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Jurij Jug's Role In Development Of Slovene Adult Education

Podnapis: the andragogical "ambassador" of Slovenia on the European scene (Prof. Dr. h. c. Franz Poeggeler, 1996)

Abstract: Who ever was dealing with adult education in Slovenia, could not pass by the name of Prof. Dr. hab. Jurij Jug, who in his lifelong career was a historian, adult educator, academic teacher trainer, scientist, publicist, editor and researcher in the field of adult education; not only in Slovenia, but also in Europe. The paper considers all named fields of his activities and especially points out his essential contribution to the comparative adult education research, which should be seen on several occasions of some international conferences (such as Brdo, St. Wolfgang, Jena, Rogaška Slatina, Zreče, Debrecin, London etc., which show that his research and practical work and their results confirm that he is universally informed about the results of andragogic research and practice in Europe and also about the recent items of educational policy. His bibliography counts over than 400 units, more than half published abroad. A remarkable number of his essays and scientific monographies are devoted to the history of Slovenian adult education, in which he considers as well the aspect of institutional as that of personal history of adult education. His master 's thesis and his dissertation are a convincing proof of his great experience in the practice and didactical work of adult education. Historical Interpretations are often added to the analysis of the present situation, as a reasonable way to deepen the understanding of the practical phenomena. His eminent role is recognized in several issues, as books, professional and scientific monographies etc., which can certainly explain the several activities and qualities of the author. Being the member of the steering comities for the biannual Conferences on the History of Adult Education we learned him know as an excellent organizer of research conferences on the international level. Moreover, it was his intention about the investigation of the relation between democracy and adult education referring to ideological changes and educational consequences after the Berlin wall fall. It is, not at last, his merit that the research results on this focus gave an analysis of the influences of the political change since 1989 on a reform of adult education, especially in the countries of South-Eastern- and Easter-Middle Europe, as he succeeded in motivating experts of many western and eastern countries in Europe for a continuous research cooperation in years to come.

Key words: Jurij Jug, adult education, comparative andragogy,

lifelong education, history, Slovene society.

Introduction

As the Call for Papers for this conference I understand as the statement that "it was, seeking to place the individual, the single person, his life and pathway through life and the heart of adult education and the history, it posed to me the question "what importance attaches to the individual ... in the development of adult education?" This leads, firstly, to a problem which faces the individual confronting the nature of someone who arguably is worthy of biographical note. But Prof.Dr.Jurij Jug is a person whose career is almost exclusively concerned with adult education, whose impact on adult education has been colossal, if not always recognized as such and could be in references to our international biography demonstrated also in comparison with other great names in the field of adult education.

Even if, secondly, there is the next predictable problem, namely that of language, it since the matter of adult education, like other arts is based subjects focused upon language, then it will come as no surprise that his language barrier exerts itself most fully. Who, in God sake, in and around Europe speaks and understands Slovene, that mother tongue of almost 2 (two) Millions inhabitants of one of the smallest members of the European Community? The significant is that the biographers, unless they have good fortune to be polyglots have rely on the judgment of others as to national and international worth. This led to a chronic difficulty, and one which I am aware led to an imbalance in the national representation in the international biography. But, last but not least, Prof.Dr. Jurij Jug has the ability to speak and wrote in German and English, as well as in Croatian and is qualified as the alternating speaker.

A final experience that I would like to mention, concerns the biographer, who generally have a complicated relationship with their subject, what in "my case" was not the case at all. Interviewing Prof.Dr.Jurij Jug, observing his educational, research and scientific work, analyzing his work done, I did not become variously obsessed with "my subject", because I know him for more than twenty years now and I can ensure that I understand the terms of reference which the volume of his work in the field of adult education sets out.

So having apprised of the difficulties which I encountered, and which I believe are generic, none of them is insuperable. What is my final summary as why Prof.Dr.Jurij Jug should be considered worthy

of a biographical entry, article or book? With the assurance, because:

- he as the individual is not dead (and therefore a great help and source for information needed),
- he as the figure is (should be) internationally known amongst the people who could reasonably be expected to know major achievements in intellectual life, and
- his contribution in the field on Adult education calls for the correct and meritorious place within the adult educational sphere.

According to Lec (1966) "life forces people into all manner of voluntary actions", we are aware that a nutshell the covert program of our form of grounded biographical research it conveys the spirit of salutary provocation to which the established Sociology of Education and Andragogy must occasionally be exposed if they are not to mark time. And as Prof.Dr.Jug says:

"My life is a somewhat complex affair, and anyone who tries to analyze it scientifically without papering over its internal contradictions, anyone who still claims to express the living and the lively and also, at the same time, risks a generalization or two on the latter, is deemed to be implicitly contravening and challenging the accepted canon of scientific endeavor."

