were not available well-educated individuals were appointed to teach the classes.

Teachers qualified in a different country often taught in a traditional way. Some did not have much English and it was difficult to integrate them into the system. As a whole, the system operated well, despite the many language groups and dispersal throughout twenty-eight centres. The backbone was of course the Centre itself, and the fact that each language group integrated and linked the students, the parents and the teachers with a common language and cultural background as a bond.

With the advent of the new VCE curriculum and assessment requirements, teachers of different backgrounds had to be brought more closely into the Australian educational system. Under the leadership of Gil Freeman, ably assisted by Curriculum Assistant Principal Elizabeth Kleinhenz and the Area Managers, a systematic and intensive approach to professional development of teaching staff was undertaken. It was to bring them into the latest and best common teaching and assessment practices of the Victorian education system.

## The course outlines

The first fundamental change to teaching at Saturday School was the introduction of the Course Outlines for all languages at all levels. The Course Outlines initiated the thematic, integrated approach to teaching and formalized the concept of continuity for each language. The school had in the meantime been extended to include primary classes, so that the curriculum of the VSL now included all primary and secondary levels (from Year 1 to Year 12).

The development of the Course Outlines was the task undertaken by the Language Coordinators. The school provided a format for the structure of the Outlines. The guidelines specified eight themes or topics appropriate for each level. Each topic was to consist of appropriate activities at that level, assessment tasks, grammatical elements and textbook references.

The developed Course Outlines lay the foundation for a systematic model of LOTE syllabus design. Units of work shared a common organizational focus centred on a topic/ activities based approach which brought together the various elements involved in the teaching and learning of specific content and focused on communication as the central goal.

All instructors working in the VSL were to prepare individual syllabi within the structure of the relevant Course Outlines for their own classes each year. This was in recognition of the fact that while it is necessary for the school to define a common curriculum rationale, methodological approach and organisational focus, the needs and interests of individual students and groups will vary widely across the school. It is therefore important for instructors to design, within the broader curriculum structure, detailed programs which are sensitive to the needs, interests and aspirations of their own students.

## Slovenian Course Outlines

At the beginning of 1991 Aleksandra Ceferin completed '*Slovenian Course Outlines 7-10 and VCE 11-12*', with 8 topics at each year level for lower secondary levels and 12 topics for each VCE level. Slovenian Course Outlines was amongst the first to be completed, particularly at VCE level. The VCE level outlines were subsequently used as a model for development of course outlines in other languages of the VSL, and were used on the Midyear School Curriculum Day to familiarise teachers with a VCE Course Outline in preparation to develop their own.

The topics developed for the Slovenian Course Outlines reflected a strong bias towards culture and cultural activities. They ranged from the personal to a community-based focus. At lower levels focusing on customs and traditions and broadened at higher levels by exploring historical and literary themes, integrating as much as possible the personal and social fields in the suggested activities and the texts selected for study. Literary themes were explored, including the life experience of the poet, the historical context of his literary productions and personal experience of family and friends. Old traditions and customs were investigated whenever possible by talking to grandparents. The topic Family extended to family in Slovenia and personal letters were written as set tasks. Interest in Slovenian music was encouraged and students wrote to a well-known Slovenian ensemble – and received a response.

In 1992 there were two Slovenian classes, the junior levels 7 to 10 were taught by Sandi Ceferin, the senior VCE levels 11 and 12 by Viki Mrak. The VCE level requirements and standards were clearly defined and all students who wished to complete the VCE had to strive to achieve them.

### Changing times

By the 1990ies the junior levels were increasingly attended by adult students, who were keen to learn Slovenian. The classes included all possible school and age levels and a variety of language skill levels. There were students of a young age who spoke and understood Slovenian perfectly but could not read or write. There were teenagers who understood Slovenian, but did not speak at all. There were students who spoke a Slovenian dialect at home and had to study the standard Slovenian almost like another language. Students were expected to achieve an understanding of grammatical structures, essential for learning such a complex and highly inflected language as Slovenian. A particularly difficult and challenging task since few students had any previous knowledge of grammatical concepts.

There were a number of smaller languages in the VSL, where problems of different standards needed to be addressed. It was regarded as a major issue, which had to be addressed in the syllabus.

In 1995 Sandi Ceferin tackled the problem and prepared a multilevel syllabus for her class. The agreed principle was for the whole class to study a common theme. Some activities, such as discussion, grammar lessons and exercises could be conducted for the class as a whole, other activities and tasks had to be set for different levels. Some of these strategies had already been introduced by the VCE course development and it was most useful to plan the VSL three-hour sessions in this way. Sandi produced an exceptional four-level syllabus that helped her organise the demanding multi-level teaching approach.

### Curriculum standards framework

In the meantime Victoria was gradually embarking on another new major educational reform, called Curriculum Standards Frameworks or CSF for short. Some of the preliminary work on new teaching approaches, and assessment according to common standards, had been going on between the states among language educators and theorists.

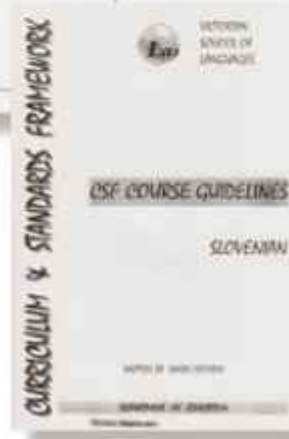
In 1996 the foundations for the introduction of the Standards Framework for all curriculum areas have been laid down and the process of implementation could begin. This meant primarily the professional development of teachers and development of courses that now included primary levels.

The key concepts of CSF for languages were three separate strands, within which language development took place: Listening and Speaking, Reading and Writing.

Seven levels were established defining the skills for each strand at each level. For the first time it was fully acknowledged and taken into account that a student could have advanced speaking and understanding skills, but less advanced writing skills. Or the student may have good reading skills, but less developed speaking skills. In other words, CSF gave acknowledgement that there were different skills involved in language learning and they

SLOVENIAN		CSF II COURSE OUTLINE		CSF II Level: 5A
Theme: Slovenia		Topic: Where to go?		Topic Length: 3 weeks
CSF II OUTCOMES Pathway 2	LEARNING ACTIVITIES IN CLUSTERS	LANGUAGE ELEMENTS	CSF ASSESSMENT Pathway 1	RESOURCES
<p><b>SA 3 (reading)</b> Demonstrate comprehension of key points in a short text of about 200 words by using the information in a different format, for example to produce a list of main points, a simple report, or a simple evaluative comment</p> <p><b>SA 4 (writing)</b> Write about 100-150 words in a logical sequence of simple linked sentences to convey information, ideas, plans or opinions, or to describe an event or experience</p>	<p><b>Plans of where to go – the coast</b></p> <p><b>Cluster 3</b> Students:</p> <ul style="list-style-type: none"> <li>Read a conversation text about places to see in Slovenia "Poglej"; a discussion on planning where to go in Slovenia of the different regions, the diversity of landscapes; the two characters choose to go to the coast for a while, look through brochures</li> <li>Note new vocabulary and expressions</li> <li>Answer questions about where they will go initially; which other places interest them</li> <li>Write a summary of the conversation</li> </ul> <p><b>Cluster 4</b> Students:</p> <ul style="list-style-type: none"> <li>Read again the conversation text "Poglej"</li> <li>Take notes which places will be visited</li> <li>Write a journal entry of the discussion</li> </ul> <p><b>Cluster 5</b> Students:</p> <ul style="list-style-type: none"> <li>Read Slovenian tourist brochures Kompas Holidays</li> <li>Read about the places and hotels in the brochures</li> <li>Take notes on accommodation at a hotel they would like to stay at, where it is, what it offer</li> <li>Write an email to a friend about this hotel</li> </ul>	<p><b>Grammar</b></p> <p>Nouns: gender, accusative case, locative case. Pronouns: personal Adjectives: agreement with nouns, declensions Verbs: past tense, verbs – to be, to go, to see, to visit, to like, to choose, to book, to be interested Adverbs: interrogative Conjunctions: coordinating Direct and indirect speech</p> <p><b>Vocabulary</b></p> <p>Vocabulary and expressions of the texts in the topic</p> <p><b>Text types</b></p> <p>Summary Journal entry Tourist brochure Email</p>	<p><b>SA 3 (reading)</b> Students write a summary of the conversation</p> <p><b>SA 4 (writing)</b> Students write a journal entry of the discussion OR Students write an email to a friend about hotel accommodation</p>	<p><b>Books</b></p> <p>Slovenian Language Manual 1, 2 Teacher generated materials Slovenska beseda v živo Dober dan Slovenščina</p> <p><b>Web sites</b></p> <p><a href="http://www.matkurja.com">www.matkurja.com</a> <a href="http://www.thetrautis.com">www.thetrautis.com</a> <a href="http://www.slovenia-tourism.si">www.slovenia-tourism.si</a></p>

CSF (Curriculum Standards Framework) ushered in a new era in school education. The Victorian School of Languages took initiative in the area of language curriculum, undertaking an enormous amount of work in the professional development of its 700 teachers and in course writing for its 40 languages. The publication *Slovenian CSF Course Guidelines* was an attempt to combine both elements. It contained information on the linguistic elements of the language, sample topics and directions of how to prepare a unit of work. It served as the model for subsequent course writing process and was also used in workshops outside the Victorian School of Languages.



may develop at different rates and that any of the key skills are an essential part of knowing the language and are of value in their own right. It was also regarded as significant that students be given credit for the skill which is their strength and represent their achievement, rather than that the skill which is their weakness which defines and devalues the level of their language competence.

In the new CSF there is also an emphasis on setting out Objectives for each Module or Topic and expressing what has been learnt as a Learning Outcomes.

For 1996 Sandi Ceferin adapted her course according to the guidelines set out in Languages Other Than English (LOTE) Curriculum and Standards Frameworks (Board of Studies Victoria, 1995). This document provided the basis for curriculum planning in Victorian schools for Years Prep-10 and for reporting on student achievement.

At the end of 1995 Aleksandra Ceferin was appointed Assistant Principal for Curriculum and Professional Development and instituted a program of professional development and course development for the VSL. Part of the strategy was to prepare a number of CSF Guidelines for VSL languages that would form the basis for further syllabus development.

Slovenian CSF Guidelines developed together with the Slovenian Coordinator Sandi Ceferin were the first Guidelines developed and were used subsequently as a sample within the VSL, and at state-wide seminars and workshops.



**Above** Class of 1992 is celebrating with books sent by Slovenska Izseljenska Matica. From left: Anne BIRSA, Eric MRAK, David HVALICA, Simon GRILJ, Barbara BROŽIČ, Aleksandra CEFERIN, Viki MRAK, Belinda MARN.

**Left** Aleksandra CEFERIN, Slovenian VCE State Reviewer and Chief Assessor, and Viki MRAK, Slovenian VCE teacher



The class of 1990 at University HS VSL Centre, with teacher Viki Mrak, who had taught a group students, including her own sons Erik and Roland, for 13 years - starting at the Slovenian Religious and Cultural Centre and finishing with the VCE year 12.



VCE Slovenian class at University High School VSL Centre in 1993. In front from the left: Phyllis ZVER, Sonja ZALIK, Christina KUBE, Veronica SMRDEL, Evelyn KOJIC. Second row: Natalie RAMUTA, Nataša MARTINČIČ, Anita KRENOŠ, Tanya KUTIN, Tanya GRILJ. In the back: teacher VIKI MRAK.



Slovenian students and teachers at University High, 1993.



Classes 1997 with Viki MRAK and Sandi CEFERIN. VCE students: Mateja TELICH, Emina and Elvis, the Bosnian students who enrolled for Slovenian VCE.





VCE Class 1994  
Christina KURB, Phyllis ZVER,  
Sonja ZALIK and Katerina PERŠIČ,  
with the teacher Viki MRAK.



VCE Class 1996  
Denis RAMUTA, Christine CESTNIK,  
teacher Viki MRAK, Susie PETELIN  
and Jenny PETELIN.



VCE Top Scorers Awards. Eli RIZMAL is interviewing Sanel FALAN and Pavel ŠRAJ. They achieved over 95% scores.



Slovenian VCE teacher Pavel ŠRAJ with two of his VCE students of 1999: Iris DIETNER and Wendy CESTNIK. Marta IGLIČ was absent on the day.



**VSL High Scorers Award, 1998.**  
Sanel Falan is being congratulated by Phil Honeywood, State Secretary for Multicultural Affairs and the VSL Area Manager, Venetia Kefalianos.



**The class of 1998.**  
Front, from the left, Aleksandra ČEGERIN, Sabina VOGRIN, Paula SMRDEL, Pavel ŠRAJ jun., teacher Pavel ŠRAJ. At the back, Sanel FALAN and Evgen IGLIČ.

The Guidelines contained suggested topics, activities and linguistic elements for levels 4 – 10, a summary of Slovenian linguistic elements, a sample multilevel syllabus, a sample topic developed for levels 4 – 10, a bibliography of Slovenian course books, print, audio, and video resources. There was also a guideline of how to prepare a CSF topic to meet the specific CSF requirements, a generic sample topic on the Family, and lists of CSF objectives and Learning Outcomes for each CSF Level for easy consultation.

During the following years CSF was gradually implemented into the primary and secondary school system. By 2001 there was another curriculum review, followed by a renewed course development effort. The main change was that LOTE now had four separate strands rather than three; the assessment activities have been reformulated, and redefined. Essentially there were no major changes.

In 2002 two new Slovenian curriculum documents were completed and are awaiting publication by the VSL early in 2003. Sandi Ceferin developed CSF II Course Outlines for Primary and Secondary Level. Aleksandra Ceferin prepared Slovenian VCE Course Outlines 1 – 4, incorporating and implementing the changes introduced to the reformed VCE study design of 2001.

## **Institute for Slovenian Studies of Victoria / ISSV 1998**

In 1998, the Slovenian Teachers Association of Victoria (STAV) underwent a change of direction and broadening of scope. Slovenian classes were diminishing and we were now teaching the third generation of students, who no longer spoke or heard Slovenian at home. Slovenian was taught as a Second Language to fewer students and lacked suitable teaching resources.

STAV had done major curriculum work in the two major education reforms, established the VCE and accomplished much. Now it was time to review and question our role in supporting Slovenian language and culture. Where do we go from here? Is it perhaps time to stop? The answer to that last question was still: No! Not as long as VCE students are enrolling for VCE Slovenian and adults are enrolling to learn the language so that they can communicate with relatives and friends when visiting Slovenia.

As the nature of the Slovenian community changed we needed to think of new ways of maintaining Slovenian identity and if possible Slovenian language, despite gradual and definite language loss among the young and movement away from the initial cultural framework represented by Slovenian centres and associations. This was part of a larger issue that affected the next post-migrant generation and needed a broader response by a wider circle of individuals than teachers and the classroom. The question was therefore: how to create for our nearly "lost generation" a kind of ambience, a social circle that would draw them together into a group and provide ways to maintain their Slovenian identity?

The Institute of Slovenian Studies of Victoria (ISSV), established in 1998, is a broader form of STAV with a focus on increasing the reach of language and cultural studies. We have a nucleus of dedicated members, who believe that Slovenian heritage and Slovenian identity are of value and worth handing on to younger generations of Slovenian descendants.

## ISSV Projects

ISSV has undertaken a number of projects with the aim of promoting Slovenian language and culture in Australia and worldwide, providing information about Slovenian studies and establishing contacts with Slovenia. It has contributors in Slovenia. ISSV members regularly visit Slovenia, establishing contacts, gathering resources and undertaking research for the Web presence.

The main and focal project of ISSV is the web node [www.Thezaurus.com](http://www.Thezaurus.com), which incorporates a number of separate projects aimed at promoting Slovenian language, culture and establishing communication. This is the dynamic and constantly growing part of the ISSV work, which has in the meantime reached a global public.

There are other initiatives. In 2001 ISSV has organized four programs in Melbourne for the Australian Reading Tour of Five Slovenian Authors, Evald Flisar, Tomaž Šalamun, Lela B Njatin, Maja Vidmar and Andrej Blatnik. It succeeded in the aim of presenting Slovenian authors to an Australian public. They were also enthusiastically received by a section of the Slovenian community. We took this occasion to present to the Australian public Slovenian Literator – a database of contemporary Slovenian literature in English translation.

We are continually developing a Slovenian curriculum that is up-to-date, intended to target all those with an interest in Slovenia. We have presented a plan for a Slovenian Online Course in Slovenia. We had perceived the need for such a course some years ago and proceeded to develop it. Since the Centre for Slovenian as a Second Language at Ljubljana University is giving serious consideration to development of a Slovenia-based online course themselves, we are now planning to develop a Slovenian coursebook for complete beginners.

In 2001 we completed the VCE Study Design Slovenian, the latest publication for VCE study of Slovenian undertaken by Victorian Curriculum and Assessment Authority (VCAA), providing specific sample units for Slovenian language and extensive bibliographies of references and general study resources.

ISSV also continues with course development for Slovenian language as required by the Victorian School of Languages. In 2001 and 2002, extensive CSF Course Outlines were completed for CSF levels 1 to 10 and VCE Course Outlines.

An important project initiated at the end of 2002 by the ISSV, is the student exchange program for VSL students of Slovenian, particularly the VCE candidates, with two Slovenian secondary colleges. Initially students would spend two months in a Slovenian school, studying Slovenian, attending classes and participating in school activities. The two secondary colleges are the Diocesan Classical Gymnasium in Ljubljana and the Diocesan Secondary College in Vipava. Students have applied for and received funding by the Office for Slovenes Abroad and the Ministry for Education, Science and Sport of Slovenia. The first student has already taken up the scholarship and has spent 6 weeks at the Slovenian school. Three more students will be traveling in September 2003.



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- 1 At Slovenska Izseljenska Matica (Slovene Emigrant Association), Cankarjeva 1/II, Ljubljana. The legendary Kralj Matijaž presides over the table set in readiness for guests.
- 2 SIM, Cankarjeva 1/II Ljubljana is also the place where you meet Slovenes from all parts of the world.

- 3 The reunion: friends often run into each other at SIM. Here Aleksandra Ceferin, Jože and Miha Matkovič and a friend share a drop of good wine. We might almost start saying: next year in Ljubljana.
- 4 Aleksandra Ceferin and Berta Dolinar at SIM. Everyone who has ever requested books or other materials from Matica was never disappointed. Berta personified Matica and what it meant to us. She was the person who dispensed Slovenian culture with generosity, warmth and care, and always received us as old friends. This gatekeeper to Slovenia made sure that we were always welcome.



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- 1 Aleksandra Coferin visited Koroška again in 1999 at the invitation of Nuže Tolmajer, met the poet Tone Pavček and had the opportunity to see him using his skills as poet and actor to help maintain Slovenian language in Austrian schools.
- 2 Aleksandra Coferin returns to Kamnik on every visit to Slovenia, as a place of happy childhood memories. It is a pilgrimage to Mali grad, Stari grad, Štna and the magnificent panorama of the Kamniške planine.
- 3 Teachers Seminar 1997, visiting Brezje. After the mass in the beautiful Brezje church, the Australian teachers are astonished to be received by Father Cyril Božič, who is as pleased to see them as they are to see him.
- 4 The dragon - instantly recognisable by Slovenians everywhere as the emblem of Ljubljana. It was chosen as Thezaurus icon.



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- 1 At Melbourne Airport, Magda Pišotek and Marija Penca who had attended the 1995 Teachers Seminar in Slovenia, are sending off - with best wishes and advice - the teachers attending the 1996 Seminar: Sandi Ceferin, Mary Petelin and Draga Golt. The three week seminars are a rich experience, consisting of language teaching methodology, lectures on Slovenian culture and a tour of Slovenia.
- 2 Teachers Seminar 1997. The teachers from Argentina and Australia are visiting the Slovenian Gymnasium in Celovec. On the left are Lidya Lapuh, Veronica Smrdel and Aleksandra Ceferin.

