

ARTICLES

I. History

The First Fifty Years of the Didactics of History at the Faculty of Education at Masaryk University (1946–1996)

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The study presented here concerns the development of history didactics at the Faculty of Education at Masaryk University. It focuses on the first fifty years of work in this field (1946–1996) when was represented by Jaroslav Kopáč, Stanislav Opatřil and Stanislav Julínek.

Key words: *Masaryk University; Faculty of Education; Didactics of History; 1946–1996*

Faculties of education were established at universities in Prague, Brno, Olomouc and Bratislava in 1946 to develop academic and research work in the educational sciences and to contribute towards assuring the training of qualified teachers and new teachers entering the profession. This training included a methodology for history teaching that was initially provided by teaching seminaries at these faculties. The term “methodology of history” was used up until the end of the nineteen sixties when it was replaced with the term “theory of history teaching”, from which the branch didactics of history then developed as part of general didactics.

This field was cultivated by Jaroslav Kopáč and Stanislav Opatřil, both from a teaching seminary, from the time at which the Faculty of Education was established at Masaryk University until its temporary closure in 1953. Jaroslav Kopáč (1898–1982) published a monograph entitled *History*

Teaching with a View to a Number of New Trends in 1936. Following the foundation of the Faculty of Education at Masaryk University he enrolled for the subjects history, geography and civics, in which he passed the final state examination, and defended his dissertation *Aspects to the Selection of Teaching Matter in New History for Secondary Schools* in 1950. From 1952 onwards he worked as a lecturer at the Department of Education.

In addition to lecturing on the history of education, he also contributed to the preparation of new history curricula with V. Husa, M. Pravdová and J. Filip (1952) and was also one of the authors of a number of new history textbooks: *Ancient History*,¹ *Medieval History*² and *Modern History*,³ all of which were translated into the Slovak and Hungarian languages. He was part of the team that published *The History of the New Age and Later*⁴ in 1954. He was excellently equipped for this work as he had already produced history textbooks for the needs of the experimental differentiated lower secondary school in Humpolec in the nineteen thirties.⁵ In 1953, he submitted a dissertation entitled *The New Content of a Methodology of History Teaching at Secondary School* whose opposers were Professors F. Kalousek and B. Uher. He took his doctorate examination on 3rd April, 1953, with the examiners Professors F. Kalousek, Z. Hájek and B. Uher. In 1947, he wrote about history curricula at level-two schools.⁶ He also presented information about the work of history circles in the USSR.⁷ He made methodical notes on the teaching of ancient history,⁸ medieval history,⁹ the American Civil War,¹⁰ the Franco-Prussian War,¹¹ the Paris Commune,¹² the First World War,¹³ the October Revolution in Russia,¹⁴ the First Resistance,¹⁵ and the inter-war period.¹⁶

1 *Dějiny starověku* (1949¹, 1953², 1954³). Praha: SPN.

2 *Dějiny středověku* (1949¹, 1953², 1954³). Praha: SPN.

3 *Dějiny novověku* (1949¹, 1952²). Praha: SPN.

4 Kopáč, J. et al. (1954¹, 1955², 1956³, 1957⁴, 1958⁵). *Dějiny doby nové a nejnovější*. Praha: SPN.

5 Kopáč, J. (1966). Pokusná diferencovaná měšťanská škola v Humpolci v letech 1929–1938. In *Za těsnější spojení školy se životem VI*. Brno: UJEP.

6 Idem. (1947–1948). Dějepisné osnovy na škole II. stupně. *Teorie a praxe*, pp. 86–90.

7 Idem. (1948–1949). Práce v dějepisném kroužku jedné střední školy v SSSR. *Společenské nauky*, pp. 120–121.

8 Idem. (1949–1950). Paměť lidstva. *Společenské nauky*, pp. 30–32 and pp. 82–83.

9 Idem. (1949–1950). Rozmach feudalismu. *Ibid.* pp. 125–126.

10 Idem. (1949–1950). Sever proti jihu. *Ibid.* pp. 320–321.

11 Idem. (1949–1950). Válka prusko-francouzská. *Ibid.* pp. 320–321.

12 Idem. (1949–1950). Pařížská komuna. *Ibid.* pp. 321.

13 Idem. (1949–1950). První světová imperialistická válka. *Ibid.* pp. 366–368.

14 Idem. (1949–1950). Velká říjnová socialistická revoluce. *Ibid.* pp. 368–370.

Jaroslav Kopáč's publication output was understandably influenced by the specific atmosphere of the nineteen fifties. He published, for example, an overview of work in history didactics after 1929 entitled *Against the Throwbacks of Reformism in History Didactics*¹⁷ in the journal *Pedagogika (Pedagogy)* in 1952 and printed a paper entitled *Educating for Socialist Patriotism*¹⁸ in the journal *Komenský (Comenius)*. He devoted systematic attention to history textbooks, including their illustration.¹⁹