This is just as true for sociology of education as it is for andragogy or medical science. It applies to all modern sciences, dealing with man.

Some Biographical Dates And Professional Boundary Stones

Jurij Jug was born on 14'th July 1933 in Celje, Slovenia, in the upper middle class family, as the only son of father Miroslav, who was the railway employee and the mother Jožica, the housewife. He visited the ground school and the gymnasium in Celje and continued his education on the faculty of Arts in Zagreb, where he graduated in 1960 on the Department of History. Afterwards he continued his master studies on Faculty of Arts, University of Belgrade, Department of Adult education. There he successful graduated with his master theses "The Function of technical and special museums in adult education" in the year 1972. With his doctor's theses about "The Function of text book in the adult education" in the year 1987, he marked the folloowing of his scientific research and professional work field:

- one field represents the wider didactics and training qualification questions; as the
- second philosophical, cultural and historical questions of pedagogics, andragogics and worker's training.

With both fields he enormous contributed to the development of theory and practice of lifelong education, not only, but mainly in Slovenia, as also wider in former Yugoslavia and (also) Europe.

After his Diploma, even if he was from the year 1961 full employed on the Primary school in Žalec, near Celje. he was also an active member and manager (director) of the "People's University in Celje", which leader he was from 1962 till 1965. In this time period he participated great, not only ideas, but reasonable and realizable plans how to educate adults in becoming higher qualifications and real educational level. During this time he was active as the adult trainer in close co-cooperation on several evening schools and evening courses where he prepared adult pupils for higher life- and educational standards. Nevertheless, the courses required from him a great effort as he has introduced contemporary techniques and methods, which he upbuilt on the ground of his educational experiences in tending to ignore participant's circumstances of life and their actual learning demands. He was aware of that.

"The one-sided focus on learning for specific job qualifications may even increase pressure on participants, because they are deprived of any institutionalised means of learning self autonomy and social competence. There is an urgent need for greater sensitivity towards biographical factors. The separation between job qualification without jobs and identity learning should be abolished."

His proposal was, that participants' need for personal development and self determination, for cooperativeness and self-initiative, should find, with help of the adult educator, a place within the "life courses", where many a contents are to be chosen for the real needs in his life.

From the year 1965 till 1976, after he got married and created with his wife Zora his family, he moved to Velenje, where he was the manager of Museum in Velenje. He become a real picture of the international and complex component of the new, by political authorities forced young city, which rapidly grow as the consequence of migration politic by the federal Yugoslavian government. This was also the time he tried to find his way in the field of education. The multinational composed and undereducated growing population of Velenje was a great challenge for him, as he realised that their defective education was a great obstacle in their professional carreea.

During this time he was as the educator and adult trainer participating in several courses and Evening school as he was

lecturer on different staffs. In the year 1976 he followed the invitation of the Faculty of organisational sciences, University of Maribor, in Kranj and become the regular member of his teaching staff. He was elected in admission to the office of lecturer in University of Maribor, on different habilitations' levels: in the year 1978 as lecturer of the high school till 1997 in Full Professor for the field of Andragogics, Pedagogics and Skill workers training. During his active pedagogical educational work period on Faculty of Organizational Sciences he recognized the increasing demand for flexible and market-oriented adult education and demand for qualified, well-educated personnel, which are well-informed, independent, and individualistic. That, at the same time, meant that there is no successful adult education without a good trained education leader. Regarding the time, political reality and social structure he was living in, this were absolutely revolutionary demands. So there was no surprise as he, in early eighties developed new, to social and educational needs corresponding curriculums for the subjects he held the lectures. He developed and held lectures for nine subjects, in the frame of regular and irregular students' programme. In the student year 1995/96 he become a regular staff member on The Faculty of Arts, University in Ljubljana, where he built up and developed the subject "History of Adult Education". Three years later he was invited to be a regular staff member on Faculty of Education ,University of Maribor, Department of Pedagogy, where he developed the subject "Andragogy ", whose lecturer and carrier he still is.

With such a research-analytic and pedagogical professional and scientific work he successively contributed to the further steps in establishment of theory of adult education and Andragogy as important and "not throw away" scientific discipline. His approach of modelled, introduced and developing formed new subjects make new, post-modern additions and development on the theory level and andragogic practice in educating students and adults always possible.