- 3 These bus rides around Slovenia in good company were great fun. We sang Slovenian songs, often the very popular Waltzing Mathilda, which was sung with great gusto by everybody. The Argentinians sang a hauntingly beautiful Spanish song which we enjoyed but could not learn so quickly. However we really got together singing Slovenian tunes.
- 4 Teachers Seminar 1997, the Slovenian Consulate in Celovec. On extreme right is Nužež Tolmajer, who did so much to make the visit of Koroška both informative and enjoyable.





thezaurus

Royal Melbourne Institute of Technology  
School of Creative Media

In conjunction with  
Institute for Slovenian Studies of Victoria  
Invite you to attend

Slovenian Literature Reading (in English):  
**FROM THE HEART OF EUROPE**  
literary walkabout of 5 slovenian writers



Tomaz Salamun



Evald Flisar



Maja Vidmar



Andrej Blatnik



Lola B. Njatin

with the official launch of  
**literator.net**

a web archive of modern Slovenian Literature  
project of the Institute for Slovenian Studies of Victoria

at **RMIT, radio theatre**  
Building 9, Cnr. Bowen Lane and Franklin Street  
2nd august, at 6.30 pm

Their work has been translated into English and other languages, and is highly regarded by the reading public outside their own country. They have led Reading Tours in USA, Latin America, Europe and this year in Australia.

They represent Slovenia – one of the youngest and the oldest states of Europe – a country and a people which have retained their language, identity and culture over 1500 years, in the face of all the attempts to submerge it. To the Australian public they wish to present the spirit of Slovenian poetry and a nation, which has more poets and writers than politicians.

You are warmly invited to attend the program at RMIT, where you will have the opportunity to hear and meet these ambassadors of Slovenian culture, and also to be introduced to Slovenian Literator – the innovative literary web project of the Institute for Slovenian Studies of Victoria.

Australian Reading Tour of Five Slovenian Authors took place in August 2001 and was an unforgettable event. Evald got in touch with the Institute sometime in January and we were immediately prepared to do our best to publicize the event. We ended organizing 4 readings in Melbourne: Monash University, Royal Melbourne Institute of Technology, Victorian Writers Association and for the Slovenian community, at The Slovenian Religious and Cultural Centre. In preparation for the tour there were articles in Mislj, information and readings on Slovenian radio programs, posters were designed, photocopied, distributed and invitations sent. We used this occasion to launch the Internet project Slovenian Literator, a data based application of Slovenian literature in English translation. The tour was a great success, promoting Slovenia and Slovenian literature. One of the outcomes was, that a short story by Andrej Blatnik was included in 2004 General and Comparative Literature course by the organizer, Dr. Slobodanka Vladj-Glover. It was also the first step towards possible establishment of a Slovenian lectureship.



Slovenian literature reading.  
The five authors at the Baraga  
House in August 2001.

Thezaurus

# Iz Avstralije po slovensko v svet – in nazaj

**Sporočamo vam, da smo v Avstraliji vzpostavili slovensko spletno stičišče (na naslovu [www.thezaurus.com](http://www.thezaurus.com)). Gre za projekt pod pokroviteljstvom ministrstva za šolstvo v Viktoriji, ki je sponzoriralo Jezikovna združenja v okviru Languages Other than English v Viktoriji. Tako so pred kratkim Aleksandra Ceferin, Sandi Ceferin in Chiron Morpheus v »pismu o nameri« oblikovali svojo zamisel, da bi v Avstraliji vzpostavili slovensko spletno središče, predvsem v pomoč učenju slovenščine na sodoben način.**

**P**redvsem smo želeli, pojasnjuje prof. Aleksandra Ceferin, izkušena profesorica na jezikovni šoli – sicer rojena v Sloveniji, vendar je domala vse življenje prebivala v avstralskem Melbourneu – »s projektom Thezaurus na eni strani in zbirki in združitvi jezikovno in kulturno gradivo, ki ga potrebujemo pri učenju slovenskega jezika in predstavitvi Slovenije angleškemu govornemu področju. Ne želimo torej zgraditi le internetnega arhiva s slovenskimi jezikovnimi in kulturnimi viri, temveč tudi, ali predvsem, spletno stran uporabljati kot internetno stičišče, kot učno orodje in nekakšen pripomoček za učinkovitejšo in lažje delo v pogosto kaotičnem mednarodju.«

## Avstralska država se naprejo podpira multikulturalnost

Kot je že poznala, je projekt, »ki je zdaj v močnem fazi, a kot kažejo že prvi odzivi, na dobi poti, da se polno uveljavlja,« nastal pod pokroviteljstvom ministrstva za šolstvo v avstralski zvezni državi Viktoriji. Omenjena institucija je denarno podprla jezikovna združenja v okviru Languages Other Than English v Viktoriji, da bi razvili spletno stran s jezikovnimi in kulturnimi viri. Tako naj bi seveda vrhnila znanstvene in učne jezikovne multikulturalne družbe dananjše Avstralije, sodelovali učitelji in učence za uporabo sodobnega medija – interneta, vzpostavili komunikacije med učitelji in učenci in šolami, ter kulturne vezi z matičnimi deželami.

»Pobudo smo z našim spletnim stičiščem [www.thezaurus.com](http://www.thezaurus.com) nadgradili v prvi in najbolj kompleksen online projekt med vsem 44 jeziki v okviru LOTE. Obenem

je slovenščina tudi prvi jezik v Avstraliji, v katerem je internetni jezikovni tečaj vključen kot integralni del učnega programa,« pojasnjuje sogovornica.

## »Sloveniana« želele deležna velikega zanimanja

Z zamisljivo o slovenščini na spletnem stičišču so hoteli, kot dodaja, povzeti pluralistično strukturo tega omrežja, da bi na njem uravnoteženo in kakovostno predstavili slovenski jezik, kulturo in deželo, da bo razumljiva znanjema opazovalcu, torej človeku, ki prihaja iz drugačnega kulturnega konteksta in ki ni seznanjen s pogosto zelo »hermetičnimi identifikatorji slovenske kulture«. Tako so že oblikovali spletni arhiv Sloveniana, kjer so začeli predstavljati slovenske etnografske posebnosti. Za zdaj je po dlem uspehom že mogoče najti serijo člankov o slovenski

kulturi. Pripravljajo se tematske predstavitvene strani slovenske likovne umetnosti in antologije (angleških prevodov) slovenske književnosti.

V sami arhitekturi so se po njenih besedah že v začetku nametno običajnih kronoloških ali linearnih razdelitev odločili za tematsko ureditev vsebin. Na spletnem stičišču Thezaurus so svedli tudi dva diskusijska foruma – eden je namenjen njihovim študentom slovenskega jezika, drugi je splošen in prinaša izjemno zanimive diskusijske teme kot so: venetska teorija o nastanku Slovencev, promembni Slovenci, slovenska identiteta, etnografske značilnosti Slovenije itd. V program so se, kot se dodaja prof. Aleksandra Ceferin, že vključili nekateri priznani slovenski intelektuali iz domovine in od drugod po svetu.

Dragica Bošnjak

Dnevnik, 19.9.2001

V Avstraliji pripravljajo slovenski literarni zemljevid na internetu

# Slovenian Literator

Spletna antologija slovenske literature s podatki o avtorjih

V Društvu slovenskih pisateljev je Aleksandra Ceferin, direktorica ustanove Institute for Slovenian Studies v Melbourneu, predstavila projekt svetovne spletne strani Slovenian Literator, ki naj bi obsegala vsa v angleščino prevedena dela slovenskih pesnikov in pisateljev, podatke o avtorjih, literarnozgodovinski oris idr.

V Ljubljani rojena Aleksandra Ceferin je v Avstraliji (tja se je preselila leta 1950) kot članica komisije za maturitetno reformo na področju jezikov vpeljala slovenski jezik na srednješolski in maturitetni stopnji v Viktorijanški štoli za jezike, pripravila in objavila je Slovensko literarno besedilo in ustanovila Slovenian Teachers Association of Victoria (1976), pozneje preimenoval v Institute for Slovenian Studies of Victoria. »Z informacijsko tehnologijo,« je povedala Aleksandra Ceferin, »so se razpršeni slovenski skupnosti pokarale nove možnosti pristopa k slovenskim jeziku in kulturi, le posebno izseljenecem tretje generacije, rojene v Avstraliji, ki ne znajo slovensko in je zanje Slovenija nekakšna romantična pravljiča.«

Tako so na inštitutu že zasneli spletno stičišče Thezaurus.com in spletno revijo Sloveniana, z novim projektom, Literatorjem, pa nameravajo posnovirati slovensko literaturo. Literator je razmišljen kot spletna antologija slovenske literature in bi v prvi fazi zajemal sodobno slovensko književnost, postopoma pa vsa literarna obdobja (na prvi predstavitvi Literatorja avgusta letos v Melbourneu so kot demonstracijski model uporabili antologijo *Terza incognita - Slovenian Writing 1945-1995*, ki jo sestavlja Alej Debeljak). V Ljubljani naj bi se dogovorili za sestavo uredniškega odbora, ki bo izbral avtorje in njihova beseda (ta bodo v Literatorju, čepasljena v nujnem obsegu, z možnostjo tiskanja in seveda prevedena v angleščino). Ceferinova pa je prila inčag tudi finančno podporo. Čeprav knjižarnih tiskalnic ni hotela ali čista povedati, kot je tudi postala odprto vprašanje, katera slovenska ustanova,« društvo pisateljev, kulturno ministrstvo? – naj bi pripetala delav za ta projekt (avstralska vlada naj bi jih nekaj že odobrila). Znanost tega slovenskega literarnega zemljevida na spletno lahko najde na [www.slovenian.literatur.net](http://www.slovenian.literatur.net). (zv)

Delo  
sreda, 19. septembra 2001

Literator.net

## Navigator v književnost

*Projekt, ki bi lahko bil promocijsko  
orodje slovenske literature*

Ljubljana – Medtem ko slovenska literatura že dolgo razmišlja, po kateri poti v svet, je svet kar sam prišel ponjo. No, vsaj približno tako; naša avstralska rojakinja Aleksandra Ceferin je namreč skupaj s sodelavci Institute for Slovenian Studies of Victoria pripravila model spletne predstavitve slovenske literature in ga včeraj predstavila v Društvu slovenskih pisateljev.

Ceferinova, leta 1932 rojena profesorica nemškega, angleškega in slovenskega jezika, ima bogate izkušnje s počevanjem slovenščine med slovenskimi izseljenci in promocijo slovenske kulture na avstralski celini. V zadnjih letih se je po njenih besedah izkazalo, da je internet najbolj učinkovito predstavitveno sredstvo. Zato so razvili spletno spletno Thezaurus, ki povprečno 28.000 obiskovalcem na mesec postreže z izbranimi informacijami o Sloveniji; med drugim vsebuje spletno revijo Sloveniana, učilnico slovenščine, spletno galerijo, slovenske poveza-ve. Po novem je njegov sestavni del tudi Literator.net – antologija sodobne slovenske literature oziroma slovenska literarna kartografija 1945–2001.

Za zdaj boste na spletnem naslovu [www.slovenian.literator.net](http://www.slovenian.literator.net) našli le demonstracijski model, ki je za podarčkovno osnovo vzel Terra Incognita – Slovenian writing 1945–1995 Aleša Debeljaka. Razširitev na druge relevantne poveljne avtorje, pomejše pa tudi na starejša literarna obdobja je odvisna od podpore, ki jo bo projekt dobil v slovenski javnosti in pri pristojnih ministrstvih.

Načrt predvideva, da bodo avtorji predstavljeni z biografijo, bibliografijo, krajšo kritično umestitvijo in s »spletu prijazno«  
dolžino odlomkov iz

ključnih tekstov, tekst v celoti pa bi bilo mogoče natisniti z založnikovim dovoljenjem. Preprosto je zasnovano tudi delovanje literatorjeve uredniške pisarne; za vsotop vanjo bi bilo potrebno le geslo, ne zahteva pa posebnih računalniških znanj.

Merila za izbor avtorjev in njihovih del naj bi bila v rokah uredniškega odbora, ki naj bi ga oblikovala slovenska literarna javnost sama. Za zdaj je predvideno, da bodo vsa besedila v angleščini, kar bo v nekaterih primerih težava, naj niso vsi avtorji prevedeni. Morda bo postavitev spletne antologije spodbudila prevajanje, odprta pa je tudi možnost vnašanja tekstov, ki so prevedeni v druge tuje jezike.

Ambicije Ceferinove in njene ekipe se ne ustavljajo le pri slovenski literaturi. Ker svetovni splet nima enotne destinacije, kjer bi bila predstavljena vsa svetovna literatura, nameravajo Literator.net ponuditi kot osnovo tudi drugim državam.

Ceferinova upa, da bo slovenska javnost njihovo pobudo uvidela kot promocijsko možnost in ji namenila ustrezno finančno podporo. V nasprotnem primeru se bo obstoječa baza spremenila v še en spletni nagrobnik.

Valentina Plahuta Simčič

O projektu slovenski.literator.net

Večer 10.9.2001

# Slovenska literatura na internetu v angleščini

*Slovenska literarna kartografija 1945–2001 - Zamisel dali slovenski izseljenci v Avstraliji, realizacija pa odvisna od slovenskih literarnih krogov in slovenske države*

Slovenski literator je ime najnovejšega projekta inštituta za slovenske študije Victoria v Avstraliji, s katerim slovenski izseljenci v Avstraliji z Aleksandro Ceferino na čelu poskušajo predstaviti slovensko literaturo v angleščini na internetu.

Kot je povedala Ceferinova, si je inštitut za slovenske študije Victoria zadal kot svojo glavno nalogo predstaviti Slovenijo in njeno kulturo angleško govorečemu svetu. Pri tem se ozirajo predvsem na mlajše generacije slovenskih izseljencev, ki o Sloveniji vedo le najosnovnejše, prav tako pa imajo le pasivno znanje slovenščine. Z modelom spletne antologije slovenske književnosti, ki bo predstavljala izbor ključnih slovenskih avtorjev in odlomkov njihovih najbolj reprezentativnih del v angleščini, pa bi omogočili globlje razumevanje slovenske literature in kulture.

Ceferinova je poudarila, da bi se s tem projektom slovenski literarni sceni in Sloveniji nasploh hkrati ponudila tudi možnost promocije v svetu. "Kot model slovenske literature kartografije ponuja literator svojevrsten izziv in enkratno priložnost slovenskim avtorjem in slovenskim literarnim teoretikom, da kot literarni kuratorji pristopijo k sprotneemu oblikovanju slovenske literature in njeni umestitvi v svetovne literarne tokove," je povedala Ceferinova. Sedaj je mogoče videti na spletni strani [www.slovenian.literator.net](http://www.slovenian.literator.net) demonstracijski model projekta slovenskega literatorja, ki temelji na delu Aleša Debeljaka Terra Incognita - Slovenian writing 1945 - 1995. Načrt slovenskega literatorja namreč je v prvi fazi predstaviti le sodobno poveljno slovensko književnost. Ceferinova je povedala, da so oni prišli do zamisli, da pa je sedaj od Slovenije odvisno, kako se bo celotni projekt predstavil in razvil. Da bi predstavljena dela na spletnih straneh ustrezala določenim strokovnim kriterijem, so si v okviru projekta zamislili uredniški odbor. "Kdo ga bi sestavljal in kako bi se v odboru odločali za izbor avtorjev in njihovih del, je stvar slovenskih literarnih krogov," je rekla Ceferinova. Poseben problem predstavljajo prevodi slovenskih literarnih del v angleščino, ki jih sicer ni malo, so pa še vedno pomajnkjivi. "Mogoče bi se sprva prevedli le določeni odlomki del, ki bi jih predstavili na internetu. To pa bi lahko bila vzpodbuda za prevod celotnega dela," je dejala Ceferinova.

Uradna predstavitev literatorja je bil že avgusta letos v Melbourne, sedaj pa je Ceferinova prišla v Slovenijo, kjer bo s pomočjo društva pisateljev Slovenije poskušala navezati stike s predstavniki vlade, ki bi projektu priskočili na pomoč. Tudi finančno, saj brez dodatnega denarja projekt ne bo zaživel. Do sedaj so pri realizaciji projekta z denarjem pomagali avstralska vlada, nekaj pa tudi naše ministristvo za kulturo.

Katrin Mlakar

The project Slovenian Literator is intended to present Slovenian literature in English translation on the Internet. Its presentation on the Internet is an original concept designed by Chiron Morpheus as a data application, making possible a growing archive of the best and most representative Slovenian literature. It was launched in Melbourne in August 2001 on the occasion of the Australian Reading Tour of five Slovenian authors. Aleksandra Ceferin presented it in Slovenia on 18 September 2001 at the Association of Slovenian Writers. It had a great response in Slovenian media. Articles appeared in Delo, Večer, Dnevnik, on the internet, radio and television.

Učenje po internetu

# Slovenščina za »izgubljeno generacijo«

Prof. Aleksandra Čeferin predstavlja multimedijški spletni tečaj slovenskega jezika za otroke slovenskih izseljencev v Avstraliji in drugih državah z angleškim jezikom

V državah, v katerih živijo slovenski izseljenci in njihovi otroci, učenje slovenskega jezika poteka na osnovnošolskih in srednješolskih sobotnih tečajih v slovenskih klubih, verskih središčih, v Avstraliji pa tudi na državni šoli *Victorian School of Modern Languages* v Melbourneu. Tu lahko učenci med ostali izbirnimi predmeti, med njimi je 42 jezikov, opravljajo celo maturo iz slovenščine. Učni načrt, pedagoško gradivo in maturitetni izpit za slovenski jezik je pred 25 leti začela pripravljati prof. nemščine Aleksandra Čeferin, ki je zdaj direktorica Viktorijskega inštituta za slovenske študije v Avstraliji (ISSV – [issv@thezaurus.com](http://issv@thezaurus.com)).

Inštitut nadaljuje poslanstvo predhodnika, Slovenskega združenja učiteljev v Viktoriji (STAV), ki je od leta 1976 skrbelo za pedagoške potrebe slovenskih priseljencev in njihovih potomcev. Ob razvoju informacijske tehnologije v sloh so na inštitutu na pobudo ministrstva za izobrazbo zvezne države Viktorije razvili dejavnost s spletnim slovarcem Thezaurus ([www.thezaurus.com](http://www.thezaurus.com)). Zajema več projektov, ki predstavljajo Slovenijo, slovenski jezik in kulturo angleško govorečim prebivalcem, ki jih to zanima, še zlasti tako imenovani »izgubljena generacija« potomcev slovenskih izseljencev.

Gre za tretjo in celo že četrto generacijo Slovencev v Avstraliji in drugod po svetu, ki se počasi staplja z angleško govorečim svetom in išče svoje koritne, tarlaga prof. Čeferinova. Interes za tovrstne informacije je zelo velik, saj imajo na Thezaurusu vsak mesec v povprečju 30.000 obiskov, od katerih jih je 45 odstotkov iz ZDA, 30 odstotkov iz Avstralije, 18 odstotkov iz Slovenije, sledijo Kanada, Nizozemska, Velika Britanija, Nemčija, Italija, Ruska federacija, Belgija, Brazilija, Grčija, Češka, Francija, Španija; obiske imajo iz 44 držav po svetu.

Na Thezaurusu je mogoče najti spletno učilnico *Slovenian1*.<sup>1</sup> ([www.thezaurus.com/slovenian1/](http://www.thezaurus.com/slovenian1/)) v predstavitvi



Prof. Aleksandra Čeferin

slovenske slovnice, podatki o tečajih slovenščine v Avstraliji in Sloveniji, podatki o maturi itd. Tu objavljajo tudi spletno učilnico *Web classroom*, kjer obiskovalci najdejo po temah združene spletne vire o Francetu Prekernu, ljubem Plečniku, Triglavskem narodnem parku itd. Zanimiva je tudi spletna revija *Sloveniano* s trenutno 39 članki o naravnih in kulturnih dediščinah Slovenije.

