

awareness of the fact that a coherent progress of the science can only be ensured by the synthesis-oriented projects on the inside. One could hardly find a more adequate place for evaluating the accumulated knowledge, empirical research and theoretical verification.

Within the largest ethnological project entitled *Life Style of Slovenes in the 20<sup>th</sup> Century* all Slovene ethnologists participated already during the preparation of eleven questionnaires and their introduction. The department associates and students contributed the majority of chapters and the first two local monographs which are a part of this project. The majority of Slovene ethnologists already participate in the second phase of the project – research of the Slovene ethnic territory within Slovene municipalities which will reveal the culturological problems of all Slovene municipalities and abroad. There is a special seminary at the Department of Ethnology where students work on various elaborations concerning cultural components in different places and areas of the analysed territory.

A special seminary is dedicated to the study of life style of Slovene immigrants. Research work is being done in Slovenia, France, West Germany, Sweden, USA and Argentina and will shortly start in Australia as well. This work is based on an extremely valuable – indeed anachronistic regarding the broader social circumstances – idealism of students who travel around Slovenia and abroad at their own expense, collecting and researching valuable testimonies of immigrants and their children, observing their life style and collecting relevant documents. A student who raises the necessary funds by himself is a *conditio sine qua non* for this project and the most reliable source of work optimism.

The associates and students of the Department of Ethnology also research the life style of Slovenes during the World War I. Two diploma papers and several seminary papers have already been written on this subject.

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## STUDENT'S VIEW OF ETHNOLOGY, STUDY AND WORK

Much has been said about the methodological orientation of Slovene ethnology and about the questions deriving from it either directly or indirectly. A student's view of all this might prove useful.

Our position would hardly be justly evaluated only through direct observation of ethnological activities: a comparison of the study possibilities and obligations in the past years would be welcome. We cannot, however, form an objective picture just from a few scarce data on the study of ethnology in the past.

The major noticeable difference lies in the methodological shift within the science. Ethnology has rid itself of many limitations of descriptive nature. In comparison to courses that enable independent study, those courses which „bring everything on a platter“ are now fewer. This is particularly true for junior and senior years of study in which we are systematically introduced to independent work.

During the study a student becomes acquainted both with theoretical problems of the science and with some bases of material, social and spiritual culture of Slovenes and other nations of Yugoslavia, Europe and other continents. Beside this a student has to become familiar with ethnological literature and contemporary ethnological activities. In junior and senior classes a particular accent is on the development of Slovene ethnology and a student thus realizes that correct guidelines in independent research work can only be reached through critical evaluation of history. Sooner or later



everybody realizes that the questions concerning method and methodology cannot be solved in a general way, by adopting certain findings of others. They are to be solved on a daily basis through independent research work, critical evaluation of ethnological activities and also by searching those questions within the society which should be of interest to ethnologists.

A student has to prove the maturity of his views during obligatory literature exams and also in his seminary and diploma papers where he is compelled to critically evaluate the literature written about the problems he is writing about. Critical evaluation is a part of educational process that should never end.

In this respect students do not miss anything. Quite to the contrary – many of us feel that obligations in the form of exams and papers are far too numerous. Yet sooner or later everybody realizes that they are a „*conditio sine qua non*.“

Practical work which is of seemingly secondary importance at the faculty is nevertheless an important part of education. It is performed in several ways, papers being the most common part of it. Thus many students are introduced to field work for the first time, experiencing the pleasures and difficulties of a future ethnologist – both in the field and during collecting various material, during evaluating the literature and also during writing.

Another way is practical work in various ethnological institutions or within ethnological activities (such as revitalization, „Science to Youth“ projects etc.). In such a way there is no real discrepancy between desires and realistic possibilities. Practical work enables the student to get acquainted with those areas that offer employment to ethnologists. As we are comparatively numerous and the budgets of these institutions limited, the choice of practical work must conform to the options given. Therefore it is no longer necessary that the four periods of field work be from four different areas. On the other side this also means an opening of perspectives concerning the so-called „guided education“: a student can perform all four field practices at the same institution and thus gets acquainted with all its activities.

Although different institutions offer different experience, any kind of work – even administrative – is instructive since a student learns about the character and nature of that particular work. It is desired that every field practice be a synthesis of experience gathered by the mentor ethnologist and that this synthesis be conveyed in a practical and not only verbal manner. This, of course, cannot always be done. We complain that we receive too little attention from our mentor, but do not realize that the mentor has other obligations as well.

Possibilities for practical work are thus various, in accord with the expanding scope of ethnology. One of them is cooperation during the revitalization processes where a student deals with the problems which are not incorporated into the study of ethnology (i. e. statistics).