Jurij Jug As Scientific Researcher, Professional Educator And Author

To acknowledge the above is to acquire a charter, as urgent as it is profound, to conduct the salient be theoretical be empirical research , especially that into applications orientations. It is hard to find an educationalist in Slovene extension who strove so hard to apply scientific and professional, literary and journalistic, activities when

working with students and other in adult educational processes involved participants. All his active working period he was aware that

“even the most progressive educationalist idea will not yield expected results if it is not in conformity with the available conditions for its realization.”

In his published works, he laid stress on the importance of self-study and self-activity among the students and participants, holding that the education process should be organized in such a way that common goals worked out with the students should be subjected to the student's powers of observation and conscious ratiocination, which alone prepare the students for self-activity and (also for needed) self-education.

Therefore there is no surprise that his bibliography is one of the richest in the field of adult education in Slovene circumstances. It contains over than 260 bibliographic units, which had been published in different scientific and professional domestic and foreign reviews, proceedings, scientific and professional monographies and other mass media sources.:

- 36 original scientific articles,
- independent scientific articles in monographies,
- 20 independent professional articles in monographies,
- 61 contributions represent professional articles and published scientific articles on scientific and professional conferences, study materials and learning text books, research reports, expert opinions and arbiter's decisions and resolutions,
- 26 mentor's work and yet unpublished contributions, which will be published in the near future.

The majority of published contributions testify the author's universal and deepened scientific-research work, which results he all the time interweaved in his reach pedagogical work with students and in this way carried for quick transfer of the new, contemporary scientific results into the immediate praxis. On his pedagogical achievements, last but not least, remind also his successful mentor's work with more over than 150 diplomas degree, 16 master's theses and 5 dissertations.

Among his most important published pursuits in any case belong the articles and other contributions with which he wished to present the historical dimension of the adult education, in which he the special care dedicated of analysis of circumference, organisational forms and contents of the educational work in North-Eastern Slovenia, among which tread out the contributions as:

“A glance on education in Prekmurje until the year 1941” (Pogled na izobraževanje v Prekmurju do leta 1941), A description of andragogic activities in Maribor” (Oris andragoških aktivnosti v Mariboru), “The andragogic work and contribution of Karel Doberšek in the development of adult education in Mežiška valley”, (Andragoško delo Karla Doberška in razvoj izobraževanja odraslih v mežiški dolini) and “Franjo Žgeč and his signification for the Slovene Adult Education” (Franjo Žgeč in njegov pomen za slovensko izobraževanje odraslih).

Just to Karel Doberšek and Franjo Žgeč, the continual actual pedagogues and andragogues, Jurij Jug dedicated a great part of his scientific-research work, as he analysed their pedagogic work and represented them in a quite new glance as he called attention to their great and till then totally undiscovered contributions and values as first authors of the books and articles which dealt with the problems of theory of adult education in Slovene society. He also researched their work as teachers of adults and collaborators of the People's universities and empirical-research founders in socio-pedagogical field. This was the beginning of Prof. Dr. Jug's pioneer work in the field of seeking and researching for the meritorious workers in the Slovene society, which had been till then totally forgotten and as such unknown. The contribution of such importance surely means the discovery and argumented establishment, that this two till his discovery nowadays important authors did not only contributed to the higher educational level of the inhabitants but also, what was at their time of great importance, their struggle for national structure of the social environment they were living in, where they co-operated in the adult education and motivated others to follow their way.

In his contribution “The Research on history of Adult education in Socialistic Federative Republic of Yugoslavia” (Raziskovanje zgodovine izobraževanja odraslih v socialistični federativni republiki Jugoslaviji), which represents an original and peculiar analysis of up to that time research processes of the previous adult education in former Yugoslav state and is therefore and still is one of the first critical scientific analysis of the overtaken State in the history of andragogy in common (at that time political) State and society place, he called attention to unequal qualities of isolated and particular analysis of the past andragogic work.