Med načrtovanimi projekti je tudi multimedijški triletni spletni tečaj slovenskega jezika. Obiskovali naj bi ga

predvsem srednješolci in odrasli, ki se želijo učiti slovenščine. Nastal je na podlagi bogatih tridesetletnih izkušenj poučevanja slovenščine v Avstraliji, od prvega rodu otrok slovenskih priseljencev, ki doma govorijo slovensko, do tretjega, za katerega je angleščina prvi jezik; na tečaja naj bi se slovenščine učili kot tujega jezika.

Ker gre za prostovoljno in samostojno učenje, morajo biti učne lekcije dovolj zanimive in uporabne; učence pa naj iz njih izve tudi kaj o Sloveniji. Vsaka lekcija naj bi vsebovala zgodbo, denimo prihod mladega Slovencev v Ljubljano in potepanje po prastopnici, obisk železnice, postaje in turistične agencije, pri čemer

se uči vkladnostnih fraz in dialoga. Tema naj bi sledile vrste jezikovnih struktur, razlaga prof. Čeferin. Tako naj bi se učence učili branja, razumevanja, pisanja in govorjenja v slovenščini, pri tem pa bi lahko uporabljal tudi vire iz Thezaurusu. Metoda z gradivom so uspešno preizkusili lansko leto v slovenskem razredu na viktorijski šoli.

Prof. Čeferin pravi, da je med po svetu živimi Slovenci in njihovimi potomci zanimanje za takšen tečaj zelo veliko, saj jih velika večina nima priložnosti za učenje slovenščine. Tečaj je že predstavila slovenskemu ministru za izobrazbo, od katerega pričakuje profesionalno in denarno podporo ali morda odkup projekta. Svetovalka vlade **Melita Steiner**, ki je pristojna za Slovene in slovenščino po svetu, je povedala, da bodo za strokovno mnenje o tečaju zaprosili Center za slovenščino kot drugi tujina tuji jezik na Filozofski fakulteti v Ljubljani in če bo pozitivno, bodo projekt podprli.

**Andreja Žibert**

V Avstraliji štiri do pet let stari otroci obiskujejo razred tako imenovane priprave na šolo, šestletniki pa gredo v 1. razred šestletne osnovne šole. Sotarje nadaljujejo v 7. in 8. razredu tamkajšnje nižje srednje šole (SS), v 9. in 10. razredu srednje SS ter 11. in 12. razredu višje SS. Prof. Čeferin pravi, da se večina učencev šola 12 let. Priprave na maturo, ki je od leta 1990 dvoletni tečaj, potekajo v 11. in 12. razredu. Opravljena matura je pogoj za študij na univerzi, vendar morajo dijaki, ki želijo na določene fakultete, izbrati predpisane maturitetne predmete, za študij medicine denimo vse znanstvene predmete itd. Maturu morajo opravljati iz najmanj štirih predmetov – med njimi sta obvezni matematika in angleščina (kot maternščina) – dijaki pa se večinoma odločijo za pet, nekateri tudi za šest in sedem predmetov, saj tako dobijo dodatne točke. Na posebno pobudo avstralske vlade lahko maturanti dobijo dodatne točke, če poleg angleščine opravljajo maturo še iz drugega jezika. Pri tem je slovenščina popolnoma enakovredna drugim svetovnim jezikom.

Slovenian for "the lost generation" is the name of the article that appeared in Delo, 26 November 2001. Andreja Žibert interviewed Aleksandra Čeferin on the state of Slovenian language in Australia and its maintenance as a secondary school subject in the school system. They also spoke about the multimedia internet course that she had completed together with Sandi Čeferin and presented at the Ministry for Education, Science and Sport.



**Internet v slovenskem  
razredu Viktorijske šole za  
jezike, Education  
Department of Victoria  
Saša Ceferin**

Vedno bolj se zavedamo, da nas internet vodi na rob nove informacijske revolucije. Učenci se v šolah učijo uporabljati internet, da na njem dobijo najrazličnejše informacije z vsega sveta in komunicirajo z ljudmi, ki jih zanimajo podobne stvari, ne glede na meje in daljave. Šolski vzgojitelji razmišljajo o možnostih, ki jih ponuja internet. Začenja se nova doba učenja in poučevanja, ki



*Chiron Morpheus s slovenskim razredom*

jo lahko primerjamo z revolucijo tiska v 15. in 16. stoletju.

Pri učenju jezikov se stvari razvijajo zelo hitro, vendar je vse šele na začetku – razvoj, znanje in preizkušnje. Viktorijsko ministrstvo za šolstvo je sprožilo živahen razvoj interneta za številne jezike s tem, da je jezikovnim organizacijam v Viktoriji ponudilo finančno podporo in izobraževanje. Vsaka organizacija je morala razviti svojo spletno stran in usposobiti še druge učitelje. Slovenska spletna stran [www.thezaurus.com](http://www.thezaurus.com) je bila prva online in žanje odobravanje in pohvale za svojo obširnost.

S tem našega dela seveda ni konec, kajti spletna stran je namenjena uporabi. Treba jo je približati vsem, ki se učijo slovenskega jezika ali se zanimajo za slovensko kulturo. Zavedati se morajo, da je stran dinamična, da ima vedno nove ponudbe in sodelavce, ki se za njen razvoj zavzemajo. Zdaj je na spletni strani [www.thezaurus.com](http://www.thezaurus.com) pod naslovom Sloveniana trinajst člankov, ki opisujejo izrednosti in posebnosti slovenske kulture in naroda. Ima dva diskusijska foruma, enega za mlajše, enega za odrasle, z različnimi temami. Vsak se lahko oglasi in pove svoje mnenje ali napiše prispevek. Veliko je informacij o slovenskih tečajih, učnih tekstih, slovenski slovnici in podobno. Neposredno je povezana s slovenskim omrežjem Mat Kurja, ki nudi obilico spletnih strani in raznovrstnih podatkov o sodobni Sloveniji.

Thezaurus je že vključen v pouk slovenskih razredov Viktorijske šole za jezike v centru Princes Hill Secondary College. Chiron Morpheus je učence že uvedel v Thezaurusa in njegove posebnosti. Pred šolskimi počitnicami je učiteljica Saša Ceferin učencem 6. – 10. letnikov že dala prvo nalogo z interneta. V Thezaurusu morajo poiskati slovensko spletno stran Kulinarična Slovenija, prebrati besedilo, odgovoriti na nekaj vprašanj in vnesti kot svoj prispevek izbran kuharski recept. Cilj takšnih nalog je povečati znanje o spletni strani [www.thezaurus.com](http://www.thezaurus.com) in Sloveniji, ter hkrati dvigniti samozavest in razviti spretnost pri uporabi interneta.

V Viktorijski šoli za jezike je slovenski razred prvi, v katerem se učenci na ta način seznanjajo z nameni in rabo interneta.

The article in *Misli*, May 1999:  
Internet in Slovenian class  
at the Victorian School of  
Languages, by Saša Ceferin.



Thezaurus Front Page with the main menu. Thezaurus website was designed for the Institute for Slovenian Studies of Victoria by Chiron Morpheus, who continues as the webmaster. It was published in January 1999, and has become one of the most successful Slovenian websites, having reached 125,000 hits monthly by the end of 2002.

## New Technology: Thesaurus and the Internet

In the nineties information technology was beginning to make an impact in Australia, not only as an important medium of communication, but also as a significant tool for acquiring knowledge. We heard of amazing initiatives such as the global classroom, where children were learning to communicate and share knowledge in unprecedented ways. The developing web-based technology offered new possibilities and exciting challenges for education and ushered in a new phase of Slovenian language teaching.

In 1998 the Department of Education, Employment and Training of Victoria provided language associations of Victoria, including ISSV, with funding and professional development to establish language websites for the use of teachers and students.

However we envisioned a broader concept than the one set by the sponsor. We aimed to develop a website suited to the unique needs of our community. We saw a small widely dispersed language group, with few new migrants and second and third generation young adults rediscovering their cultural roots, planning to visit Slovenia and speaking with relatives in Slovenian.

We further decided to extend the target group to encompass all the English speakers. We argued that the Internet is by definition a global medium, and so we should develop a website that would meet the communication needs of Slovenes anywhere in the world.

From such thinking gradually emerged the website Thesaurus.com. Three ISSV members undertook the project of creating the website: Aleksandra Ceferin, Chiron Morpheus and Sandi Ceferin. Their combined expertise comprised language teaching methodology, course development, classroom teaching, Web design and Web development.

The work for the Thesaurus website began in 1998. It is based on a broad concept and vision for the maintenance of Slovenian identity – a sense of who we are and where we are going in the modern world. The website is an expression of our sense of pride in our origins, our language, our continued existence as a separate independent people, despite the pressures brought to bear on us to change. Thesaurus is also a vehicle for further projects on the Web, structured in such a way that projects can be included and expanded according to need.

[www.thesaurus.com](http://www.thesaurus.com)

The name Thesaurus means “a treasury or collection”. It is virtually a Web library containing a growing collection of Slovenian language and cultural resources. It functions as a platform for the Web projects of the ISSV for a broader presentation of Slovenia, its culture, its language and its people, accessible to all Slovenes throughout the world. It was intended to include an online self-study course, information on language courses and resources, and to present Slovenia as a culturally rich, interesting and in many ways a unique country.

*Communication technology represents the most exciting challenge of our time. It brings with it revolutionary new concepts which have influenced the way we experience reality and acquire knowledge.*



- 1 The meeting of the young people in the courtyard of Baraga House in Melbourne. Lenti on the left, Sandi and Jan on the right are all three young Australian born Slovenes. Chiron Morpheus (Bojan) has just come from Slovenia. Bojan's visit in Melbourne has led to the construction of one of the most successful Slovenian websites. It is a cooperation and pooling of resources that we would like to see continue in the future.
- 2 Thezaurus Team: Sandi Ceferin, Aleksandra Ceferin, Chiron Morpheus. It was the ideal team to create the successful website. Published in 1999, it has by the end of 2002 achieved 125,000 hits monthly. The expertise of the team combines language methodology, long experience of language teaching and course development, the technical knowledge and a vision of possibilities inherent in the Internet as a medium of knowledge acquisition.
- 3 Slovenian class at Princes Hill VSL Centre. Bojan is introducing the students to the Internet and the website Thezaurus, 1999.
- 4 VSL Curriculum Day, 1999. Sandi Ceferin is introducing the teacher Pavel Šraj to the website Thezaurus.com.
- 5 At the 1999 VSL Curriculum Day, Sandi Ceferin, teacher and Coordinator of Slovenian, is explaining to interested coordinators of Hindi and Vietnamese the structure of the website Thezaurus.com.

5



Initial financial support was received from the Department of Education, Employment and Training of Victoria. Other small grants were provided by The Ministry of Culture and Ministry of Foreign Affairs of the Republic of Slovenia have also given some funding.

Funding went towards administrative costs of running Thezaurus, software and equipment. The remaining administrative costs and incalculable time spent in developing and maintaining the website was provided in the main by the three creators of Thezaurus.

### Thezaurus Projects

The website Thezaurus.com now has a large public, which has grown by the end of 2002 to an average of 125,000 hits monthly; 45% of its readers are in USA, with large numbers in Australia, Slovenia and a growing number in 53 countries around the world.

Thezaurus was published on the Web in 1999. It has since developed several key projects: Sloveniana Webzine, Slovenian Language Resources, Webclassroom, Galeria Sloveniana, Thezaurus Forums and an extensive collection of links to Slovenian Websites.

#### Sloveniana Webzine

The Web magazine is based on the idea of presenting Slovenia and Slovenian culture on the Web. These are the permanent cultural archives on our Web library. By the end of 2002 Sloveniana had grown to forty articles. The editorial principle is simple. Sloveniana presents Slovenia as an interesting country of extraordinary natural features, a historical landscape on the crossroads of Europe, with remarkable achievements and some unique elements.

#### Slovenian Language Resources

The resources include grammar in tabular form, linguistic and educational web links, and information on Slovenian language and courses in Australia, Slovenia and USA. In 2001 the section was extended and supplemented with extensive information on the reformed VCE Design with up-to-date bibliographies of study references and thematic resources. In addition there was also an introduction to Curriculum and Standards Framework (CSF) with a sample lesson and key concepts, which had been implemented in the state of Victoria and with variations across all Australian states.

#### Webclassroom

The units of language activities based on Slovenian resources on the Web was a significant new language project introduced in 2001. This was a special project of Sandi Ceferin's, who had by the end of 2002 prepared 15 units of web-based language and culture topics. It represents a new and innovative approach to teaching contemporary language and culture by using resources available on the Web. The topics and the activities of the Webclassroom have been selected for the language learner for interest, stimulation and variety. They are dependent on the range and availability of existing web resources. The websites are usually published in Slovenian and English, since the majority of students are not expected to be proficient in Slovenian, but there are also some Slovenian only links for the advanced reader.



### Galeria Sloveniana

Galeria Sloveniana, is the online gallery of Slovenian/Australian artists. Its aim is to display and document the creativity of the Slovenian community in Australia, to present Slovenian artists and Slovenian art to the world community, and promote intracultural exchange and communication. An important facet of Galeria Sloveniana as an Internet gallery, is as an archive for exhibitions and presentations, and to present the seemingly distant locality of the Melbourne scene on the world web for viewing by Slovenes around the world. It provides the opportunity and the means to achieve the greatest possible response in Australia as well as in the world.

### Slovenian Literator

Slovenian Literator is a web anthology of modern Slovenian literature. Its aim is to present contemporary Slovenian literature in English. Its basis is the anthology of Slovenian poetry and prose compiled by the poet-writer Aleš Debeljak, *The Imagination of Terra Incognita: Slovenian Writing 1945 – 1995*.

The innovative and dynamic concept has been created by the web developer Chiron Morpheus as a model for organic and thematic presentation of Slovenian literary art. It is structured thematically, and the biography, reviews and extracts of contemporary Slovenian writers' works are presented.

ISSV and Slovenian Writers' Association have been working in partnership on this project, which has generated interest when presented in Melbourne (on the occasion of Reading Tour in August 2001) and at a major media conference in Ljubljana (at the Slovenian Writers' Centre).

So far the development of Literator, as a database of Slovenian literature has not been adequately funded by Slovenian government.

### Careerlinx/Slovenian Connections

Careerlinx aims to present the advantages of Slovenian language students at secondary level. The webpage informs potential students of Slovenian language, Slovenian culture and the career opportunities that the knowledge of Slovenian offers. It also indicates the opportunities for bilateral exchange between Australia and Slovenia on education, commerce and culture. It provides information and extensive links on career paths in Australia and in Slovenia. Special features include: profiles of Slovenian VCE students in Australia, information and links on Slovenian language and studies, the Slovenian community, grants and scholarships, employment and business opportunities in Australia and Slovenia.



## Thezaurus Forums

Thezaurus Forums have been created to provide the means for online communication and possibly to create an Online Slovenian Community. They are open Forums, and anyone may enter as a guest, make a comment, express an opinion. However, registered members also have the opportunity to publish and edit newsworthy items and inform about cultural activities of Slovenian organizations. Students have already contributed items relating to their own cultural activities. There are now a number of interesting articles on the Forums on issues of interest and a growing readership.

At the time of writing, there are ten Forums, in three main categories: Institute for Slovenian Studies of Victoria, Slovenes around the World and Slovenian Writing.

## Links

There are also the dynamic and growing Links on Slovenia – Country and Culture. Links (to other websites) are selected according to quality of information about Slovenia. There are now thirteen categories for easier access. They include: Slovenian government sites, media, education and culture. During the last few years there has been a great increase of interesting and informative Slovenian websites, and this growth is reflected in the now substantial Thezaurus collection. New quality links are added as new Slovenian websites appear on the internet.



The 13th century church and fortifications of Hrastovlje in Istria. In the foreground is the stone figure of Šavrinka, the woman of Istria, carrying a basket of eggs to the market – a traditional occupation. The photo was taken by Aleksandra Ceferin in 1999, when Silvo Fatur was showing her some of the magnificent historical and natural sites of Istria.

Subsequently A Ceferin wrote a series of three articles on this remarkable monument of Slovenian and European history. They appeared in Sloveniana Webzine under the title: *Hrastovlje, the Gothic Monument of Slovenia. A merging of religion, art and history.*

Except for the presentation of the Dance of Death fresco, as the best preserved in Europe, on a French website, there was nothing on the web about this unique historical monument, which takes your breath away for the sheer magic of its preserved medieval portrayal of life and beliefs.

As the editor of Sloveniana Webzine, which has grown to over 40 articles in 2002, A. Ceferin has been collecting resources, taking photos, visiting places of interest with the stated aim of presenting Slovenia with its unique cultural and natural features on the world web.

## Slovenian Language Today and the Future

### Slovenian classes today

We have arrived at the end of an era. The commitment to Slovenian language that marked the first generation of Slovenian immigrants had reached its peak and passed. The number of students in regular secondary language courses is diminishing. Parents and students of the second generation are no longer interested in investing time and effort into six years of regular study.

Since 2002 there has been only one Slovenian class in the Victorian School of Languages (VSL). Attending are a few students who are active in Slovenian cultural activities, some students whose parents are more recent settlers, and adults who wish to learn some Slovenian so that they can communicate when visiting Slovenia.

Attending a school on Saturdays presents a problem. Adults and older students may work on Saturday. Many are active in sport, music or ballet and have to make a choice between their other interests and language learning. In addition, parents of the post-migrant generation are not as committed to Slovenian language as their parents.

Despite diminished number of students, the VSL classes will continue as long as there are students who want to learn Slovenian and we have teachers who are willing to devote their time. In 2003 there will be three VCE students, and we expect three in the following years.

Slovenian associations and centres offer classes at pre-primary and primary level whenever there is demand. The numbers of attending students vary from year to year, sometimes increasing, sometimes dropping out completely, so there is no guarantee of continuity. There is a conversation class offered by Draga Gelt every second Sunday at the Baraga House. It has been running now for several years. In 2003 Slovenian Association St.Albans is starting a school for the first time, with a group of eight children.

### The future of Slovenian language

There has been an upsurge of interest for Slovenian language study amongst the second and third generation Slovenians in Australia. Many visit Slovenia and for the first time discover the real Slovenia of today – a modern European country and culture with a remarkable history.

The Institute of Slovenian Studies of Victoria has been developing a vision for the future during the last five years. Its activities have focused into the three main areas:

- teaching and course development of Slovenian language and culture
- developing projects on the Internet.
- organising cultural programmes

## Teaching and course development

The smaller numbers don't mean less work. As there are almost as many levels of language competence as there are students, the lessons have to be prepared accordingly. In addition all the curriculum work still needs to be done. There has been a new VCE Study Design for Slovenian published in 2001. Aleksandra and Sandi Ceferin have both worked on it together. In 2002 Victorian School of Languages commissioned ISSV to develop the comprehensive multilevel CSF Course Outlines 1 – 10 and VCE 1 – 12, incorporating the 2001 curriculum reforms.

Notwithstanding diminished secondary student enrolments, there is considerable demand for the study of Slovenian. Potential learners want to know more about Slovenia, but above all they want to learn enough Slovenian, building on what they may already know, to be able to communicate with relatives.

They attend classes, travel overseas and they come back to school, wanting to learn more. Some find it difficult to persist, due to demands of their busy family and professional life.

Short intensive courses extending their speaking ability would be more appropriate. Slovenia does offer courses of various lengths, which are well attended. However, not everyone has time or can afford to remain one month in Slovenia spent in studies. There is a strong case for such courses on location.

There is considerable demand for an effective self-study course book for beginners, which may serve as a basis for further learning or formal study. At the moment there is nothing available that would help an intelligent independent learner. We have been considering the idea of adapting the online course that we developed, into a self-study course book for beginners. It would be a course that would enable the learner to acquire enough Slovenian for basic communication and lay a foundation for further studies.