If we enumerated all our problems we would probably be too subjective. Therefore we will deal only with those problems which unnecessarily make the study more difficult. One of them is the study of foreign languages. We have a two-year course teaching one of the languages of our neighbour countries and a two-year course in an East-Slavic language. In the past more time had been devoted to this study and the courses exceeded the mere grammatical basics of a particular language. Today there are fewer hours available for this study and most of the time is devoted, of course, to grammar. Translations of professional texts often have to be put aside and yet they should be our primary goal. Sometimes the manner of language learning represents a problem as well – periodical study is out of the question and this is often in contrast with the habits of university study.

This problem might be solved if ethnology became a one-subject study. Since this is not yet possible, some areas which would be very useful to ethnologists remain neglected. We have found out that many would benefit from the study of statistics, history, psychology and its methods. Many of us are also hindered by their inability to verbalize their thoughts. Our study obligations do not permit us to devote more time to these subjects; therefore an interdisciplinary cooperation would be useful. A student does encounter some forms of interdisciplinary cooperation during his junior and senior years (courses on verbal literature and on the relation between ethnology and architecture), but not all are equally interested in them and this should be taken into account.

Some problems and difficulties derive from the lack of space at the Department of Ethnology, especially when we have to determine the hours for optional courses which do not have a large audience. The majority of other classes are taught in the last two days of the week, when other departments already slacken their pace of work.

A logical supplement of our study are field trips and excursions. Since they require large expenditures only trips within Slovenia are frequent, especially during the sophomore year. But we broaden our knowledge in other ways: students who have travelled around and experienced different cultures can relay their experience through lectures of their own. But such lectures are not frequent enough to be a substantial supplement to our regular study.

As we have said before, education is not separated from other ethnological activities. Work at the department is linked to the work of other ethnological institutions. It is desirable that the themes for diploma papers be chosen in such a way that they are later incorporated into research projects. New seminars such as „The Life Style of Slovenes in the



20<sup>th</sup> Century" or „Ethnological Study of Slovene Immigration" have greatly enhanced these possibilities. Many field practices are a part of this as well.

Student's work can be and is often acknowledged on ethnological symposiums, round-table discussions, students can publish their articles in the *Bulletin of Slovene Ethnological Society* or in the magazine *Problemi*. Thus the student's responsibility grows and independent work is a part of pedagogical process as well. An expression of a search along these lines is also a recently started publication of students of ethnology.

Activities outside our study are closely linked to the study itself. They cannot be treated separately. This means that the study of ethnology is not a tedious learning of facts. It would be only appropriate that this liveliness be incorporated into our future work. Only if we can look at life as it is we will be able to avoid all methodological bypaths.

MARJANA FTIČAR

## STUDY AND PRACTICE

Study is a work process subject to the same laws as, for instance, technology in the field of material production. I presume that many improvements and renovations are called for. It is not my intention now to doubt the study of ethnology at the Faculty of Arts. What I would like to say is that I could hardly evaluate the study of ethnology ten years ago when I was a student from my contemporary practical experience because I should be more familiar with the present study program. It is my opinion that theoretically the practice of ethnologists who graduated ten years ago should be the same as the one in the present study program. The current professional problems remain the same for both students and graduate ethnologists. Judging by various initiatives coming from the Department of Ethnology, I can say that the department not only reflects the development of the science, but also gives it new impulses within the whole Slovene area.

A few years ago an initiative for a merger of two Slovene ethnological associations came from the Department of Ethnology and the Slovene Ethnological Society was created in 1975. The department houses the headquarters of the *Bulletin of the Slovene Ethnological Society*. Furthermore, it initiated the *Ethnological Topography of Slovene Ethnic Territory (ETSEO)* in 1974 and the present ethnological research within Slovene municipalities. These are all activities which manifest the expansion of ethnology and its newly rediscovered importance in the contemporary Slovene society. Slovenia badly lacks an active central ethnological institution which could realize all the ideas emanating from the Department of Ethnology and its graduates at the republican level. The present situation is such that the realization of some large projects is being done with the aid of ethnologists employed in various local and regional institutions who, after all, have to fulfill their own obligations as well. Therefore they can participate in the projects at the republican level only occasionally and with extraordinary efforts besides their regular work. Furthermore I for one do not appreciate long-term projects in which individual liberty and satisfaction wear off during years. This is, of course, a very personal viewpoint which does not diminish the value of large Slovene ethnological projects, but it does raise the question of their realization that is again partly the matter of technology of either study or practice.

What seems the most important thing for me lately is the recent interest of ethnologists for the search and use of media of research work, especially visual media (i. e. exhibits, film and television). The film committee of the Slovene Ethnological Society takes great pains in developing ethnological film which would prove useful for all, not only some, ethnological institutions. A great deal has been done in this area in the last two years, the greatest shift being the awareness that visual ethnology is not only an accompanying medium, but rather an independent branch of ethnology such as, for instance, the ethnology in museums or monument protection. The importance of the present Department of Ethnology at the Faculty of Arts lies also in its support of the above mentioned endeavours and experiments.

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