A great deal of his scientific-research work he dedicated to the period of enlightenment, what is exhibited in numerous scientific articles like:

- “Adult Education in Slovene ethnical sphere 1750-1800”

(Obrazovanje odraslih na slovenačkom etničkom području 1750-1800),

- "The directions of theoretical and practical development of adult education! (Pravci razvoja teorije i prakse obrazovanja odraslih);
- „The Enlightenment thought in Adult education in Slovenia“ (Der Aufklärungsgedanke in der Erwachsenenbildung Sloweniens),
- Democracy and Adult Education,
- Ideological Changes and Educational Consequences,
- The Continuity of Adult Educational work in Slovene speaking Provinces from 1848 to 1918 (Kontinuierliche Erwachsenenbildungsarbeit in den slowenischsprachigen Ländern von 1848 bis 1918),

in which the author made the analysis of the historical, social, political and economical characteristics of the society during the Habsburg's Monarchy and their consequences on the arrangements of the Central Government and the external influences on them, especially on the field of education. The analysis of the role of the individuals and different social, political and economic groups and their influence on directions of the educational ways and moods in qualifying the adults, the relationships between the forms and directions of the educational work of the enlightenment educators and several different professional associations and, especially the discovery of the work so called "bukovnikov" (landmark "book" figures), represented the pure and till that time unique in of such an analytical approach to the field of Adult education, not only in Slovene sphere, as they resounded wider in European sphere.

Among the most resound achievements, which comparative treat with the treated research problem in any case belong the contributions like:

- "The Organisation of Social Enlightenment: A Comparative Study of Social Movements and the Development of Adult Education in Europe 1750-1800,
- "Adult Education in Slovenia - a historic overlook (Erwachsenenbildung in Slowenien – ein geschichtlicher Ueberblick),
- „Institutions and Activities of Adults in Slovenia to the 1920's; and
- "Permanent Work in Adult Education in Slovene speaking Provinces from 1948 till 1918,
- "Ethics, Ideals and Ideologies in the History of Adult education" (2002),
- "Adult Education for Understanding Some Aspects of Experiencing the Death" (with, J. Bezenšek, 2003)

- "The Future of Lifelong-Learning (2004),
- "Vocational and general education in Slovenia" (with S. Černoša 2004).

in which he over entire analysis of international professional line for the researched period of adult education simultaneously represented the results of national research projects "The Rise and development of Adult Education in Slovenia (1750-1918); 1918-1941 and 1945-1990)". This, with great respect, all the scientific researchers with all needed scientific rigour, strictness indubitably placed among those indispensable contributions, which had of its analytic-historical approach researched and with several data proved the past of Slovene andragogic science and in the same time contributed to graduation of the formation of the new, independent Slovene State.

The author introduced in his research pioneer's work projects till then an entirely new methodological-scientific approach, which are of national importance and extension: "Education on Distance- A new approach in adult education" (Izobraževanje na daljavo-Nov pristop k izobraževanju odraslih) and "The rise and development of Adult Education in Slovenia (1750-1918; 1918-1941 and 1945-1990)" (Nastanek in razvoj izobraževanja odraslih na Slovenskem (1750-1918; 1918-1945 in 1945-1990)., which on one side signified the logical continuity of team work research and in cooperation with Prof. Dr. Silvije Pongrac (Faculty of Arts, University of Rijeka, Croatia) and Prof. Dr. Ana Krajnc (Faculty of Arts, University of Ljubljana, Slovenia) edited scientific monography issue, and on the other hand the real reflexion of scientific and research force of Prof. Dr. Jurij Jug himself.

The monographies "Education on Distance" (Izobraževanje na daljavo, 1987) and "The adults' reading" (Branje odraslih, 1993), which previous are "The Technique of reading (Tehnike branja) and "The Technique of writing and marking" (Tehnika pisanja in beleženja)., which represented the rounding off the entire previous unpublished part of his dissertation and in domestic and foreign scientific and professional publications published and on founded acts finished research work. His original pioneer's work represents also the scientific monography in cooperation with (Dr. Tanja Šeme, Prof. Dr. Ivan Kejžar et al.) "The Development and the state of professional educational matters in Slovenia and the planning of professionals for it", in which he with the scientific analysis of professional needs, regarding to caught situation and in sense of

subtlety and foreseeing of raising and developing new, complex and demanding social processes, argued the needs for connection between andragogy and human management. As results of this theses are the published students materials "The Methodology of human qualifications (Metodologija usposabljanja kadrov) and "The Affirmation of human potentials" (Zagotavljanje kadrovskih virov), with which he rounded off his work of both scientific disciplines and settled the new contemporary goals in the project of the needs for lifelong education.