At the end of 2002 we have initiated an important project, a student exchange program for secondary students. We have established contact with two Slovenian Secondary Colleges the Diocesan Classical Gymnasium in Ljubljana and the Diocesan Gymnasium in Vipava and are sending four students of Slovenian at the VSL to attend classes for two months. The students will receive some funding from the Office for Slovenes Abroad and the Ministry for Education, Science and Sport RS Slovenia. We hope that in this way, students will improve their language skills and even more importantly create personal links with their peer group.

We have high hopes of this project because we believe that only by going to Slovenia and participating in a learning environment, will our young people achieve the kind of fluency in the language that is essential if they are to benefit from such knowledge.

Slovenia has offered Slovenian teachers seminars for a number of years. Many teachers have availed themselves of this offer. The 3 week seminar is highly appreciated by the teachers who gain valuable insights and knowledge through a series of lectures, excursions and assignments.

## Internet into the classroom

With the website [www.Thezaurus.com](http://www.Thezaurus.com) ISSV team has created a cyberspace station or to speak in more familiar terms, a web library of Slovenian language and cultural archives, consisting primarily of Slovenian language resources, Sloveniana webzine, Galeria Sloveniana, an extensive collection of Links to Slovenian web, Web classroom, Careerlink and the interactive section with Thezaurus Forums.

Thezaurus serves three main functions;

- to provide information and further contacts for study purposes – through Slovenian language resources and links
- to present Slovenia worldwide – through Sloveniana webzine, Galeria Sloveniana and Webclassroom
- to foster communication and exchange of opinions and information – through Thezaurus Forums

Our vision is to further extend the website to include an Online course for secondary school students and adults, encompassing various levels of language competence, educational background and interest. It would be suitable for those who cannot attend classes, or attend university courses in Slovenia, or stay there for a longer period necessary for language acquisition. The Online medium enables the broadest form of access to language learning.

The Online course was designed for independent learning, a self-paced, systematic program, with in-built self-assessment and an audio component. The course is flexible and incorporates all the best practices of progressive language study methodology. A tutor referral programme can also be incorporated. Currently we completed an outline and several units of the course.

In the hope of financial backing, I presented the Online course to the authorities in October 2001. I was informed that a Slovenian Online course was already being developed by the Faculty of Arts, Centre for Slovenian as a Second/Foreign Language at the University of Ljubljana. As there are constant enquiries and an obvious demand for an effective self-study course, it is to be hoped that it will not be too long in coming.

The Internet has broadened the scope of classroom teaching and opened new possibilities of acquiring knowledge and learning the language. From the beginning we wanted to explore its possibilities.

Students were made familiar with the contents and uses of Thezaurus website and given assignments to explore Slovenian websites, guided by their own personal interests. The teacher Sandi Ceferin was also able to select particular topics she wanted to explore with the students at higher levels and make use of selected websites. For example websites dealing with health were rich in resource materials on such issues as food (traditional, vegetarian, healthy, etc) and fitness. The great gain was particularly in the vocabulary of Slovenian contemporary terms, which cannot be found in any dictionary. From such exploration of Slovenian websites and its resources Sandi developed her concept of the Webclassroom. There are now 15 units of topical studies, based on material on the Web, ranging from such

topics as shopping and health to outstanding personalities of Slovenia, such as the poet France Prešeren and the architect Jože Plečnik.

The Thezaurus Forums, published in October 2002, are also playing a major role in classroom teaching strategies. Students are encouraged to publish short reports on their cultural and educational activities and become active participants on the Forums.

### Links with Slovenia

To maintain Slovenian language for the post-migrant generations links of various kinds need to be established.

For the social and entertainment scene there have always been choirs, bands and popular ensembles, which make frequent appearances. These are particularly appropriate for the migrant generation and a boost for their social gatherings and festivals.

The time has now arrived for another kind of cultural exchange, aimed at the post-migrant generation, as well as a broader Australian public.

The Australian Reading Tour of Five Slovenian Authors in August 2001 was such an event. Literature does not generally attract a great audience, but the four Melbourne programs, organized by ISSV for the Australian public and Slovenian community, were highly successful public events. They aroused a great deal of interest for little known Slovenian literature. Among other things the tour led to the inclusion of Andrej Blatnik's short stories into the General and Comparative Literature Course at Monash University.

There are other cultural exchanges that could be arranged. We would like to see more award winning Slovenian films and quality documentaries that Slovenia produces with English sub-titles. Slovenia sub-titles all its foreign films. To equip Slovenian films, serials, documentaries, with sub-titles would not appear to be a major obstacle or involve great cost. We have heard that the Slovenian program on Channel 31 is one of the most popular, because it is spoken in English and everyone can watch. The same argument may be used for sub-titles. When in Slovenia I have seen many programs prepared for local consumption, that would be of great interest to our post-migrant generation and a much broader public.

We would also like to see a good popular play, preferably a comedy. We hear of Slovenian plays winning awards and achieving great acclaim in other European countries. It is possible to perform a play in English and Slovenian.

Sending our students to a school in Slovenia is perhaps the most important attempt to establish links, to form personal contacts and to acquire fluency in speaking Slovenian. Our younger generations need to get in touch with contemporary Slovenia, they need to find a common ground with Slovenes of a similar age group and interests.

Recently Slovenian government expressed interest in reestablishing a Slovenian lectureship at a university in Australia. I contacted Monash University. The relevant department is not averse to the idea, and is ready to begin negotiations with the appropriate Slovenian authorities. A great deal seems to depend on the extent of financial backing on the part of Slovenian government.



Diocesan Classical Gymnasium in Ljubljana. Three students of Slovenian will be attending the school for two months in September 2003.

The Principal of the school, Jože Mlakar, in conversation with Aleksandra Čeferin in 1997.



### Slovenia and the 'lost generation'

Our concern is for the "lost generation", children of migrants, that no longer relate to their parents' migrant culture and its social and cultural expressions, and have become submerged in the dominant English culture. It is essential to offer them something that will reflect their own Australian Slovenian identity. We are hoping that the 25th Anniversary of teaching Slovenian will be an occasion to bring them together and lead to other similar occasions.

We see Thezaurus as a key tool for maintaining Slovenian language and culture in the future. I should rather say that through Thezaurus they may again find something of interest, something worth exploring in their origins. Thezaurus may represent the gate through which they may take the first step towards exploration of their own identity.

To develop and maintain it we need substantial resourcing and moral support by the government of Slovenia. However, we wish that projects be evaluated according to their effectiveness and appropriately financed. We still have the feeling that the importance of the Internet as a vehicle of global communication has not been fully taken into account or valued, and so my own and my team's work may grind to a halt.





At present the young people born outside Slovenia come to see relatives, who take them around, the country, and very much depends on what they find interesting. There is a need for an institution where the visitors, who are serious about seeing Slovenia, could call and would be given some advice on where to go and what to see. A mentor or a guide might be available to take them to interesting places.

Slovenia currently runs a number of programs, which include both language and cultural activities. While valuable, these involve a significant time commitment by participants. To access a broader group they could consider developing a number of purely cultural programs, with supporting notes – either guided or independently undertaken. This would provide further support for Slovenes who are interested in learning more about their identity and heritage.

*We have many options to explore if we remain committed to moving forward, taking our language and heritage into the future with and for our children.*

*Aleksandra Ceferin*

Viki Mrak with her group of children at the Slovenian Religious and Cultural Centre in Melbourne. With her are her two sons, Roland and Erik, who both continued learning Slovenian and completed the VCE. So did a number of other children in this photo. What of the future?

# Teachers and Students

## Teachers and STAV Members

Ceferin Aleksandra L, President\*  
Paddle-Ledinek Jožica, Vice-president\*  
Vincent Natasha, Secretary\*  
Srnc Lucija, Treasurer\*

Benčan Pavlina\*  
Bosnić Marija\*  
Bosnić Nina  
Ceferin Drago\*  
Ceferin Sandi\*  
Ceferin Jana  
Čušin Lidija\*  
Deželak Francesca  
Fekonja Lilijana\*  
Gelt Draga\*  
Gorjup Tone  
Hribernik Magda\*  
Ilič Betty  
Iskra Vesna\*  
Marinič Margaret R.  
Matkovič Stephanie\*  
Melnyk Anne\*  
Mrak Viki\*  
Pišotek Magda  
Rizmal Eli  
Starč Silvia  
Šraj Pavel\*  
Tomažič Lily  
Zorzut Anica  
Zemljak Stanko

## Teachers of Slovenian in Centres and Associations of Victoria

Deželak Francesca  
Čušin Lidija  
Dietner Iris  
Gelt Draga  
Golja John  
Hribernik Magda  
Iskra Vesna  
Ivko Silvestra Sr.  
Jelenko Marta  
Kaučič Maksimiljana Sr.  
Kaučič Pavla Sr.  
Lapuh Lidija  
Lavrič Jana (Roj.Gajšek)  
Lorbeck Sonja  
Matkovič Stephanie  
Mrak Viki  
Pahor Pavlina  
Penca Marija  
Petelin Mary  
Pišotek Magda  
Rizmal Eli  
Srnđel Veronica  
Srnđel Barbara  
Srnc Lucija  
Stathopoulos Maria  
Šestan Anica  
Škof Ivanka  
Špacapan Anica  
Tomažič Lily  
Vrisk Katerina  
Zorzut Viki (Roj.Gajšek)

\* Slovenian VSL class teachers

## What Teachers said

### How I came to teach Slovenian

When I was first asked to teach Slovenian at the Saturday School of Modern Languages I wondered whether I had sufficient qualifications. After completing my primary and secondary education in Slovenia I had studied Science at Monash University and was working in a University laboratory as a research scientist. Furthermore I was married to an Australian, also a scientist. However the more I thought about it the more I felt that it might be an ideal opportunity to practice literary Slovenian on a regular basis and impart my deep felt love for my country, its people and my cultural heritage to young people of Slovenian descent.

I soon discovered that I enjoyed teaching and being with the students, and looked forward to these weekly encounters. The students were very receptive and fortunately accepted my reasons for emphasizing the grammatical side of the language. Initially I had a composite class of students with a range of Slovenian speech and writing skills. Later on I was teaching only years 11 and 12. I continued to teach before and after the arrival of my two children and while still in full time employment during the week. In all I taught for 8 years and many of the students have become my lifelong friends.

*Jožica E Paddle-Ledinek*



*Jožica E Paddle-Ledinek*

Tako po priložnosti v Avstralijo leta 1968 me je Anica Srnec povabila k poučevanju v Slomškovi šoli v Kew, kjer sem ustanovila tudi folklorno skupino in pomagala pri kulturnih programih in dramski skupini. Leta 1977 sem pričela s pripravo kulturnih programov pri Slovenskem društvu Melbourne in leta 1978 ustanovila slovensko šolo. Naslednje leto se je pridružila še Magda Pišotek, saj je bilo v šoli 46 učencev z različnimi stopnjami znanja. Pomagala je tudi Jana Lavrič (tedaj Gajšek) in kasneje se je rednim uram pridružila še Marija Penca.

Za vsako uro smo pripravile delovne liste z vajami. Veliko smo peli, brali in se učili pesmice in vloge za krajše prizore, katere smo potem predstavili staršem ob praznikih in na prireditvah.

V šoli Slovenskega društva Melbourne smo si skupaj z otroki uredile tudi preprost slikovni slovarček. Pripravile smo tri priročnike: *Učimo se slovensko prvi del - Let's Learn Slovenian Part 1*, 1992; *Učimo se slovensko drugi del* in *Učimo se slovensko tretji del - Let's Learn Slovenian Part 2 and 3*, 1999.

### Metode učenja:

Za lažje razumevanje in bolj privlačne ure smo pripravile vaje, uganke, razlage in skrivalnice, pomešane besede, križanke, domine s polovicami besed, izpolnjevanke in dopolnjevanke. Uporabljale smo besedne igre, včasih tudi šaljive, pantomine, pripravili voščilnice za praznike, okraske za praznike, razstave ročnih del, izdelali knjige z določeno snovjo, kot knjiga o športu, o pomladi, o zimi, o delu, o družini in podobno. Pri govornih vajah je bilo uspešno odigravanje vlog: pri zdravniku, v šoli, pogovor v trgovini in telefonski pogovor.



*Draga Gelt*

Združile smo poučevanje z risanjem, pripravo lepljenk, plakatov in slikanic, navdušile za skupinske naloge za večja področja, kot letni časi, šport, poklici; za naravna okolja kot gozd, mesto, park, prazniki in najbolj poznani slovenski prazniki in običaji, kot božič, velika noč, Pust in drugi, z uporabo lutk in drugih pripomočkov.

Vedno smo vse delo in domače naloge pregledale in popravile, vendar nismo dajale spričeval ob koncu leta. Učno snov smo logično stopnjevale, odvisno od starosti in znanja otrok.

V Viktoriji se je avstralska vlada zanimala za etnične šole in dobili smo tudi majhno denarno pomoč, kar nam je omogočilo nakup papirja, barvic, kopiranje in nakup nekaterih otroških knjig in slikanic.

Učiteljice: Magda Pišotek, Marija Penca, Draga Gelt, Veronika Smrdel, Lidija Lapuh, Mary Petelin, kot tudi Saša in Sandi Ceferin ter Viki Mrak smo se udeležile seminarja za učitelje slovenskega jezika v Sloveniji, katerega je organiziralo Ministrstvo za zunanje zadeve in si razširile znanje in izpopolnile metode učenja.

### **Spominjam se začetka slovenskega pouka na srednji stopnji.**

Ljudje so z navdušenjem sprejeli idejo in se veselili, da je država odobrila poučevanje slovenskega jezika tudi na državni srednji šoli.

Med prvimi učitelji sem bila tudi jaz. Dodeljena mi je bila nižja stopnja, letniki Year 7 do Year 9 na šoli v Box Hill High School, kasneje pa stopnje od Year 7 do Year 11 v Dandenong High School.

Nekateri otroci in tudi odrasli so zelo dobro govorili slovensko – naučili so jih starši in stari starši, drugi spet so bili popolni začetniki.

V šoli smo imeli željo in namen govoriti čim več slovensko, a pri razlagi, zakaj se določene besede spremenijo v stavkih, je bila potrebna, po mojem, angleška razlaga predvsem slovničnih pravil.

Nekateri otroci so povedali, da so doma spraševali starše, zakaj rečejo določenim stvarjem drugače kot smo našli v knjigah in učbenikih v šoli. Včasih sem jim rekla, da je beseda nepravilna, kar ni bilo pedagoško, reči otroku, da ga je mati naučila napačno, a smo učitelji vedno razložili, da ni napačno uporabljati te besede, ker Slovenci govorimo različna narečja, rojeni v različnih krajih, kjer nekatere besede izvirajo tudi iz jezikov sosednjih držav, ki so imele v zgodovini močan pritisk na slovenski narod.

Veliko dela in priprav je bilo vložnega v vpeljavo, v organizacijo, v urejevanju potrebne dokumentacije in uradnih dokumentov, veliko dela pri vodstvu, izbiri potrebnih učnih knjig in pripomočkov, delo gospe Saše in moža Draga Ceferina.

Lepo število otrok se je prijavilo na vseh dodeljenih centrih.

Lepo je bilo, a tudi precej dela, priprav in popraviljanja vaj, domačih nalog in sestavkov, posebno še, ker je bilo znanje slovenskega jezika tako različno pri isti starostni skupini.

Otroci so veliko doprinesli tudi k moji rasti, razumevanju in dokazali navdušenje in veliko ljubezen staršev do slovenskega jezika, običajev in kulture. Prav poučevanje na srednji stopnji mi je dalo povod za pripravo zgodovinskega besedila, ki je potem zrastle v knjigo "Slovenians from the Earliest Times", 1982.

V upanju, da sem vzbudila zanimanje za slovenski jezik, za spoznavanje in nudila pregled slovenske zgodovine želim, da bi se več otrok in staršev zanimalo za slovenski jezik.

### **Tečaj slovenskega jezika za odrasle v Verskem in kulturnem središču sv. Cirila in Metoda, Kew**

Pobudo je dal Avstralec, ki je poročen s Slovenko.

Tečaja slovenskega jezika se od leta 1999 udeležuje skupina odraslih, Avstralci; stariši nekaterih udeležencev pa so Slovenci.

Želim, da bi se udeleženci povezali s starejšimi v slovenski skupnosti, se pogovarjali, si zapisovali in si bogatili besedni zaklad, obiskovali in uporabljali slovenske knjižnice, arhive in internet.

Skoraj dve leti smo na tečaju preizkušali priročnik, ki je leta 2000 izšel z naslovom *Znaš slovensko – Do you know Slovenian?* in *Znaš slovensko – Do you know Slovenian?; Osnovna slovnicična pravila in vaje - Basic Grammar Rules and Exercises*, avtorica Draga Gelt; izdalo Ministrstvo za Zunanje zadeve R Slovenije, Urad za Slovence po svetu in Slovensko versko in kulturno središče sv. Cirila in Metoda, Kew, Melbourne.

Vsak po svoje smo se trudili - ali smo bili uspešni ali ne, bo pokazala prihodnost.

Ali bo med našimi mladimi živel ponos in spoštovanje do slovenskih korenin?

Se bo ohranil slovenski jezik?

*Draga Gelt*

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I taught Slovenian in the late seventies and early eighties both in University High School and in Maribyrnong. There were a number of reasons why I taught. One reason was that my parents wished me to be involved in teaching of Slovenian. There was also my desire to keep up with Slovenian language.

The students in the classes were of different levels and this always made teaching challenging. Their ages varied also – some mature age students who were married to Slovenians.

I felt my Slovenian was not good enough to teach them, but I knew I was a good teacher and I could interest the students at the same time as I kept one step ahead of them.

I found it very gratifying when their ability in Slovenian improved. In fact, my own Slovenian improved as well.

I found them all very friendly, very giving, lots of fun and yet quite serious in their application. I was very impressed by the commitment of the parents to bring them so regularly.

*Natasha Vincent*

.....



*Natasha Vincent*

## Izkušnje poučevanja slovenskega jezika, 1974 - 2003



Lucija Srnc

### V društvu Planica

Leta 1972 so Slovenci ustanovili v jugovzhodnem delu Melbournu društvo z imenom Planica. Ko so uredili najvažnejše, so takoj pomislili na razred slovenskega jezika za njihov naraščaj. Povabili so me, da ustanovim šolo. Z veseljem sem sprejela. S poukom sem začela v aprilu 1974 in sicer za 1. in 2. razred osnovne šole.

Vpisalo se je nad 70 učencev, otrok članov pa tudi nečlanov. Delala sem v dveh skupinah, kajti med učenci je bila velika razlika. Večina mlajših ni razumela slovensko, posebno če so že začeli redni šolski pouk. Starejši so poznali slovensko bolj iz domačih pogovorov, v glavnem v narečju.

Začeli smo s pisanjem in izgovarjavo. Snov sem si sama pripravljala. Spomini na poučevanje v Sloveniji so pomagali. Učni pripomočki so bili kreda, tabla, svinčnik in papir. S pomočjo staršev in odbora deluje šola še danes – v letu 2003. Otroci se radi učijo prizorčke, deklamacije in pesmice, ki jih uprizarjamo na materinski ali očetovski dan in raznih drugih prireditvah. Radi plešejo slovenske narodne plesje v narodnih nošah. Tudi v redni šoli jih radi pokažejo in razlagajo od kod prihajajo njihovi starši in kje so živeli njihovi predniki. Z veseljem se pripravljajo na slovenske radio programe in se tega radi spominjajo.

Tako se ponavlja in vrti kolo šolskega življenja še danes. Velikokrat mi starši pripovedujejo, kako jim je otrok povedal besedo, ki se jo je naučil v šoli in rekel, da oni ne govorijo prav slovensko. Ni dolgo od tega, ko je mlada mamica prišla na proslavo in slišala malčka na odru peti isto pesem, ki jo je ona pred leti zapela. V šoli sem imela dve mladi avstralski dekletki. Pridno sta se učili. Vprašala sem ju, če bi tudi onidve hoteli nastopiti na odru za očetovski dan. Takoj sta bili za to. Tako dobro sta se odrezali s svojo deklamacijo, da so se vsi čudili in ju hvalili: "Kot pravi Slovenki!" Dekletki sta mi povedali, da šele zdaj razumeta, kako težko smo imeli, ko smo se morali prilagoditi angleškemu jeziku, in kako nas zato spoštujeta.