Stanislav Opatřil (1907–1996) was born on 13th November, 1907, in Žďár in the district of Blansko to the family of a factory labourer. He obtained his university education at the newly established Faculty of Education at Masaryk University in 1946–1948 where he studied history, geography and civics. After receiving his graduation certificate in 1949 he submitted, and in 1950 defended, his doctorate on *The Function of History in Civil Education* (opposers K. Galla and O. Chlup). He received a higher doctorate in 1961 at the Institute of Education in Brno, where he was appointed senior lecturer in 1962. His appointment as reader of education in 1971 was the climax of his academic and educational career.

Opatřil published a number of teaching texts for students of the Faculty of Education. In 1951 he printed a study entitled *A Chapter on History Teaching at Secondary Schools*,²⁰ in 1953 issued a *Methodical Guide to Medieval History*,²¹ and in the years 1956–1959 issued two volumes of a textbook entitled *A Methodology of History* devoted to teaching and educational tasks in history and the teaching process in history.²² He was also concerned with the experience of historical work in the Pioneer Organisation of the Czechoslovak Union of Youth²³ and work with the chronological timeline.²⁴ He wrote about the use of museums in school practice with K. Cigna.²⁵ His papers on thematic gatherings,²⁶

¹⁵ Idem. (1949–1950). Český a slovenský odboj. *Ibid.* pp. 370–372.

¹⁶ Idem. (1949–1950). Krize kapitalismu. *Ibid.* pp. 440–442.

¹⁷ *Pedagogika* (1952), pp. 481–488.

¹⁸ *Komenský*, 76, (1951), No. 2, pp. 321–328.

¹⁹ Kopáč, J. (1962). K otázce ilustrací v učebnicích dějepisu. *Dějepis a zeměpis ve škole*, 5, pp. 249–250.

²⁰ *Metodické stati pro vyučování společenských věd*, (1951). Praha: SPN, pp. 17–26.

²¹ Opatřil, S. (1953). *Metodická příručka pro dějiny středověku*. Praha: SPN.

²² Idem. (1959). *Metodika dějepisu I*. Praha: SPN. 185 p.; *Ibid* (1959): *Metodika dějepisu II*. Praha: SPN. 238 p.

²³ Idem. (1956). *Po stopách dávných Slovanů*. Brno: Krajské nakladatelství.

²⁴ Idem. (1959). *Pásmo času v pedagogické praxi učitelů dějepisu*. Brno: KPÚ.

²⁵ Cigna, K. – Opatřil, S. (1950). Muzea ve školní praxi. *Komenský* 74, pp. 334–337.

²⁶ Idem. (1956). Tematická shromáždění s dějepisným zaměřením. *Dějepis ve škole* 3, pp. 352–358.

work with dates,²⁷ the independent work of pupils in history,²⁸ goals in teaching and education,²⁹ homework,³⁰ tasks in history teaching³¹ and the polytechnic principle in history teaching³² also made a useful contribution.

Dr. B. Uher made the following comment on the motion to appoint Stanislav Opatřil Head of the Department of Education, "*In his lectures on the methodology of history and the methodology of civics, Stanislav Opatřil has rejected the relics of bourgeois education and has shown us new paths to follow*".

He also lectured on the methodology of teaching history and national history and geography in the first half of the nineteen sixties when he co-authored the textbook *A Methodology of National History and Geography* for educational institutions which was comprised of sixty-four pages concerned with basic methodological questions relating to the historical subject matter taught in national history and geography.³³ He was a member of the state examination committee for history with didactics and led a number of history excursions such as *In the Footsteps of the National Struggle for Liberation in Slovakia*³⁴ in 1962. He also published papers on the history of teaching staff in Moravia in the anthology of the Institute of Education in Brno.