### V Slomškovi šoli

Tudi v Slovenskem Verskem in Kulturnem Središču, Kew sem pomagala od leta 1975 do 1985. V tem času sem poučevala tudi v soboto, v državni šoli Saturday School of Modern Languages, v nedeljo po maši v Kew, popoldne na Planici. V Slovenskem Verskem in Kulturnem Središču smo tudi prirejali proslave, kjer so se otroci z veseljem učili pesmice in igrice. V veliko zadovoljstvom in veselje so hile priprave na slovensko radijsko oddajo SBS. Otroci so potem poslušali in primerjali kdo je boljši. Vsi so jim čestitali, starši pa so bili ponosni.

V letu 1975 in 1976 sem poučevala višje razrede Slomškove šole in pojavilo se je vprašanje akreditacije slovenske mature. Poprijeti smo morali tudi slovnico in se učiti pravilno pisati. To je bilo težko. Vedno so spraševali: "Zakaj mora biti tako? Zakaj ne bolj enostavno?" Učenci so zelo potrudili in se precej naučili. Število je naraščalo in ob koncu leta 1976 jih je bilo že 27. Upali smo, da bodo lahko polagali maturo iz slovenščine.

### V Saturday School of Modern Languages

V letu 1977 so se začeli slovenski razredi v državni sobotni jezikovni šoli – SSML. Bila sem nastavljena na Box Hill gimnaziji, in sem učila višje letnike. Držati smo se morali šolskih smernic in predloženih učnih načrtov. Študenti so bili resni in pridni. Pri SSML sem poučevala celih šestnajst let, potem pa prevzela nadomeščanje. Na maturo smo morali počakati še dve leti, ker je Viktorija v tem času ravno sprovajala maturitetno obnovo. Mojim študentom pa ni bilo žal časa, ki so ga vložili v sobotni pouk. Ravno sem zvedela, da se bo študentka iz teh prvih let pred akreditacijo slovenske mature, vpisala na maturitetni tečaj v naslednjem letu, tako da se izpopolni in dokonča, kar je začela pred leti.

Srečujem se s svojimi nekdanjimi učenci. Večina jih ima mlade družinice, pa se pomenimo, kako je bilo v času, ki smo ga skupaj prebili na šolskih klopeh. Bili so to lepi časi, pa tudi naporni, saj so obiskovali poleg redne šole med tednom tudi sobotni pouk, kjer so morali trdo delati in misliti. Mnogo jih govori slovensko, posebno če so medtem obiskali Slovenijo. Še vedno pa jim je žal, da niso imeli priložnosti opraviti slovenske mature.

Nedavno sem govorila z nekdanjo učenko. Povedala mi je, da je bila v Sloveniji, v rojstni vasi svojih staršev in se pridružila mladini. Govorili so vaško narečje in nekaj besed ni razumela, tako da jih je morala vprašati kaj pomenijo. Uganila je pravilno in so se čudili, da pozna pravilne slovenske izraze. Rekla sem ji: Ti si torej prišla iz Avstralije in govorila pravilno slovenščino? Odvrnila mi je: "Ti si me pa učila. Hvala!"

Še en spomin. Učenci so pisali prosti spis in so bile seveda napake, ki so bile popravljene z rdečim. V šoli smo skupno obravnavali napake. Pa se oglasi moj sin, ki je imel kar več rdečega: Zakaj je cukar prečrtan. Skupaj smo pojasnili, da je pravilno sladkor. Pa mi je zabrusil: "Mama, torej tudi ti govori doma pravilno!" Vsi so se smejali.

Vesela sem, da slovenska šola ni bila in ne bo zastoj, Vsakdo nekaj odnese in si nekaj pridobi - z branjem, učenjem slovnice ali s pesmijo in igro na odru.

Dandanes je posebno važno, da govoriš več jezikov, saj živimo v deželi z mnogimi jeziki, ki so vsi cenjeni in enakovredni.

*Lucija Srnec*

V Victorian School of Languages sem poučevala od leta 1987 do 1996. Zadnjih šest let sem učila VCE (maturitetne) razrede, skupaj 21 slovenskih maturantov.

Ko sem začela učiti na University High School, sem imela v enem razredu pet stopenj. – ali pa še več. Učenci so bili različnih starosti (in tudi odrasli ne-Slovenci) in znanje slovenskega jezika je bilo različno. Učili smo se slovenščino, ampak ne samo jezik, tudi o slovenski zemlji, o kulturi in zgodovini slovenskega naroda.

Z maturitetno in splošno šolsko obnovo v Viktoriji, je postalo učenje še vse bolj pestro, kajti študenti so si lahko izbirali različne teme, katere smo potem obravnavali in se učili – vse teme so bile tako izbrane, da so širile znanje o Sloveniji in Slovencih. Tudi temo o hrani smo preizkusili. Če je bila tema o potovanju, smno potovali z zemljevidom po Sloveniji, pa tudi s pomočjo brošur, razglednic, knjig, čipk in podobno.



*Viki Mrak*

V vseh let šolskega učenja smo poizkušali obdržati materino ali očetovo narečje, obenem pa se naučiti tudi pravilne slovenščine.

Po šestih letih šolanja sem vedela, da je vsak študent odnesel s seboj – ne samo jezik, ampak tudi košček Slovenije. Imeli smo veliko pogovorov o marsičem. Teme so bile vedno popestrjene z njihovimi vprašanji in odgovori, vedno v slovenskem jeziku. Biti učiteljica vsa ta leta tem študentom je bilo lepo in zanimivo.

Hvala vam za vsa ta leta, katera smo preživeli skupaj ob sobotah v University High in Princes Hill.

*Viki Mrak*



*Lidija Čušin*

Poučevanje slovenskega jezika se je v Geelongu začelo leta 1975. Starši so želeli, da se otroci učijo slovensko in tako so se zbrali pri meni doma in smo pričeli. Začeli smo na čisto preprost način, saj nisem imela nobenega učbenika, niti kakšnih primernih pripomočkov kot so na primer slikanice ali kratke otroške zgodbice. Naučili smo se vendar toliko, da smo pripravili proslavo za očetovski dan.

Naslednje leto 1976 smo zgradili dvorano, kjer smo takoj začeli s poukom. V tem letu smo z veliko prireditvijo praznovali 100 letnico Cankarjevega rojstva, kjer so se otroci zelo dobro postavili s svojim nastopom. V letu 1977 smo se preselili v barako, ki je prej služila za nedeljska druženja. Imeli smo dve skupini, mlajše (osnovna šola) in starejše (srednja šola).

Otroci so zelo radi prihajali k pouku slovenskega jezika in se z veseljem pripravljali na nastope – na materinski dan, očetovski dan, miklavževanje. To so bila leta 1970 do 1980, in rasla nam je druga generacija. Zanimivo je bilo, ko smo se pogovarjali o razliki med pogovorno in knjižno slovenščino in o besedah, ki so jih uporabljali doma. Tako sem jim razlagala, da je frušteek pravilno zajtrk, južina je kosilo, župa je juha. Še vedno se spomnim, kako so me začudeno gledali in me je potem Edi vprašal: "Ja, what language pa jest pol govorim?"

Taki pogovori so bili kar uspešni, saj so otroci o teh stvareh potem premišljevali in se marsikaj naučili in zapomnili - včasih prav na zabaven način. Veliko smo brali in primerjali domačo in knjižno govorico. Tudi s slovnico smo se poprijeli, seveda je bilo kar težav, posebno ker iz redne šole niso imeli nobene slovnicične podlage in so jim bili slovnicični koncepti nepoznani. Ko sem bila po letih povabljenka na Edijevo poroko, je med večerjo prišel k meni in me vprašal: "Teta, kaj pa ste nocoj jedli, župo ali juho?" Tudi njemu je se je ta lekcija še posebno vtisnila v spomin.

Ko danes srečujem to mladino, se z njimi pogovarjam po slovensko. Večina jih pravi, da bi bilo lepo, da bi tudi njihovi otroci nastopili na proslavah. Več jih je nadaljevalo s poukom slovenščine v Victorian School of Languages in so tudi položili maturo iz slovenskega jezika.

Dolgo doba truda za ohranjanje slovenščine imamo za sabo. Bila je dolga in uspešna doba. Storili smo kar smo mogli in imeli zadoščenje, da je naša mladina s tem pridobila.

*Lidija Čušin*



The experience and impact of teaching the Slovenian language during the last decade at the Victorian School of Languages has been tremendous for me; inspiring as a teacher, coursewriter and project developer. I came to teach Slovenian mainly due to my continuing interest and study of languages; having studied French, German, Russian and Slovenian at secondary and tertiary levels. In these years my career was in the Commonwealth Public Service and I taught Slovenian language at secondary level on Saturday mornings during the school year.

The class is multilevel and ranging from Years 7 to 10, and is composed usually of students of Slovenian background, and includes adults. Their knowledge of Slovenian usually consists of some understanding of colloquial Slovene. The curriculum focuses on the four macro-skills of language learning: reading, writing, listening and speaking. These sessions are especially worthwhile because the students had in effect the equivalent of four school periods, which is one more period than the norm for language learning in the school curriculum during the week. The students gain greatly with the intensive language work; and with homework during the week, their language skills develop progressively.

I was delighted to find the students highly responsive, motivated to learn Slovenian and about Slovenian culture. They were keen to know more about Slovenia, as a people and about its context in the world. I incorporated authentic resources: from journals, radio, newspapers, television, videotapes, and in recent years from the cyber world of the Web. Web resources are ideal for language learning – information about: the country, news reports, maps, virtual tour guides of cities, daily and cultural events, restaurant menus, price lists online shops and product catalogues. We often have stimulating discussions about Slovenia, what's happening there, and students give talks about their trip to Slovenia. We read about and discuss: Slovenian cultural celebrations, customs, poems, folktales, prose by Slovenian writers of the past and present; from Valentin Vodnik, France Prešeren, Srečko Kosovel, Ivan Cankar to today's authors: Aleš Debeljak, Tomaž Šalamun, Andrej Blatnik, Evald Flisar, Dane Zajc, Tone Pavček and many others.

In the last few years, with the changes in curriculum in Victoria, the emphasis on the thematic approach in language learning, and advances in Web technology I could include more cultural and authentic resources in the classroom syllabus. I had the opportunity to develop the cultural studies component in the syllabus, and undertake research in language learning technologies. As a result we, at the Institute, produced the first integrated curriculum combining cultural studies and language learning in a systematic and comprehensive way.

Language learning is enhanced with immediate access to the latest information, and communication on the Web. Consequently I developed a Slovenian Web Classroom on the Institute's Thesaurus website, and incorporated into our curriculum. Seeing the potential for language learning, and my love for the Slovenian language I became involved with new, and creative projects centred on Slovenian language and culture with Thesaurus on the Web. These projects are open to the public and students are participating in Forums.

Being a part of the learning process, as a teacher, has been an enriching period in my life. I met many students, dedicated in their efforts and who took on the challenge to study Slovenian. It has been a sheer joy.

*Sandi Ceferin*



*Sandi Ceferin*

# The Students

Abram David	Bratina Melissa	Cetin Jože
Abram Zorko	Brenčič Ana	Chambers Bruce
Adamič Andrew	Brenčič Helen	Chambers Christopher
Albrecht Marta	Brezovec Ingrid	Chambers Michael
Aliu Annabelle	Brezovec Jolanda	Cigan Joanne
Aliu Narstarsia	Brgoč David	Crtalič Martina
Ambrožič Irene	Brgoč Peter	Crtalič Olga
Antauer Patricia (VCE 2000)	Brgoč Stephanie	Cvetko John
Ašenberger Denise	Brgoč Tanja	Cvetko Sylvia
Baligač Suzi	Briševac Magda	Česnik Frank
Barbis Sonja	Brnjak Amra (VCE 2001)	Damič Lucy
Barič John	Brožič Barbara (VCE 1992)	Debevc Simone
Batič Joseph	Brožič Christina	Deželak Stephen
Bedrac Hinko	Brožič Doris	Dietner Iris (VCE 1999)
Bedrac Stanko	Brožič Joe	Dominko Helen
Belec Susie	Brožič Marko	Dominko Renata
Beljan Michael	Brožič Robert (VCE 1988)	Dominko Tatjana
Benčič Ana	Brumen Irena	Drezga Lynette
Birsa Anne (VCE 1992)	Brumen Susan	Elvis (VCE 1997)
Birsa Irena	Bucaj Robert	Emina (VCE 1997)
Bizilj Katja	Bucaj Sonia	Erjavec Katarina
Bizilj Snežna	Buchgraber Alois	Falan Amar (VCE 2001)
Blatnik Mojca	Burgar Darko (VCE 1982)	Falan Sanel (VCE 1998)
Blažević Branko	Burlovič Elizabeth	Favier Francis
Blažević Hilda	Butinar Rosemary	Favier-Zorzut Romana
Blažević Magda	Butkeraitis George	Fekonja Frank
Bogovič Pavel	Butkeraitis Tanya (VCE 1986)	Fekonja Olga
Bogovič Tony (VCE 1988)	Campelj Julija	Fekonja Zlatko
Bogve Srečko (VCE 1983)	Ceglar Mandy	Ferdi & wife
Bole Eddie	Celestina Christine Ann	Ferfolja Sylvia (VCE 1983)
Borovničar Daniel	Cendak Gladys	Ferfolja Veronica
Bračko Danny	Cepa Gabriela	Fergeus Kara
Bračko John	Cerar Gordon	Fijan Andrej
Bračko Kelly	Cerar Jackie	Fijan Igor
Bračko Peter	Cestnik Christine (VCE 1996)	Fistrič Simon
Braletič Aleksander	Cestnik Wendy (VCE 1999)	Fistrič Sonja
Bratina Andrew (VCE 2003)	Cetin Helen	Furlan Frank

- Gec Sandra  
 Gec Sonja (VCE 1982)  
 Gelt Eric  
 Gelt Francos  
 Gierak Ivan  
 Gierak Majda  
 Godec Anita  
 Gombac Ann  
 Gomizelj Vivienne  
 Gorjanc John  
 Gorjanc Ronald  
 Gregorič Susan  
 Gril Karmen  
 Grilj Simon (VCE 1992)  
 Grilj Tania (VCE 1993)  
 Grl Stephanie  
 Grl Tony  
 Grlj Frank  
 Grom Janez  
 Grom Julie  
 Habjan Natasha  
 Hajek John  
 Hojnik Louis  
 Holmes Gaye  
 Horvat Angela  
 Horvat Arpad  
 Horvat Elizabeth  
 Horvat Gregor  
 Horvat Vanda  
 Hrvatin Tania  
 Hudrovič Anna  
 Humphreys Robyn  
 Hvalica David (VCE 1992)  
 Igljč Evgen (VCE 1998)  
 Igljč Lidija  
 Igljč Majda  
 Igljč Marta (VCE 1999)  
 Iskra Albert  
 Iskra Boris  
 Iskra Sandra  
 Iskra Susanne  
 Iskra Tanja  
 Ivančič Frank  
 Jagar Renata  
 Jakšetič Anne  
 Jakšetič Leanne  
 Jakšetič Lily  
 Jakšetič Tania  
 Jelovčan Susan  
 Jernejčič Anita  
 Jernejčič Silvia  
 Juriševič Nastja  
 Kakol Sonia  
 Kalčič Irena  
 Kalister Irena  
 Kampuš Doris  
 Kampuš Erik  
 Kampuš John  
 Kirn Doris  
 Kirn Susanne  
 Klančič Fabjan  
 Klančič Loredana  
 Klančič Marina  
 Klančič Tanya  
 Knap Toni  
 Koc Lysbeth (VCE 1982)  
 Kocjančič Edi  
 Koder Jože  
 Kohek Karen (VCE 2000)  
 Kohek Michelle  
 Kojc Daniel  
 Kojc Evelyn (VCE 1993)  
 Kokalj Klaudia  
 Kokelj Tanja  
 Kolenc Zoran  
 Koprek Damjan  
 Koprek Louise  
 Koroša Joe  
 Korže Elsa  
 Kovačič David  
 Kovačič Sonia  
 Kovačič Steven  
 Krenoš Anita (VCE 1993)  
 Križanič Maria  
 Križman Susie  
 Krnjak Margaret  
 Kropič Ivanka (VCE 1987)  
 Krševan Leslie  
 Kuhar Sylvia (VCE 1988)  
 Kure Christina (VCE 1994)  
 Kure Julie (VCE 1988)  
 Kure Nick (VCE 1982)  
 Kure Peter (VCE 1983)  
 Kurinčič Frank  
 Kurinčič Helena  
 Kutin Jelka  
 Kutin Tania (VCE 1993)  
 Lagondar Greg  
 Lah Maria  
 Lah Roxanne  
 Langford Noel  
 Lažević Branko  
 Leban Majda  
 Leber Michelle  
 Lenarčič Francis  
 Lenarčič Michelle (VCE 1983)  
 Lenarčič Wendy  
 Lenassi Vilma  
 Lenko Andrej  
 Lenko Anton  
 Lenko Lenti  
 Lenko Lydia  
 Lesnjak Robert  
 Ličen Marian  
 Ličen Stan  
 Logar Anna  
 Logar Doris  
 Logar Marta  
 Lončar Irena  
 Lončar Marjan  
 Lorenzi Lina  
 Lorenzi Paola  
 Lotrič Andrea  
 Lotrič Robert (VCE 1981)  
 Ludvik Irena  
 Maddison Alexander  
 Maddison James  
 Maddison Lee  
 Mahnič Irena  
 Majcen Daniela  
 Maljevac Edi  
 Mamilovič John

- Mamilovič Loreta  
 Marcina David  
 Marinič Margaret  
 Markič David  
 Markič Lidija  
 Markič Tanja  
 Marn Belinda (VCE 1992)  
 Marn Darinka (VCE 1987)  
 Martinčič Natasha (VCE 1993)  
 Maver Sonja  
 McGrath Leslie  
 McMahon  
 Melnyk Mark  
 Melnyk Natalie (VCE 1988)  
 Mezgec Sonia  
 Milne Jan  
 Mingot L.  
 Mingot Maria  
 Mingot Suzi  
 Mlinar Susan  
 Mohar Metod  
 Mohar Tatjana  
 Može Kevin  
 Mrak Erik (VCE 1992)  
 Mrak Roland (VCE 1988)  
 Muster Hermina  
 Nanut Helen  
 Nanut Lilian  
 Natlačen Peter  
 Neubauer Andrew  
 Nota Sonja  
 Novak Jan  
 Novak John  
 Novak Sonja  
 Ogrizek Ivanka  
 Ogrizek Mandy  
 Ogrizek Michael  
 Oman David  
 Oman Ingrid  
 Oman Mark  
 Oppelli Helen  
 Oppelli Martin  
 Oppelli-Fergeus Kara  
 Ostrožnik Cvetko  
 Pavel Carl  
 Pavlič Alexandra  
 Pavlič Vesna  
 Pavšič Tom  
 Penko Stephanie  
 Peršič David (VCE 1985)  
 Peršič Ivo (VCE 1982)  
 Peršič Katerina (VCE 1994)  
 Pertot Edwin  
 Petelin Frank (VCE 1991)  
 Petelin Jenny (VCE 1996)  
 Petelin Mary (VCE 1988)  
 Petelin Susie (VCE 1996)  
 Petrovski Sasho  
 Pintar Phillip  
 Pinter Viktor  
 Pirc Martin  
 Pirnat Marta  
 Pirnat Peter  
 Pišotek Damjan  
 Plesničar Mark  
 Plevnik Josef  
 Plut Frances  
 Poklar Elizabeth  
 Poklar Eugene  
 Polh Catherine  
 Polh Michael  
 Pongračič Helen  
 Pongračič Silvia  
 Pongračič Stanko  
 Popovšek Kay  
 Poretti Giordano  
 Poretti Valerie  
 Postružin Natalie  
 Potočnik Andrew (VCE 1981)  
 Požar Darko  
 Prosenak Anne  
 Prosenak Joseph  
 Prosenak Rosie  
 Prosenak Štefan  
 Prosenak Suzanna  
 Puntar Viktor  
 Raguž Mary  
 Rakar Steven  
 Rakar Susan  
 Ramuta Damian (VCE 1988)  
 Ramuta Denis (VCE 1996)  
 Ramuta Natalie (VCE 1989)  
 Remec Zdravko (VCE 1986)  
 Repolusk Andrew  
 Repolusk Daniel  
 Rizmal Zalika (VCE 2003)  
 Riznar Carmen  
 Roeder Ingrid  
 Rotar Roman  
 Rotar Sonia  
 Rožanc Danica  
 Rozman Margaret (VCE 1986)  
 Rupnik Sonja  
 Saksida Mary  
 Saksida Suzy (VCE 1983)  
 Saksida Vesna  
 Samsa Adolf  
 Sankovič Anita (VCE 1985)  
 Sankovič Ronnie  
 Sass Sonja  
 Sass Karina  
 Satler Natasha  
 Sedmak Ann  
 Seljak Vera (VCE 1982)  
 Simčič Danny  
 Skok Adriana  
 Skobe Ivan  
 Sluga Anita  
 Sluga Miriam  
 Sluga Roman  
 Smrdel Albin  
 Smrdel Anton  
 Smrdel Barbara (VCE 1991)  
 Smrdel Innes  
 Smrdel Marta  
 Smrdel Pavla (VCE 1998)  
 Smrdel Robert  
 Smrdel Veronica (VCE 1993)  
 Smrdelj John  
 Smrdelj Magda  
 Sossi Mara  
 Sossi Walter

Srnec Stefan  
 Starc Dana  
 Starc Oriana  
 Starc Sandra  
 Suban Linda  
 Suban Marino  
 Surina Patricia  
 Surlan Tanya (VCE 1988)  
 Svetina Vivian  
 Sycamore Con  
 Stemberger Donna  
 Stepančič Viviana  
 Stepanič Julie  
 Stopajnik Edi  
 Šajn Richard  
 Šenkinc Irene  
 Šenkinc Roma  
 Širca Maree  
 Škabar Andrew  
 Škraba Andrea  
 Špacapan Majda  
 Špur Marie-Louise  
 Šraj Lenka (VCE 2001)  
 Šraj Matija  
 Šraj Pavel (VCE 1998)  
 Štolfa Robert  
 Štolfa Edi  
 Štolfa Frank  
 Štolfa Linda  
 Štrancar David  
 Štrancar Katarina  
 Štukelj Sonja  
 Telban Frank  
 Telich Mari  
 Telich Mateja (VCE 1997)  
 Thompson Katja  
 Thompson Lee  
 Thomson Virginia  
 Tkalčević Irene  
 Tomažič Branko  
 Tomažič Eda  
 Tomažič Igor  
 Tomažin Kathlyn  
 Tomšič Elvis

Tonc Danny  
 Tonc Diana  
 Toplak Andrew  
 Toplak Helen (VCE 1985)  
 Toplak Steven  
 Trebša John  
 Tubola Maria  
 Turk Irena  
 Urbas Frances  
 Urbas Natasha  
 Urbas Toni  
 Urdih Ivan  
 Vadnal Anne  
 Vadnal Susan  
 Vadnjak Ivan  
 Vadnjak Maria  
 Valenčič Majda  
 van de Laak Adrian  
 van de Laak Angelique  
 van de Laak Pierre  
 Varglien Sonja  
 Varglien Tanja  
 Vaupotič Helena  
 Vaupotič Vera  
 Verdnik Damian  
 Verko Diana (VCE 1986)  
 Vičič Margaret  
 Vihtelič Danilo  
 Vihtelič Vinko  
 Vintelič Danilo  
 Vogrin Sabina (VCE 1998)  
 Vojvoda Maks  
 Volk Anton  
 Volk Frank  
 Vran Jenny (VCE 1983)  
 Vrisk Katarina  
 Vrtačič Sigrid (VCE 1981)  
 Vučko Andrea (VCE 1981)  
 Vučko Helen  
 Vučko Maria  
 Vučko Michael  
 Zadel Ivan  
 Zadel Nada  
 Zalik Sonja (VCE 1994)

Zemlič Anne  
 Zetko Iztok  
 Zgoznik Frank  
 Zitterschlager Andrew  
 Zitterschlager Peter  
 Zrimšek David  
 Zrimšek Monica  
 Zupan Bernard (VCE 1982)  
 Zver Phyllis (VCE 1994)  
 Žele Adrian  
 Žele Anita  
 Žele Mary  
 Žele Silvia (VCE 2003)  
 Žnidarič Edwin  
 Žnidaršič Anita  
 Žugič Joey

*Note: I apologise, if I have left out anyone or the name is incorrect. I did my best on the information available.*

## What Students said

*Silvia Zele, by profession a language teacher, was a student when Slovenian was introduced in 1977. She completed her secondary schooling before VCE was introduced. She valued her Slovenian studies, and has continued to maintain and develop her knowledge of Slovenian ever since.*

I attended Slovenian classes in Saturday school from 1977 to 1979.

I remember spending time catching up with my cousins Anita and Mary and finding out what exciting Slovenian events were on at one of the clubs, the church, or in the homes of other Slovenians. This was extremely important. Slovenian parents, of course, were more likely to let their teenagers go out if they were mixing with Slovenians. I also remember the organizational details about getting to Box Hill High School for the classes.

The Slovenian language did not come easily for me. I struggled with the impact gender had on the endings of words and my pronunciation was atrocious.

Still, twenty-three years later, after spending time in Slovenia in 2001, I am preparing to restart my Slovenian language studies and I am looking forward to learning about the language, culture and people. Not with the focus only on the past but preferably on Slovenia's present and future. The Slovenia of today is a new, independent nation with exciting prospects and opportunities for social and economic growth.

I plan to visit and experience the beauty of Slovenia at least one more time and will hopefully be better able to communicate after a year of studying the language.

*Silvia Zele*

.....

*Jan Novak was a student of Slovenian in 2002, and has been for several years. He had completely missed out on Slovenian language during his secondary schooling, and found his way to the classes as a young adult with a successful career.*

Waking up early on a Saturday morning to attend Slovenian class is not always easy, despite good intentions, especially for a mature aged student like myself (I'm 30) who works and socializes far too much. I find it a bit like going for a long jog in that the thought of getting out of bed to do something else always seems like a bad idea, but this feeling is short lived because Slovenian class with Sandi Ceferin is always fun, interesting, challenging and rewarding!

Slovenian class is more than just learning the complex grammar structure and vocabulary. Once I got over the shock of new concepts such as declensions and dual number I found I developed a greater interest in the culture and traditions of which I knew very little. My connection to Slovenia was a tenuous one (only my estranged father is Slovenian) and it existed in my mind in post-card form as that beautiful yet strange eastern-European country where some of my cousins lived. Through Slovenian class I was introduced to many exciting and new concepts that give flavour and uniqueness to a culture, from poems and proverbs (pregovori) to contemporary short stories by Andrej Blatnik to a live performance by the singers Oktet Suha. Of course there is also the mandatory learning about famous Slovenians such as Plečnik and Prešeren.

I've also enjoyed the style of teaching and the flexibility in the approach of delivering information. The Internet is a tool that is used frequently by students in Slovenian class as is video and audiotape. Magazines such as *Misli* are frequently brought in and discussed as are general current affairs (especially during the World Cup and Winter Olympics where Slovenia performed admirably)

Amongst my non-Slovenian friends I often find myself chatting about things I've learnt in Slovenian class, for example: singing a song about frogs. There's always a subject of discussion and genuine interest. I find the enthusiasm I have gained for all things Slovenian has been infectious, as friends have made Slovenia a "must-see" on their European travel itinerary.

*Jan Novak*

.....

I was born in Melbourne in a home where the native language of my 1950ies immigrant parents Slovenian was the sole language spoken – and has continued to be spoken till present day. In 1981, as soon as Slovenian was accredited, I also completed VCE Slovenian.

In those days, being from a 'New Australian' background had its drawbacks, even though our lives were richer through diversity. Nowadays the ability to move between cultures, assimilate and meld riches typical of each gives me an advantage I treasure almost daily.

Working as a specialist Creative Arts secondary teacher, I find that my background is no longer 'different' to the norm, but typical of this city. A decade and a half of teaching and travel through many countries of the world, I find that my background provides me with aptitude to interpret foreign cultures, most often through the ability to pick up languages and think as an outsider new to a new situation or language.

Self-expression is often restricted by expectations of gender or culture, to overcome these is liberating, enabling insight into worlds once restricted.

*Andrew Potočnik*

.....

When I was a teenager, I studied the Slovenian language for approximately three years. I had an interest in other languages and also thought that it would help me to appreciate my cultural background. Little did I know that it would contribute to my adult life experience in such a significant way. Throughout my travels in Slovenia, I came to appreciate my ability to communicate with my relatives and learn more about the Slovenian way of life and history.

Although my Slovenian speaking skills are quite basic, I believe that Slovenian language will always be part of me, and something that I will treasure forever. My experience in learning the Slovenian language and other languages is that you gain an insight and appreciation into your own cultural background and also that of others. I have gained a greater perspective to understand how people belonging to other cultures think, which for me is an enriching experience.

I am truly glad that I spent time in my younger years learning the Slovenian language. However, that is not to say that it cannot be done in adult years.

*Linda Stolja*

All my life I have appreciated my Slovenian background. I attended Slovenian school for many years at the Slovenian Association Melbourne, involving myself in many cultural programs, folk dancing and singing. When I was 20, I went back to the Victorian School of Languages and completed my 2 years of VCE in Slovenian. I have continued to be involved in many activities in the Slovenian community, organising youth masses and youth committees, attending Rome for World Youth Day on behalf of the Slovenian community, Pastoral committee member etc. I also worked on Slovenian Ethnic Radio 3ZZ. For a number of years I was Principal of Slomšek Primary School.

I lived in Slovenia for a year where I attended Slovenian Language summer school and also Slovenian Language Teachers Seminar. I have been to Slovenia five times. I love my Slovenian background and being able to speak the language allows me to become involved in many aspects of the Slovenian community.

As a secondary school teacher in schools with students who come from ethnic backgrounds, I have found that knowledge of Slovenian language and culture helped me to understand and empathize with these students, particularly with their needs growing up with an ethnic background.

I am very proud to be Slovenian and be able to speak another language in addition to English.

*Veronica Smrdel*

.....

I studied Slovenian for six years throughout my secondary school. It was a time when Saturday mornings led me on an exciting cultural journey far different to the one I was growing up in.

We have always spoken Slovenian at home and I speak it fluently, however studying it at school, gave me an appreciation of how complex Slovenian language really is.

It was terrific to be introduced to some of the great Slovenian literary works – a treasure house of books and poems, which gave me an insight into the culture. It also made me realize how important they were and how fortunate I was to be able to read and understand them.

I enjoyed Slovenian classes for another reason. I made friends there and met other people with whom I had something in common - being Slovenian. Learning Slovenian has allowed me to communicate with people in another language. I appreciated this ability whenever I met and spoke in Slovenian with people visiting from Slovenia. I valued it most when I traveled in Slovenia and fell in love with the culture we have learnt about.

I have found that knowing another language is special. It often raises interest with people I meet, and they want to know more about me as a person and about Slovenia. Living in a multicultural society, I also think that it has been an advantage to know another language because it gives you a direct understanding and respect for other cultures.

Apart from such advantages, learning another language is highly rewarding personally. It allows me to converse with my parents in their native language and speak with relatives



overseas. Recently I had the pleasure of traveling through Slovenia. It was a great experience to be able to communicate with people directly in their own language. It meant experiencing the culture and everything Slovenia had to offer in a way not possible through an interpreted view.

I really enjoyed the multicultural days held at the school, when all the language classes being taught would present foods, dress in traditional costumes, play music and allow you to explore other cultures and share the Slovenian culture with others.

*Roland Mrak*

.....

I was born in Australia to Slovenian migrant parents in a Slovenian speaking environment. From the age of five, I attended Slovenian classes at the Slovenian Religious and Cultural Centre in Kew. I continued Slovenian studies at secondary level (Victorian School of Languages) under the guidance of teacher and mentor Mrs Viki Mrak and matriculated in 1992.

My love for the Slovenian language, culture and family has resulted in three visits to Slovenia. The desire to improve my language skills have led me to study at University of Ljubljana. This was made possible with the assistance of a scholarship funded by the government of Slovenia.

The vast majority of my family live in Slovenia, knowledge of the language enabled me to visit and communicate with my family in my mother tongue and to view the Slovenian way of life from a perspective that would have been clouded had I not spoken the language.

My language skills have not only helped me on a personal level but also on a professional level. At present I am employed as a registered nurse in Critical Care in a Melbourne Metropolitan Hospital. In my chosen profession I have found language skills in general and knowledge of Slovenian in particular of great advantage.

Slovenian language has enabled me to understand not only speakers of Slovenian, but also speakers of similar languages – the Slavic group (Croatian, Serbian, Ukrainian, etc). In addition it contributed significantly to my understanding of difficulties experienced by speakers of other languages when trying to express themselves in English.

I love and cherish my background and I am grateful to my parents and teachers of Slovenian who have immersed me in my mother tongue and the Slovenian culture. I would like to encourage other people to travel to Slovenia, learn the language, breathe in the culture and take up the way of life.

*Barbara Brožič*

.....

Rodil sem se v Egiptu, leta 1940. Študiral sem francoščino, arabščino in angleščino, slovensko pa sem govoril samo z mamo.

Moja mati Pepina se je rodila v vasi Kamnje pri Ajdovščini. Po njeni smrti leta 1992 nisem izgubil samo matere, ampak tudi slovenski jezik, saj nisem imel nikogar, da bi se z njim lahko pogovarjal po slovensko.

Ta izguba jezika se mi je ob obisku Slovenije in sorodnikov naslednje leto že zelo poznala, komaj da sem se za silo sporazumel s stricem, teto in sestrično.

Tako sem se odločil za vpis na sobotni pouk slovenskega jezika v Victorian School of Languages. V šoli sem spoznal dve zelo sposobni učiteljici, Sandi Ceferin in Viki Mrak, od katerih sem se mnogo naučil.

Nisem vedel, da je slovenski jezik tako težak, ampak počasi sem se izpopolnil v govoru, pisanju in branju.

Ob naslednjem obisku v Sloveniji so mi vsi čestitali k mojemu napredku v tako kratkem času. S posebnim veseljem se spominjam srečanja v Ljubljani. Stara ženica me je prosila, da bi jo peljal čez razdrto cesto. Kratak pogovor, ki sem ga imel z njo, sem popolnoma razumel in bil zelo ponosen na to. Spomnil sem se mame in oči so se mi orosile.

Slovenski razred zdaj obiskujem že peto leto. Kadar grem zdaj v Slovenijo, veliko govorim, poslušam radio in berem časnike.

Vse to mi je v neizmerno veselje in osebno zadoščenje. Trdno sem se namenil, da ne smem izgubiti jezika, v katerem mi je govorila moja slovenska mati. Nočem izgubiti svojih korenin in sorodnikov, s katerimi se tako dobro razumem. Ko sem prvič obiskal Slovenijo je bilo, kot da bi prišel domov. Občutek sem imel, da sem se v Sloveniji rodil in tam vedno živel.

Prišla mi je misel: To je moja domovina. Tukaj je moj rod.

*Aleksander Braletitch*

.....

Rodil sem se v Sloveniji in moj materinski jezik je sloveščina. Doma vsi govorimo slovensko, nisem se pa učil brati in pisati. Zato je treba iti v šolo.

Hodim v slovensko šolo, da ohranim slovenski jezik. Tam tudi srečam dosti slovenskih prijateljev, ki se prav tako učijo slovensko. Največkrat se vidimo samo v šoli.

V šolo hodim rad, ker se učimo stvari, ki me zanimajo: slovenska zgodovina, slovenski pisatelji in pesniki. Obdelali smo tudi devetdnevno vojno v Sloveniji, kar je bilo tudi zelo zanimivo.

Slovensko se učim, ker se hočem, ne zato ker moram.

*Evgen Igljč*

.....

Čim več jezikov znaš, več veljaš, pravi slovenski pregovor. Mogoče bom v prihodnosti potoval, študiral in živel v Sloveniji. Znanje jezika mi bo pomagalo na potovanju in pri zaposlitvi. Tako bom lahko uporabil to znanje na primer pri prevajanju in tolmačenju, v sredstvih obveščanja, v diplomatski službi in podobno.

Znanje jezika prispeva k spoštovanju in strpnosti do drugih narodov in kultur. To je posebno važno v Avstraliji, kjer živi mnogo ljudi iz vseh krajev sveta.

Znanje slovenščine je za mene še posebnega pomena, ker le znanje jezika je pot do mojih korenin in moje dediščine.

*Pavel Šraj*

Poleg rednih šolskih predmetov – v redni šoli med tednom – sem si izbrala kot maturitetni predmet še slovenščino. Slovenski razred v Victorian School of Languages sem obiskovala štiri leta vsako soboto med šolskim letom. Vstajati sem morala zgodaj zjutraj in je bilo večasih kar težko. Vendar sem rada hodila. Spoznala sem veliko novih prijateljev, s katerimi sem se vsak teden srečala in pogovarjala. Mnogo sem se tudi naučila. Spoznavala sem jezik svojih staršev in poglobljala znanje slovenske kulture, ki je tako bogata po zgodovini, umetnosti, glasbi in literaturi.

Važno mi je, da govorim slovensko s svojimi starši in da lahko pišem pisma sorodnikom in prijateljem v Sloveniji.

Ponosna in zadovoljna sem, da govorim dva jezika, poznam dve kulturi in da pripadam obema v vsej njuni različnosti.

*Sabina Vogrin*

Z veseljem se učim slovensko, ker so predavanja zanimiva in ker me s sošolci veže nekaj skupnega, to je ljubezen do Slovenije, slovenskega jezika in kulture.

V vsej svoji zgodovini smo bili Slovenci le za kratek čas gospodarji na svoji zemlji. Slovenski jezik je bil izrinjen iz cerkva, iz šol, iz uradov, pa vendar se je ohranil in razvijal. Zakaj? Zato ker smo hoteli ostati Slovenci.

Tudi mi v izseljenstvu. Tisoči kilometrov razdalje niso iz nas naredili tujcev.

Vsi Slovenci, ki živimo v tujini, delimo podobne izkušnje na temo: kako ohraniti slovenski jezik v družini. Šola, delo, prijatelji, televizija, časopisi – od jutra do večera moramo poslušati, govoriti in misliti angleško.

Od nas mladih je odvisno, ali se bo slovenski jezik obdržal v tej daljni zemlji. Vsakdo, ki si želi naučiti slovenski jezik, si mora postaviti cilj in se potem zelo potruditi, da ta cilj doseže.

Jaz imam v Sloveniji prijateljico, s katero se že deset let redno dopisujem. Ona mi piše v angleščini, jaz ji pa odgovarjam v slovenščini. Tako je dobro in koristno za obe.

*Iris Dietner*

### Slovenian Identity

To be Slovenian is to have some part of Slovenia in you, whether it is your birthplace, family history, the language you speak or traditions you partake in.

I consider myself an Australian Slovenian. I was born in Australia, live an Australian lifestyle, speak Australian English at home and at school, enjoy all aspects of the Australian culture and country.

My grandparents were born in Slovenia, I learn Slovenian language at school, eat Slovenian food, follow Slovenian traditions.

I am neither fully Australian or fully Slovenian. Perhaps I can say that I am an Australian with a part of Slovenia in my heart.