He worked as a member of the subcommittee for history at the Ministry of Education on issues relating to the education of teachers in level two of the education system. He was recognised by the ministry in 1966 for his work as coordinator of the ministry assignment *Problems in the Methodology of History at Level One and Two Schools*.

In connection with the motion for the appointment of Stanislav Opatřil as reader of education, Prof. Dr. Josef Novotný, research assistant at the

²⁷ Idem. (1957). Letopočty v dějepisném vyučování. *Dějepis ve škole 4*, pp. 349–357.

²⁸ Idem. (1958). Význam samostatné práce žáků a možnosti jejího rozvíjení. *Dějepis ve škole 5*, pp. 456–457; Idem (1958). Možnosti samostatné práce při vyučování dějepisu. *Dějepis ve škole 5*, pp. 456–457.

²⁹ Idem. (1958). K otázce učebně výchovného cíle dějepisných hodin. *Komenský 82*, pp. 600–605.

³⁰ Idem. (1959). Domácí úkoly ve vyučování. *Dějepis a zeměpis ve škole 1*, pp. 239–241.

³¹ Idem. (1960). K otázce cíle a úkolů dějepisného vyučování na ZDŠ. *Dějepis a zeměpis ve škole 2*, pp. 22–23.

³² Idem. (1960). Polytechnický princip v dějepisném vyučování. In *Za těsnější spojení školy se životem*. Praha: SPN, pp. 334–340.

³³ *Metodika vyučování vlastivědě* (1964). Praha: SPN.

³⁴ Archive of the Masaryk University, A 4, Annual evaluation of external work at the history section of the department of history, civics and geography in 1961–1962.

J. A. Comenius Institute of Education at the Czechoslovak Academy of Sciences, said in 1971 that Opatřil, "following his arrival at the faculty in 1947, focused on questions of didactics (in particular the methodology of history teaching). He did not consider the issue of history as a teaching subject unimportant, particularly as he was well aware of its low standing and the falling standard of history teaching in which formalism dominated to an extent seen in few other areas. For this reason he thought deeply about the position of history among the other teaching subjects, studied its effectiveness in relation to human knowledge and its educational impact, and studied the question of the teaching process in history and its function and mission in civil education. He was also interested in forms and methods of history teaching (such as thematic gatherings with a historical focus), dates and their place in history teaching, etc."³⁵ Professor Novotný also assessed the publication output of the candidate and stated that, "the systematic and diverse work of Stanislav Opatřil relating to history teaching has had a favourable influence on the state of history teaching in many regards."

The reintegration of the Faculty of Education into the university in 1964 created favourable conditions for the development of academic and research work. The theory of history teaching became an important field at the Department of History. Its development can be dated to the end of the nineteen sixties when collective research into the use of textual aids in history teaching at primary school began. Attention was also devoted to the application of regional historical research in history teaching. The department held academic conferences on this issue in 1973 and 1976. The importance of teaching aids in increasing the effectiveness of teaching was the focus of academic conferences in 1979, 1983, 1986 and 1989. In 1977, the department held a VII international symposium for historians – didactitians.

Stanislav Julínek (1931–2013) lectured in history didactics at the Department of History from 1968 and defended his doctorate dissertation on the topic *The Principle of Permanence and its Importance in the Teaching Process* in January 1972 (examiner Josef Maňák), obtaining the title Doctor of Philosophy (PhDr.). At this time, he contributed to the preparation of a selection of literary fiction for history teaching in years 7 and 8 of primary school, investigated the importance of bibliography to the regional work of history teachers,³⁶ produced a bibliography on the methodology of history

³⁵ Ibidem, prof. J. Novotný's expert opinion from 1971.

³⁶ *Sborník prací Pedagogické fakulty UJEP, řada společenských věd* (1974). No. 6, pp. 91–114.

teaching,³⁷ studied the issue of co-operation between museums and schools from the viewpoint of the training of history students³⁸ and made a selection of teaching aids for national history and geography teaching in year 5.³⁹ At the symposium *Statistisches Bild in Greifswald* in 1972 he talked about the application of didactic technique in the special didactic training of students studying history. He also contributed to works associated with the modification of teaching plans and curricula for full-time, combined and postgraduate history studies and to the establishment of collections of graphic aids and attempts at the modernisation of teaching in terms of content and technique. He also investigated the role of the content of history curricula in shaping aesthetic feelings in the young.