*Michael Polh*

## 2002 Students have a say

My name is Andrew and I am an Australian born - Slovenian. Preservation of language and culture are very important to me. As I am of Slovenian background (All my ancestors - as far back as 100 years and more - were of Slovenian origin), nurturing and protecting traditional Slovene customs has become one of my hobbies.

I attend VSL (Victorian School of Language) on Saturday mornings where I deepen my knowledge and pride in a land I only know from a visit over three years ago. Despite its small land space (just over 20 000km sq.), I marvel and admire Slovenia for its determination to stand up against the majority and say that they are what they are: Slovenians.

On Sundays my family attends church at Ss Ciril and Methodius, in Kew. This is a great opportunity to experience a Roman Catholic Mass in the Slovenian language. Everything from the hymns to prayers of the faithful is said in Slovenian.

I also have many Slovenian friends who may not always appreciate Slovenia as much as I do, but share the same common emotions of pride and love for their ancestral homeland.

I say that if Slovenians want to protect their language and culture, then they must commit to doing it, not lying back and complaining about it. The Italians, Greeks and French are all very patriotic, and therefore they make one of their first priorities to teach their children the language and even the culture of their homelands. It is all up to parents (and grand-parents) to support the youth. If they show interest then most likely they will learn to have interest too.

*Andrew Bratina*

.....

What does Slovenian mean to me? It means being able to communicate with my grandparents. I have family in Slovenia. How can you have a family and not be able to talk to them?

I love learning Slovenian. It is hard. But I love it.

*Melissa Bratina*

.....

For me Slovenian is a link between my life as an Australian and my family heritage beneath the Alps. I have friends and family in Slovenia that I visit periodically and need to communicate with. It is necessary to speak (or at least try) Slovenian to be accepted.

I find Slovenian language difficult but enjoyable to learn. The problem is that there is limited opportunity to put into practice what one has learnt in class.

*Mick Beljan*

.....

Podpiranje in ohranjanje slovenske kulture in jezika je meni zelo važno, važen del mojega življenja. Moja dediščina je to, moja družina – kultura in jezik so povezani s tem.

*Zalika RIZMAL*

Slovenian means belonging to a culture/country and using its traditions, learning the language, speaking the language. Being able to communicate with your relatives that live so far away, you know you belong somewhere.

I am interested because my parents come from there and all my relatives live. I want to be able to keep the traditions that are a link to everyone and everything that made me as a person.

*Natalie POSTRUŽIN*

Slovenian language is a connection to my ancestors. It helps to map out why I am here, where I come from, a sense of perspective about the way I was raised as a child by my father.

Slovenian language leads to a deeper understanding of the culture. Inherent in the language structure is the gateway to Slavic languages even as ancient as sanskrit.

I enjoy the challenge and reward that comes when a foreign language can be decoded and understood. I'd like to be able to speak and write fluently one day – perhaps even dream in Slovenian. It would be good to communicate.

*Jan Novak*

## Students Writing

### VCE Assessment Task on chosen topic, 1998/ Imaginative or personal writing

*The following piece has been written by the student as part of his writing assignment during the school year. He has chosen to write an imaginative piece. The theme of war had been debated in class during the year, and the student wrote a moving story of friendship and tragic, cruel loss of life during the occupation of Slovenia in World War 2.*

#### Babica Marta

Jesen se je spremenila v zimo in pokrajino je pobelil prvi sneg. To je prineslo veliko veselja, revnim, delavskim otrokom, ki so se kepali in delali sneženega moža. Otrpški smeh je napolnil jeseniške ceste.

“Ejga, Marta! Pejmo se sankat!” Je poklical Bokalov Stanko čez ograjo.

“Ne morem, Mici ima moje cevlje,” je odgovorila Marta.

1918

Bilo je konec prve svetovne vojne. Pričakovalo se je boljše, srečnejše življenje, ampak ne

za Pengalovo družino. Njihov oče se ni vrnil iz bojišča. Pri Pengalovih so imeli štiri otroke. Najstarejši je bil star trinajst, najmlajši pa šest. Kako se bo sedaj družina preživljala? Koza, nekaj kokoši in majhen zelenjavni vrt ne bodo zadostovali. Družini so pomagali sorodniki in sosedje, posebno Bokalovi. Petnajstletni Stanko je vedno priskočil na pomoč pri hiši, v hlevu, v vrtu in pazil na otroke.

Katarina, Pengalova mama je pomlad težko pričakala. Otroci so se veselili meseca maja. Hodili so v Rovte pod Golico nabirat narcise. Ko so nabrali polna vedra cvetja, jih je Stanko peljal v Ljubljano na trg. Ta mesec je bil edini čas, ko so ti revni otroci lahko zaslužili nekaj denarja od prodaje narcis. To je družini zelo pomagalo. Od tega jim je mama kupila obleke in čevlje.

“Kaj boš ti dobil, Stanko?” je vprašujoče rekla Marta.

“Tvoja mama mi je obljubila knjigo, mogoče Pod svobodnim soncem,” je odgovoril Stanko.

1945

Zadnji meseci vojne. Marta je živela z njeno družino v Lescah.

“Raus! Mitkommen!” so zakričali nemški vojaki na ženske v trgovini. “Schnell!”

Bil je krasen dan. Na ukaz nemškega oficirja je morala skupina žensk slediti vojakom do travnika na koncu vasi. Mučno vzdušje je bilo med ljudmi in v strahu so se spraševali: “Kaj se bo zgodilo?”

Ta hip se je pripeljal nemški tovornjak iz smeri Begunj. Na ukaz oficirja je iz njega stopilo deset mladih mož, eden za drugim. Ko so vsi talci stali v vrsti, je Marta onemela. Pričela se je tresti. To ni mogoče – pred njo je stal visok, ponosen Bokalov Stanko, prijatelj in sosed iz otroških let.

Tudi on je njo spoznal. Brez besed sta se gledala in se v mislih vračala v brezskrbna leta mladosti: .....travnik pokrit z narcisami.....nabiranje jagod in borovnic.....božična potica, drevesček, jaslice.

“Ejga, Marta! Pejmo se sankat! Pod svobodnim soncem.....”

“Schnell!” je zarenčal nemški oficir. Ponosno so stali talci pred puškami in pričakovali smrt. Tudi Marta ni hotela pokazati žalosti in je odločno gledala v prijatelja. Oči so govorile: Ne bodi žalostna, ni zastonj. Naša bitka se nadaljuje, dokler sovražnik ni uničen.

“Achtung! Anlegen. Ziel...” oficir ni končal.

“Smrt fašizmu,” je zakričal Stanko

“Svoboda narodu,” so odgovorili ostali talci.

“Feuer,” in pok se je razlil po dolini.

V tistem trenutku je bil ponos močnejši od žalosti in bolečine. Ženske so se tiho razšle.

Jutranje sonce je sijalo na vrhove gora v vsej svoji veličastnosti. Triglav, simbol slovenske svobode se je dvigal na obzorju, za travnikom, kjer so ostali talci.

\*\*\*\*\*

### VCE Assessment Task on chosen topic, 1992/ informative or persuasive writing

*The following piece has been written by the student as part of his writing assignment during the school year. He has chosen to write a combined informative/ persuasive piece. The class had debated the independence of Slovenia, and the student chose to write to the Minister for Foreign Affairs, Gareth Evans, presenting arguments for recognizing Slovenia as an independent state.*

#### Prošnja za priznanje Slovenije

Spoštovani gospod Gareth Evans,

Kot že veste iz mojega dopisovanja po Brionski deklaraciji, išče Slovenia podporo za mednarodno priznanje.

Mi hočemo svetu pokazati, da je Slovenija pravno že samostojna država.

Po smrti predsednika Tita, leta 1980, je Slovenija zahtevala več ekonomske, politične in kulturne samostojnosti. Zvezna vlada je zavračala vse naše predloge. Slovenija se je zanesla na zvezno ustavo iz leta 1976, ki omogoča odcepitev s pomočjo referendumov. In še naprej je parlament v Beogradu vse predloge zavrnil.

23. decembra 1990 je Slovenina razglasila referendum za odcepitev. Rezultat referendumov je pokazal, da je 88,5% vseh volilcev glasovalo za svobodno Slovenijo.

25. junija 1991 je slovenski parlament izdal deklaracijo o samostojnosti na podlagi referendumov. Naslednji dan je JLA zahrbtno napadla Slovenijo in boji so trajali dva tedna. Najtežje bitke so bile za letališča, komunikacije in mejne prehode.

Tukaj so dokazi, da Slovenija izpolnjuje po zakonih mednarodnega prava vse pogoje za priznanje samostojnosti:

1. Stalno homogeno prebivalstvo:
  - a) v Sloveniji živi 2,000,000 prebivalcev,
  - b) 90,6% je slovenskega porekla,
  - c) na tem ozemlju že od najmanj 6. stoletja.
  
2. Določeno ozemlje:
  - a) Slovenija krije 20,256 km<sup>2</sup>,
  - b) državne meje so priznane od sosednjih držav.
  
3. Stabilna vlada:
  - a) republika je parlamentarna demokracija,
  - b) s predsednikom in prvim ministrom,
  - c) ima svojo ustavo.

4. Odnosi s sosednimi državami:
- Slovenija želi imeti dobre odnose z drugimi državami,
  - Hoče postati enakopraven član O.Z.N.

Upam, da sem dokazal, da Slovenija res izpolnjuje vse pogoje mednarodnega prava. Pozivamo Vas in Vašo vlado, da čimprej priznate Slovenijo kot samostojno državo.

Hvala Vam za pomoč in vso Vašo podporo do sedaj,  
S spoštovanjem,

---

Minister za zunanje zadeve Republike Slovenije

**Bibliography:**

Vojna v Sloveniji, Cankarjeva založba, Ljubljana, 1991

Slovenija, Quarterly Magazine Vol.3, 1991

Republic of Slovenia, Nevenka Golc-Clarke, 1991

**VCE Assessment Task on chosen topic, 1995 - informative or persuasive writing**

*The following piece has been written by the student as part of his writing assignment during the school year. He has chosen to write a combined informative/ persuasive piece about learning Slovenian language at the Princes Hill VSL Centre. He is urging students to enrol for Slovenian VCE and giving information about where and when to enrol and what are the costs.*

**Slovenska šola, Melbourne**

Slovenska šola v VSL Centru Princes Hill Secondary College išče študente in študentke za naslednje leto. Želimo, da bi se vpisalo čim več študentov, mlajših in starejših. Slovenska šola je posebno pomembna in koristna za otroke slovenskih staršev, ki želijo izpopolniti znanje slovenskega jezika. Dobro je znati jezik, kadar potujete v Slovenijo ali pa v pogovoru s starši in prijatelji slovenskega rodu. Koristno je tudi pri iskanju zaposlitve. Najvažnejše pa je, da ohranjamo slovenski jezik v Avstraliji. Kajti če ga ne bomo ohranjali, bo počasi izumrl. Tudi slovenska šola obstoja samo dokler jo obiskuje dovolj študentov.

Pouk slovenskega jezika je vsako soboto ob 9. zjutraj, konča se pa ob 12.20. Šolo obiskujejo študenti od 7. do 12.letnika, lahko pa se vpišejo tudi starejši ljudje, pa tudi tisti, ki niso slovenskega rodu.

Princes Hill Secondary College je v Carltonu, zraven nogometnega igrišča Optus Oval. V šoli se učite branja in pisanja v slovenščini in učiteljice govorijo samo po slovensko. Učili se boste o slovenski hrani, glasbi, slovenski kulturi in običajih. Lahko se boste pridružili tudi izletom z avtobusom, obiskovali slovenske klube v Melbournu in okolici, ter se tam lahko



pogovarjali v slovenskem jeziku. V klubih se boste lahko naučili slovenske pesmi in plesu. Vsak razred ima do petnajst študentov, vpisnina pa stane osemindvajset dolarjev na leto.

Vabimo vse Slovence rojene v Avstraliji, da dobro premislite in se vpišete v slovensko šolo, saj vam bo to gotovo pomagalo v prihodnje. Saj pravimo Slovenci: Več znaš, več veljaš.

Ne pozabite na svoje prijatelje. Tudi oni so dobrodošli, čeravno niso slovenskega porekla in ne znajo nič slovensko.

Če želite več informacij, lahko pokličete Princes Hill Secondary College na telefonsko številko 9416 0641.

### **VCE Assessment Task on chosen topic, 2002 - personal writing**

*The following piece has been written by the student as part of his writing assignment during the school year. The student has chosen to write a personal piece. It is a diary entry and the student is reflecting on who he/she is, and where he/she belongs - Australia or Slovenia, or possibly both.*

Dragi dnevnik,

Tišina. Zmedena sem. Pogledam v ogledalo.

Kdo je to? Kdo sem jaz? Kdo je ta mlada ženska? Slovenka ali Avstralka?

Počutim se, kot da sem obtičala med dvema istovetnostima.

Kaj se dogaja?

Gledam fotografije, ki stojijo na moji mizi, slike moje družine, mojih staršev, dveh priseljencev iz Slovenije. Moja mama, oče in brat so prišli v Avstralijo pred tridesetimi leti, iz prave domovine, Slovenije, v novo nepoznano deželo. Zapustili so družino, sorodnike, prijatelje, varnost.

Kot otrok sem se vedno počutila osamljena in nekako drugačna v primerjavi z mojimi sošolci.

Tvoji starši so taki nori idioti! So se mi posmehovali dan za dnem.

Mislila sem:

Zakaj so moji starši nori? Kaj je narobe z mojo mamo? Kaj je narobe z menoj?

Nisem razumela njihovega sovraštva, njihovega predsodka. Zdaj vidim, da je to sovraštvo samo del življenja, ki ga moram premagati.

Bila sem tri mesece stara, ko sem prvič obiskala Slovenijo. Od takrat smo skoraj vsako leto šli v Slovenijo. Sorodniki so vedno navdušeni, prisrčni in gostoljubni. Včasih se počutim čisto doma v Sloveniji, včasih pa kot popolna tujka. Tudi tu v Avstraliji se včasih počutim čisto doma in včasih kot tujka. Kam spadam?

Vsak dan razmišljam o Sloveniji, deželi lepote, deželi moje družine, deželi moje dediščine. Kaj mi pa potem pomeni Avstralija? Moj rojstni kraj, moji prijatelji, moje vsakdanje življenje? Ali je mogoče, da sem Slovenka in istočasno Avstralka?

Izgubljena sem. Kam grem? Kdo sem? Kdaj bom to vedela?

Moram biti potrpežljiva - ta čas, ko sem zmedena, izgubljena na poti življenja... Tišina.

*The student is writing about his/her mother, her experience of growing up in Slovenia, and then building a life in Australia.*

### **Moja mama**

Moja mama je bila rojena leta 1947 v majhni vasi Bač, ki je na Primorskem. Živela je na kmetiji z njenimi starši, z dvema sestrama in starimi starši. Njeno življenje ni bila lahko, ker je bila rojena v tistih težkih letih po vojni. Vsi ljudje v Baču so bili zelo pobožni in vsi so hodili k maši vsako nedeljo. Cerkev je bila vedno polna ljudi.

Moja mama je vedno težko delala, doma, na kmetiji, v gozdu in na njivi. Povrh tega je hodila v šolo in se učila. Imela je dosti dobrih prijateljev in prijateljic in je vedno imela družbo. Takrat nismo imeli televizije ali kina, zato so igrali šah, čitali in se ob večerih pogovarjali.

Moja mama pravi, da so bili lepši časi kot sedaj, ker so otroci, starši in vsi sorodniki skupaj držali in si pomagali. Njen stric je pripovedoval lepe pravljice. Otroci iz cele vasi so se zbirali v njegovi kuhinji okrog peči, poslušali te čudovite pravljice in pekli kostanj.

Po snegu, dežju, toči in vročini je hodila. Pozimi je bilo včasih pred vrati snega do metra in pol visoko. Moja mama je prva vstala in je morala narediti pot zase in za druge, da so vsi prišli v šolo. Zelo je vesela, da v Avstraliji ni snega!

Bila je stara trinajst let, ko je njena najstarejša sestra odšla v Avstralijo. Tam se je poročila in dobila delo. Ko je bila mama stara enaindvajset let, se je tudi ona odpravila v Avstralijo. Živela je pri sestri in delala v tovarni. Delo je bilo težko in morala je delati dolge ure. Počasi se je naučila angleško in se privadila življenju v Avstraliji.

Leta 1970 se je poročila z mojim očetom. Kupila sta prvo hišo v Prestonu. Bila je majhna, samo sedemnajst kvadratnih metrov, ampak zanju dovolj, ker nista dosti imela.

Moji starši so močno delali. Vsake počitnice smo šli na ribolov ali na izlete po deželi. Vedno si bili dobre volje in so posneli dosti slik, ki jih bodo vedno hranili v spomin na tisti čas.

Jaz sem sedaj stara petnajst let. Mama vedno gleda name, skrbi zame in mi hoče najboljše. Jaz ji pri hiši malo pomagam, pa ne zadosti.

Moja mama je zelo čista, v naši hiši bi lahko jedli s tal. Moja mama je tudi najboljša kuharica na svetu. Moja stara mama jo je naučila kuhati po domače in še vedno tako kuha.

Moja mama je dobra in potrpežljiva mati.

\*\*\*\*\*

*The student is writing about the winter and what he/she likes about it.*

### **Zima**

Zima je moj najlepši letni čas. To je zato, ker sem bila rojena v zimi, pa še zato ker v tem času sneži in se gremo smučat. Zima je zelo mrzla. Noči so dolge, dnevi pa kratki. Veter piha in včasih dežuje. Večinoma je oblačno in sonce prav nič ne greje. V tem času se moramo oblačiti prav dobro, da se ne prehladimo. Kljub temu pa se še vedno prehladimo. Sedimo okoli ognja, se grejemo in gledamo skozi okno, kako dežuje.

Zjutraj bi radi ostali v postelji, ampak moramo v šolo ali na delo.

Najlepše kar lahko počnemo pozimi je smučanje. Vsako leto gremo s prijatelji na Mt. Buller. Vstanemo ygodaj, ker je dolga vožnja, cele štiri ure. Čas hitro mine ko sedimo na avtobusu, se pogovarjamo in tudi pojemo. Nobeden se ne dolgočasi. Potem smo pa tam. Sposodimo si smučke, se peljemo z žičnico do vrha, potem se pa smučamo ves dan, padamo, se pobiramo, in smo vsi mokri in nasmejani. Kar težko gremo nazaj. Vsi bi radi ostali več časa. Vendar nam ostane lep spomin.

Zimo imam res rada.

.....

*The student is writing about 'a cloudy Friday' not so long ago.*

### **Oblačni petek**

Petek zjutraj. Zgodaj vstanem. Moram iti v šolo. Je zadnji dan. Jutri se začne vikend. Utrujena sem. Nič se mi ne da iti v šolo. Ne vem kako bi se spravila iz postelje. Če bi bile počitnice prav gotovo ne bi imela nobenega problema z vstajanjem. Poletne počitnice so najboljše: lepi, dolgi, sončni dnevi. Hodim na obalo, v disko, v kino, po mestu in vsepovsod. Šola je drugačna. Če ne bi tam imela toliko prijateljic in prijateljev, prav gotovo ne bi hodila. No, to samo tako govorim, saj moramo vsi hoditi v šolo. Poleg tega ni res, saj dobro vem, da je šola važna, da si pridobiš dobro življenje.

Končno sem se spravila iz postelje.

Odprem hladilnik. Nič. Prav kot moja denarnica. Niso mi pustili nič mleka in kruh je tudi izginil. Zajtrkujem na suhih Vita-Brits. Danes še nič ni šlo prav. Morda je vsaj vreme boljše. Pogledam skozi okno in poskočim od veselja kot otrok. Jutro je lepo. Nebo je čisto in modro, in sonce počasi vzhaja. Kar naenkrat zagledam nekaj črnega. Oblak. Velik, črn oblak prihaja iz zahoda. In še eden. Ko pridem do šole, je celo nebo črno, niti enega sončnega žarka ne pustijo skozi.