In the nineteen eighties Stanislav Julínek contributed to work on the academic research project *Methodical Use of Didactic Means in History Teaching*. He participated in training primary and secondary school teachers in connection with the introduction of a new concept of history teaching at primary and secondary schools and new teaching plans. In 1984, he defended his candidate dissertation *Art Education in History Teaching* at the Faculty of Education at Charles University in Prague and was awarded the academic title candidate of educational sciences. He published papers on the history of history teaching at Czech primary schools from the viewpoint of the development of teaching plans, curricula and school textbooks,⁴⁰ aesthetic instruction in the process of teaching history,⁴¹ didactic analysis as a starting point for the functional selection of teaching aids in history teaching,⁴² basic methodical approaches to the use of the history of art in history teaching⁴³ and the organisation of excursions as part of the specialist and didactic training of history students.⁴⁴ He spoke on new knowledge in branch didactics at

³⁷ *Dějepis ve škole* (1968).

³⁸ *Spolupráce školy a muzea* (1971). Praha: Národní muzeum.

³⁹ *Komenský* (1970).

⁴⁰ Julínek, S. (1977). 30 let dějepisné výuky na českých základních školách z hlediska vývoje učebních plánů. *Sborník prací Pedagogické fakulty UJEP, řada společenských věd*, No. 8, pp. 143–162.

⁴¹ Idem. (1981). Estetická výchova a dějepisný vyučovací proces. *Ibid*, No. 10, pp. 123–130.

⁴² Sýkora, J. (Ed.) (1986). *Vyučovací pomůcky jako prostředek modernizace výuky dějepisu*. Brno, pp. 78–95.

⁴³ Julínek, S. (1985). Základní metodické přístupy s využitím učiva z dějin umění při výuce dějepisu. *Sborník prací Pedagogické fakulty UJEP, řada společenských věd*, No. 11, pp. 31–56.

⁴⁴ Idem. (1988). Exkurzní činnost jako součást odborné a didaktické přípravy posluchačů. *Ibid*, No. 12, pp. 39–46.

the III Dresden Days at the University of Education in Dresden in 1985. He was appointed senior lecturer in the didactics of history in 1988 on the basis of his successful academic and teaching work. He later presented his conception of the didactics of history in the teaching text *An Introduction to the Theory and Practice of History Didactics* (Brno 1995).

The collective research into the use of teaching aids in history teaching at primary school mentioned above was coordinated by Jaroslav Sýkora (born 1928). In addition to a number of theoretical papers considering the use of literary fiction, this study also resulted in a number of practical textual aids for teachers, such as *Literary Fiction in History Teaching in Year 7 of Nine-year Primary Schools*,⁴⁵ a similar publication for year 8 teachers⁴⁶ and the guide *Who's Who*.⁴⁷ Sýkora also investigated the use of study materials in national history and geography in teaching the most recent history⁴⁸ and pondered the importance of halls of tradition in fulfilling the teaching and educational tasks of schools.⁴⁹ He wrote about the use of regional history in history teaching with F. Čapka,⁵⁰ and about the use of literary fiction as a literary teaching aid in history teaching⁵¹ and methods of work with literary fiction in history teaching with O. Sýkorová.⁵² Last but not least, Jaroslav Sýkora gained a reputation as co-author of history textbooks for year 3 of the grammar schools of the time and methodical guide to these textbooks.⁵³ His editorship of anthologies of didactic conferences organised by the Department of History should also not be forgotten.⁵⁴

⁴⁵ Sýkora, J. (Ed.). (1971). *Krásná literatura ve vyučování dějepisu v 7. roč.* ZDŠ. Brno: UJEP.

⁴⁶ Idem. (Ed.). (1974). *Krásná literatura ve vyučování dějepisu v 8. roč.* ZDŠ. Brno: KPÚ.

⁴⁷ Sýkora, J., Sýkorová, O. (1973). *Kdo je kdo*. Brno: KPÚ.

⁴⁸ Sýkora, J. (1974). Ispolzovanije krajevedčeskogo materijala pri izučeniji istorii socialističeskogo strojitelstva. *Prepodavanije istorii v škole*, No. 6, pp. 95–97.

⁴⁹ Idem. (1977). Pomoc vlastivědným pracovníkům při budování siní revolučních tradic ve školách a na závodech. *Vlastivědný věstník moravský*, 29, No. 1, pp. 91–96.

⁵⁰ Sýkora, J., Čapka, F. (1977). Regionální historie ve vyučování dějepisu. *Vlastivědný věstník moravský*, 29, No. 1, pp. 83–85.

⁵¹ Sýkora, J., Sýkorová, O. (1977). K otázce využívání krásné literatury jako literární učební pomůcky ve vyučování dějepisu. *Sborník prací Pedagogické fakulty UJEP, řada společenských věd*, No. 8, pp. 163–176.

⁵² Idem. (1980). Metody práce s krásnou literaturou ve vyučování dějepisu. *Sborník prací Pedagogické fakulty UJEP, řada společenských věd*, No. 9, pp. 131–146.

⁵³ Cambel, S., Kováčová, A., Macek, Z., Sýkora, J. (1981). *Dějepis. Experimentální učební text pro III. ročník gymnázia*. Praha: SPN; lbid (1981). *Dějepis. Experimentální metodická příručka pro 3. ročník gymnázia*. Bratislava: SPN; Cambel, S., Kameneč, I., Macek, Z., Sýkora, J. (1987). *Dějepis pro 3. ročník gymnázia*. Praha: SPN.

⁵⁴ Sýkora, J. (Ed.). (1983). *Podíl vyučovacích pomůcek na modernizaci výuky dějepisu*. Brno: UJEP; Sýkora, J., Julínek, S., Nečas, C. (Eds.). (1979). *Materiály z konference Využití nejnovějších regionálních dějin ve vyučování dějepisu*. Brno: UJEP.

Libuše Urbánková (1955) studied the use of diaphone in history teaching.⁵⁵ Jaroslav Vaculík (1947) presented an overview of the development of training for history teachers at the Faculty of Education at Masaryk University in the years 1946–1981.⁵⁶

The didactics of history continued to develop after 1989, making a contribution to history textbooks and textbooks of national history and geography for primary schools and research into the use of didactic video recordings and historical films in the context of historical culture and history teaching.

In 1996, the Department of History organised the international academic conference *The Production of History Textbooks in Poland, Slovakia and the Czech Republic*.⁵⁷ František Čapka (born 1942) spoke of the importance of regional history in history teaching at the XIX Mikulov Symposium in 1990.⁵⁸ He referred to the possibilities of incorporating elements of regional history into history textbooks at the conference.⁵⁹

Kamil Štěpánek (born 1960), a new lecturer in the didactics of history, appeared at a conference on the production of textbooks in 1996 with a paper on the didactic use of historical feature films.⁶⁰ He also presented the depiction of Oliver Cromwell in film in the faculty anthology.⁶¹ He considered the formation of history teaching and verification of its effectiveness at the conference Videodidakta 91.

The outline submitted here gives an indication of the substantial results achieved in the study of the didactics of history at the Faculty of Education at Masaryk University in its first fifty years.

⁵⁵ Urbánková, L. (1988). Diafony ve vyučování dějepisu. *Sborník prací Pedagogické fakulty UJEP, řada společenských věd*, No. 12, pp. 47–60.

⁵⁶ Vaculík, J. (1988). Příprava učitelů dějepisu na pedagogické fakultě v Brně v letech 1946–1981. *Sborník prací Pedagogické fakulty MU, řada společenských věd*, No. 11, pp. 7–30.

⁵⁷ Vaculík, J. (Ed.). (1996). *Tvorba učebnic dějepisu v Polsku, na Slovensku a v České republice*. Brno: MU.

⁵⁸ Čapka, F. (1990). Několik poznámek k významu regionálních dějin pro vyučování dějepisu. In *XIX. mikulovské symposium*. Brno: SOA Břeclav, pp. 69–75.

⁵⁹ Idem. (1996). Možnosti začlenění regionálních historických prvků do učebnic dějepisu. In Vaculík, J. (ed.). (1996). *Tvorba učebnic dějepisu v Polsku, na Slovensku a v České republice*. Brno: MU, pp. 41–42.

⁶⁰ Štěpánek, K. (1992). Oliver Cromwell, filmový a skutečný a školní dějepis. *Sborník prací Pedagogické fakulty MU, řada společenských věd*, No. 13, pp. 100–109.

⁶¹ Idem. (1992). Poznámky k tvorbě a ověřování účinnosti dějepisného videozáznamu. In *Videodidakta 91. Formy a metody využití videa ve výchově a vzdělávání*. Brno: MU, pp. 32–38.