Učitelji so vsi razdražljivi, gotovo imajo oni tudi vsega zadosti. Hodijo okrog kot bi bil pogreb. Dolg, dolgočasen dan je. Na koncu dneva nam da še kup domačih nalog. Prav gotovo noče, da gremo kam ven za vikend.

Pogledam po razredu. Vse kot mrtvo, vsi sedijo kot roboti. Vsi kot bi vsak imel nad sabo velik črn oblak.

.....

# Appendix

## Teaching of Slovenian Language in Victoria

### Milestones

#### 1960

The first class of Slovenian in Victoria is offered by Jože Kapušin at the Slovenian Religious and Cultural Centre in Melbourne. Later in the year Anica Srncic took over the teaching. In 1968 she invited Draga Gelt to help with the teaching and the folklore. She was joined by Sr.Pavla Kaučič and Sr Silvestra Ivko and Lucija Srncic. Over time they were joined by Viki Mrak, Anica Špacapan, Pavlina Pahor in Sr.Maksimiljana Kaučič, Veronica Smrdel, Mary Petelin, Lidija Lapuh, Maria Stathopoulos, John Golja, Iris Dietner, Barbara Smrdel, Anita and Mary Žele and Lidija Bratina.

#### 1974

The Slovenian Association Planica establishes a Slovenian class. The teacher is Lucija Srncic.

#### 1976

There are two large classes of Slovenian at the Slovenian Religious and Cultural Centre in Melbourne. Lucija Srncic is in charge of the senior class, Pavlina Pahor the juniors.

Fr.Stanko Zemljak makes the initial enquiries about the possibilities of accreditation of Slovenian as a Higher School Certificate subject ("matura").

Fr.Stanko contacts Aleksandra Ceferin (BA, MA, Dip.Ed., Monash University).

Prof. Jiri Marvan, Chairman of the Committee for Balto-Slavonic Languages is contacted.

Victorian Institute of Secondary Education announces a two-year moratorium on accreditation of new HSC subjects.

A. Ceferin explores the possibility of offering Slovenian language as an accredited school subject at the Saturday School of Modern Languages (est. 1934).

Slovenian language is accepted as a school subject after a formal approach and presentation of required documentation.

Slovenian Teachers Association of Victoria (STAV) is established, with 20 members.

#### 1977

Slovenian classes begin at three school centres, University High School, Box Hill High School and Maribyrnong High School, with two classes, at junior and senior level.

Teachers: Lucija Srncic, Draga Gelt, Marija Bosnič, Natasha Vincent, Vesna Iskra, Magda Hribernik. Coordinator: A. Ceferin.

Slovenian is for the first time in the English world an accredited elective secondary subject.

**1978**

Slovenian is introduced as an elective school subject into the newly established Saturday School of Community Languages in the state of New South Wales, Sydney.

Prof Dunston (Chairman, Board of Studies, NSW) contacts A. Ceferin regarding the introduction of Slovenian as a Higher School Certificate in the NSW school system.

A.Ceferin prepares the necessary documentation to start the process of documentation and certification. A. Ceferin is appointed with prof. deBray (Canberra) and prof. Marvan (Monash University) a Consultant/Adviser and Examiner for the Higher School Certificate Examination in NSW.

**1979**

A. Ceferin establishes the Committee for accreditation of Slovenian language and prepares a formal accreditation proposal for the Victorian Institute of Secondary Education (VISE).

The first Slovenian HSC class sits for the examination in NSW.

**1980**

Sub-committee for Accreditation of Slovenian is established.

Slovenian is the first VCE accredited subject in the reformed school system in Victoria.

**1981**

The first Slovenian class completes the Higher School Certificate in Victoria.

Students: Robert Lotrič, Andrej Potočnik, Sigrid Vrtačič, Andrea Vučko.

Teacher: Jožica Paddle-Ledinek (1981-1987).

HSC Committee for Slovenian Language:

Members:

Aleksandra Ceferin, Chairperson

Jožica Paddle-Ledinek

Marija Bosnič

**1983**

Saturday School of Languages Advisory Council is established. It represents 32 languages, 500 teachers and 11,000 students. A. Ceferin is elected Vice-President (1983-1987).

**1985**

Slovenian Literary Reader and Slovenian Folk Songs are published by Aleksandra and Drago Ceferin.

### **1986**

Slovenian Language Teachers, Parents and Students Association of Victoria (SLTPSAV) is established.

All HSC subjects undergo a review, re-evaluation and re-accreditation process. Slovenian Re-accreditation Committee: A. Ceferin (HSC Course Developer), Stefan Kasarik (Principal of Saturday School of Languages), Jožica Paddle-Ledinek, Marija Bosnič and Drago Ceferin.

Field of Studies Committees for main subject areas are established and appointments of representatives of secondary and tertiary sectors made. It is the beginning of a 5 year process of a radical school reform at the senior secondary levels (Year 11 & 12).

A. Ceferin is appointed member of Field of Studies Committee for Languages Other Than English. (FOSC for LOTE).

### **1991**

A. Ceferin prepares VCE Slovenian Course Outlines for Year 11 & 12 Slovenian with thematic approach and task requirements. It is a model used in the development of Course Outlines for other languages taught at the school.

Slovenian is one of the languages defined as Interstate Cooperation Languages, with a common written examination.

A. Ceferin is appointed Vetting Examiner in Verification State Chairperson for Slovenian and German in Victoria.

### **1992**

The first class of Slovenian students (Victorian Certificate of Education) completes the reformed VCE.

VCE students: Anne Birsa, Barbara Brožič, Simon Grilj, David Hvalica, Belinda Marn, Erik Mrak.

Teacher: Viki Mrak

### **1993**

A. Ceferin is appointed Area Manager, Victorian School of Languages (V.S.L) with responsibilities for course development and accreditation of six languages, including Slovenian.

### **1995**

Viki Mrak, VCE teacher in Victorian School of Languages and member of STAV travels to Slovenia to participate in the Seminar for teachers of Slovenian language, sponsored by Slovenian government.

**1996**

Sandi Ceferin, teacher of Slovenian in Victorian School of Languages and member of STAV travels to Slovenia to participate in the Seminar for teachers of Slovenian language, sponsored by Slovenian government.

A. Ceferin is appointed Assistant Principal for VSL, with the responsibility for introducing the reformed language curriculum – Curriculum Standards Frameworks (CSF) in the VSL. The Slovenian model The CSF Guidelines for Slovenian is developed and completed by Sandi Ceferin.

**1997**

A. Ceferin travels to Slovenia to participate in the Seminar for teachers of Slovenian language. Closer links with the Slovenian Emigrant Association are established.

**1998**

Web pages for Victorian Language Association – the initiative, with the provision of professional development and financial support comes from the Ministry for Education, Training and Employment, Victoria.

STAV is reinstated and renamed Institute for Slovenian Studies of Victoria (ISSV). The main project of ISSV is a web page intended for the students and teachers of Slovenian and generally for the descendants of Slovenian emigrants in the English-speaking world.

**1999**

Thezaurus.com is published on the web, with a Language Resources section, Sloveniana Webzine, and links. Partial financial support allocated by the Ministry for Culture RS Slovenija.

A. Ceferin travels to Slovenia, establishes contacts with the Office for Slovenes Abroad, Ministry for Culture, Faculty of Arts (University of Ljubljana), collects material, establishes links with individuals.

**2000**

Development of Thezaurus – monthly 14 000 hits; writing articles for Sloveniana Webzine and other publications.

### **2001**

ISSV organizes the Australian reading tour of five Slovenian authors in Melbourne:

Literator.com launched in Melbourne – an archive of modern Slovenian literature in English translation, the concept developed by the web developer Chiron Morpheus.

Webclassroom is developed by Sandi Ceferin.

Literator.com is presented to Slovenian public by A Ceferin in Ljubljana on 18 September 2001, at the Slovenian Writers Association offices.

Discussions in Ljubljana regarding the Slovenian Online Course developed by Aleksandra and Sandi Ceferin.

### **2002**

VSL commissions Sandi and Aleksandra Ceferin to develop for publication *Slovenian Course Outlines CSF/VCE* (Years 1 -12), to be published in 2003.

Galeria Sloveniana Online is launched on the web with the exhibition of Australian Slovenian Artists of Victoria.

25th anniversary of teaching Slovenian language in Australia is announced and the Committee for the 25th Anniversary Cultural program is formed.

Thezaurus Forums, interactive section of Thezaurus launched in October (3/10/2002). By January 2003 there are 41 registered users, 140 entries and guests.

ISSV initiates an exchange program for secondary students of Slovenian classes in Victorian School of Languages. The first student spends 5 weeks in Diocesan Secondary College in Vipava December 2002 and January 2003, three students are attending Diocesan Classical Gymnasium in Ljubljana in September 2003.

The monthly visits of the Thezaurus website have reached the average of 125,000 hits in 53 countries.

### **2003**

In February 2003 the book documenting the teaching of Slovenian in Victoria, *Slovenian Language in Australia. 25 years of Slovenian language in Victorian schools*, goes into publication.



## Teaching resources, text-books, readers and references

The text-books for teaching Slovenian in Australia have been a major issue from the beginning. Course-books and text-books, grammars, and work-books published in Slovenia have been plentiful, but none were suitable for teaching a student population in an English-speaking country, whose knowledge of the language was limited and many were more familiar with the dialect spoken at home.

Consequently, the resources that were available, needed to be adapted to the needs of the class. A course-book that could be used as a main course book by all the teachers and students of all ages was Slovenian Language Manual (2 volumes). It was published by Professor Edi Gobec in the USA, and used for teaching Slovenian as a second language. It contained useful and extensive vocabulary lists and grammatical exercises. A wide range of textbooks supplemented the manual and were used by the teacher for variety and stimulation, taking into account the interests of students and curriculum requirements. It had the additional advantage that students in a multilevel class could work independently and at their own level through the chapters.

Several language textbooks were used selectively. These are: *Zakaj ne po slovensko?* - with dialogues on cassettes and a complete grammar. Certain grammatical elements could be taken and developed by the teacher into reinforcing exercises; for lower levels: *Sonja in Peter se učita slovensko 1,2*, *Veselo v slovenščino*, *Slovenska beseda v živo*, and *Učimo se slovensko*, work books for lower primary levels. Colloquial Slovene is useful for the texts of dialogue material accompanied with cassette recordings.

For the higher levels the series *Učimo se slovenščino I,II,III* and *Slovenščina za tujce* were used very selectively mainly for the texts and grammatical elements. Again these needed to be adapted and developed by the teacher, since they presumed knowledge of the language that a non-native Slovenian could not possess. The primary grammar reference is *Slovene: a Comprehensive Grammar* by Peter Herrity. Published in 2000, it is the most complete reference of Slovenian grammar, with many examples of language usage.

Slovenian primary school readers were a rich source of materials, although by and large the lower grades were both too difficult and too simple. Useful were illustrations and certain literary forms such as humorous children's poems and riddles. The most suitable were the Slovenian school readers for lower secondary school. The Slovenian Literary Reader is used for the literary component of the syllabus and is a comprehensive historical anthology, containing literary texts not commonly available in the school readers, in a historical chronological order.

A wide variety of resources are used for the language and cultural studies of contemporary Slovenia and are referenced in the curriculum, the emphasis is on authentic language materials, Web resources, video, audio materials, media sources such as radio, journals, magazines, newspapers, television and the Internet.

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The VCE references have been compiled by the Institute for Slovenian Studies of Victoria for "The VCE Study Design - Slovenian", also available on [www.thezaurus.com](http://www.thezaurus.com).

"The VCE Study Design – Slovenian" is the latest publication for the VCE Slovenian language by the Education Department of Victoria, Board of Studies, Melbourne, 2001 (accreditation period 2001 - 2005). Further information about VCE studies is available on [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au).

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## Victorian School of Languages

Initially named Saturday School of Modern Languages (SSML), Victorian School of Languages (VSL) was established in 1934. Its initiator responded to the demands of the school population of the MacRobertsons High School for girls to study Japanese and Dutch. Such were the beginnings of a Saturday school structure in a 5 day week school system. Language classes were offered on Saturday mornings, which was traditionally a school free day in Australia. They continued during World War 2, and then began to broaden to other languages. By 1958 the school held classes in Japanese, Italian, Dutch and Russian. With the arrival of major waves of immigrants the number began to grow. In 1976, when we approached the school regarding the introduction of Slovenian, there were 20 languages offered.

The Saturday school was ideal to meet the language needs of the children of newly arrived immigrants and developing ethnic communities. It appointed from the available teachers the best qualified. With the exception of languages taught in the Australian school system - French, German, Latin - the teachers were themselves immigrants. The school set the standards of professionalism and curriculum requirements that it expected to be fulfilled. The efforts to integrate the teachers and ensure common standards increased in the eighties along with the educational reforms of the school system.

It proved a successful model, in time adopted by other Australian states in their efforts to provide for all the languages required by a growing, linguistically and ethnically diverse immigrant population. With its flexible structure it was able to provide for the language requirements of the Australian multicultural society. In Victoria it expanded progressively in response to Victoria's language needs in the city and country areas.

In 1986 it was renamed Victorian School of Languages, and was given support to develop programs appropriate to its function as a language provider in the school system of Victoria.

A school in an area of high local demand for language classes was designated a VSL Centre for a number of languages to be taught on Saturday mornings during the school year.

Supervisors of the Centres were appointed. They answered to the central Headmaster, in 1987 appointed as Principal. They were initially Australian senior teachers, sympathetic to their multi-ethnic school population. From the seventies, the number of senior staff with ethnic background increased significantly. The ideal appointee had administrative experience and language teaching qualifications. Ethnic background was considered an advantage, particularly in the case of large enrolments of newly arrived migrant groups with limited knowledge of English.

Between 1975 and 1981 the school tripled in size, the enrolments rising from 2,200 to 6,200. The number of large centres tripled from four to twelve, the number of instructors increased from 110 to 260. New school centres were opened to accommodate the increasing number of classes in the areas where the student population lived.

Slovenian classes opened in Box Hill High School Centre, taking in the student population living in the south-eastern part of Melbourne, including Springvale, Dandenong, Clayton and Mulgrave districts. University High School in the centre of Melbourne took in students

from around Melbourne and Geelong, who could easily arrive by train. Maribyrnong High School was attended by the students who lived in the north-western part of Melbourne, the St.Albans, Sunshine and Footscray districts.

In 1982 Joe Abiuso took over as the Headmaster of the SSML. He introduced an integrated approach to the administration of the school. He particularly concentrated on upgrading of the SSML with the status equal to that of the other schools in the system.

In order to achieve this aim he established the SSML Advisory Council, which included representatives of all the major language groups. Aleksandra Ceferin, elected Vice-President, represented Slovenian and smaller language groups offered by the School. The Advisory Council remained in place till 1986, making representations to the Department of Education regarding the status of the school, assisting the Headmaster in making administrative, curriculum and professional development decisions and participating in Council elections.

While steadily increasing the number of enrolments, the school was gaining strength, but the Principal and senior staff continued to make representations to the Minister of Education. In a major submission to the Australian Senate Standing Committee *"Towards a National Language Policy"* dated 2nd February 1983 were listed all the issues which needed to be addressed by the government. VSL wanted to achieve equal status with other schools of the state school system, representation of the school population by setting up a VSL School Council, adequate support for the study of languages through provision of professional development, resourcing of languages and HSC accreditation.

A 'Working Party to examine Saturdays School of Modern Languages' was established by the Minister for Education in 1986. A report was completed in March 1987. A delay prompted the School's Advisory Council to seek a meeting with the Minister.

At the annual staff meeting of the SSML held on 5 December 1987 at Maribyrnong High School, the staff of 400 instructors was addressed by the Minister for Education Mr. Ian Cathie, who announced that most of the 29 recommendations were accepted. Some of the highlights were:

1. The School would be known as the Victorian School of Languages
2. The School would be classified with an A school status
3. That full School Council status within the meaning of the Education Act 1975 Division 3 would be approved
4. That minimum face to face teaching would be increased to three hours
5. That extra in-service training for the instructors would be approved
6. That the expansion of service to country areas and to the primary level was likely to be introduced

The VSL is also responsible for language provision through Distance Education. French, German, Indonesian, Italian, Japanese, Modern Greek and Latin are the languages offered to students unable to attend face-to-face classes.



The VSL Circular in 2002, containing all the enrolment information for 43 languages. Slovenian is now taught only at one location, Princes Hill VSL Centre in North Carlton. On the increase are the languages where migration numbers continue to be high.



In 2003, Slovenian has three students enrolling for VCE, and several candidates for the following year. We don't know how long this will be sustained. We are fortunate in that the policy of the VSL is to continue offering classes even with very small number of enrolments when VSL is the only school where the language is offered.

There has always been a problem with attendance on Saturday. Students who pursued sporting activities, had music or ballet sessions, usually had a strong conflict of interest. It was either sport or language. An easy decision only when the language student did not actively participate in a team sport.

The school has provided a most valued and memorable part of the participating students' education for the last 25 years. With its many languages and mixed student and teacher population it reflected the multicultural and ever changing nature of Australian society. It also served as an example of the tolerance of Australian people to welcome and accept a broad variety of peoples and cultures

In 2003 the VSL offers 43 languages in 34 centres to 14,000 students. It has completed another major curriculum and professional development program and is in the process of publishing CSF Course Outlines for levels 1 to 10, for all its languages and incorporating the the CSF and VCE reform of 2002.



The Victorian School of Languages Advisory Council 1984 at the conference of all VSL teachers and staff, at the University High School Centre. Addressing the teachers is the Principal, Joe Abituso. On the podium from the right are Aleksandra Ceferin, Joe LoBianco, Magda Gavranopoulos, a representative of the Education Department and Frank Merlino, the present Principal of VSL.



Slovenian Course Outlines have just been published. Aleksandra Ceferin is viewing the publication with the Principal, Gil Freeman and Assistant Principal, Elizabeth Kleinhenz.



Aleksandra Ceferin (B.A., M.A., Dip.Ed), called Sasha by family and friends, was born in Ljubljana, Slovenia in 1932. She went to school in Kamnik, Novo mesto, Ljubljana and Trst and completed her university degrees in Melbourne, Australia.

In 1950 she migrated with her family to Australia. In 1970 she completed a Master's degree in German literature at Monash University in Melbourne, and was appointed Teaching Fellow in the Department of German and General and Comparative Literature.

In 1975 she completed the Diploma of Education. She taught German and English at Monash High School. In the subsequent years she was Coordinator of Languages and English, Curriculum Coordinator, and played a key role in the innovative restructuring of the school curriculum.

Aleksandra introduced Slovenian language into the school system of Victoria and was instrumental in the accreditation of Slovenian language as a Higher School Certificate subject in the state school system. She was responsible for Slovenian curriculum documents at all levels, and for all the reviews of the curriculum in the nineties, as well as the Slovenian VCE Study Design.

During her professional career Aleksandra served on a number of consultative and educational committees including the Australian Ethnic Affairs Council, State Ethnic Broadcasting Advisory Committee, Victorian Institute for Secondary Education Review and Re-accreditation Committees.

She was appointed member of the Field of Studies Committee for Languages Other Than English in 1986. The Field of Studies Committees initiated the process of radical reform of curriculum and assessment at the senior secondary levels in Victoria. As a consultant for Languages Other Than English in 1989, she took an active part in professional development strategies, inducting language teachers into the radical changes of the school system.

In 1991 Aleksandra was appointed Area Manager and later Assistant Principal for Curriculum and Professional Development of the Victorian School of Languages (VSL). In that role she initiated professional development and curriculum strategies with seminars, course development workshops and consultations to assist in the introduction of the reformed CSF and VCE curriculum.

Having retired from the Victorian School of Languages in 1996, she devoted her time to other activities concerned with promoting Slovenian language and culture including establishing the Institute for Slovenian Studies of Victoria and the website [Thezaurus.com](http://Thezaurus.com) as the main vehicle for its projects.