Prof. Dr. Jurij Jug had in cooperation with several immanent authorities in the field of Adult Education, worth mentioning such as Professors Doktors Poeggeler, Friedenthal-Haase, Cooke, MacSween, Jarvis, Maroti, Hinzen, Filla, Gruber, Pongrac, and last but not least, also with Prof. Dr. Reischmann and many others, in the fields of science, not only scientific and analytic but also with professional recognitions from the praxis established the concept of lifelong and adult education as one of the fundamental conditions of the post-modern society and andragogy as scientific discipline. He brought the needs and contents of adult education near to all those participants of adult education in a new, the contemporary social, economic and political circumstances corresponding manner that they felt the permanent need for self education. This is also evident from his organisational work, as he was for the 23 times the (co)editor, 6 times (co)organizer and permanent stimulator for different scientific and professional conferences, symposiums and meetings in Slovenia and Europe (as in Brdo, Jena, Strobl, Leibnitz, Budapest, Rogaška Slatina, Zreče, Salzburg, Pecs-Pecsvarad etc.) on behalf of Adult Education and lifelong education. He is also the coeditor of the international review "Studies in Pedagogy, Andragogy and Gerontology", the member of "Research field for upbringing, education and Sport" by the Ministry for Science and Technology Republic of Slovenia ("Raziskovalnega polja za vzgojo, izobraževanje in šport" pri Ministrstvu za znanost in tehnologijo Republike Slovenije), the fellow of the "Target research program for the realisation of national goals in Education" (Ciljnega raziskovalnega programa za uresničitev nacionalnih ciljev izobraževanja) and of the "National curriculum Committee for the Adult Education" (Nacionalne kurikularne komisije za izobraževanje odraslih). In the years from 1989 till 1993 he the president and active member of the Andragogic Society of Slovenia (Andragoškega društva Slovenije), which active member he still is.

A Trial Estimation Of His Contribution To Be Added

Prof. Dr. Jug, as one of the greatest Slovene adult educational "key figures", did not derive the impulse for his engagement from any regular professional routine. As he studied pedagogy and history and later on andragogy, he worked as a teacher in the "traditional" school. But ...

"a situation of neediness" in the population, this resulting from a complex of economic, social, political and cultural abuses. . . become the reason for setting up new initiatives of adult education; be on the University be in the People's universities".

As such an expert in Slovene adult education he is an universalist on one and narrow-minded specialist on the other hand. This was because he thought of adult education as a field of interdisciplinary research, a matter of scientific and scholarly as well as professional cooperation between several and different study disciplines. He still is convinced that the study of adult education should be applied science with a sociological, historical and cultural background. For him adult education is a "school place where the art greater verbal efficiency could be learned" Therefore it is not surprising that he made important contributions to theory and practice as, after his teacher's career with children and young people, he chose adult education as his further career as he ...

"strongly believed that popular education should be continued after the end of (protected) childhood and (prolonged) youth. I felt that education is better motivated in cases of voluntary participation, while school and in many cases and situations family education suffers from defect of being compulsory!"

After some years as director of the People's University in Celje and The Museum in Velenje, he left both positions to establish a new residential Department of Education in his residential Faculty of Organisational sciences, University of Maribor, one that soon won for itself a reputation as an Educational Center not only for Adult education but also for different subjects of Human management, Psychology, Pedagogy and Andragogy, but as a Center of a new kind of Adult Education within the organisational disciplines. His permanent new, contemporary visions and programs of innovation made him independent as a researcher, teacher author and organizer of several scientific meetings. His new methods provided it possible, not only in theory but also in practice, to discover a style of lecturing that weans the Department away from the rigid institution.

Be as researcher, University teacher or, last but not least, simply

man, he was never authoritarian in his approaches and methods. But, nevertheless, he knew how to impose his natural authority upon students and other participants, colleagues and all interested, functioning no less as instructor or lecturer, mentor and, in most cases, as a man. Therefore his success in his teaching approach which made him popular among different student's generations. For them to study with him as their tutor it was an adventure to seek truth along quite unpaved pathways, but with great expectations and gained results. Prof.Dr.Jug has taught us that, more often than not, the first step on the path to establishing a new system of adult education is a sober stocktaking of, be global or personal, political, cultural,, social, political and economical crisis situation. He pointed out that ...

“education in general, and adult education especially, and within it vocational and professional education had to be reviewed due to external needs dictated by social changes, and also internal which were dictated by the development of profession and scientific views and paradigms. One of especially demanding tasks is the coordination of the ratio between general and professional-theoretical topics on the one hand and practical education on the other, and adaptability of vocational qualifications to international standards, since the Slovene system had to take our specific social circumstances into account while being formed. This new market situation dictated partnership of all social groups, where the role of the syndicate is still weak ... We are still in the process of renovation and I hope that despite a great pressure imposed on us by international labour and capital market, Slovenian vocational and professional adult education will retain this particularity which fits our conditions and traditions, because this is the reason for its success and as such it should not lose its identity due to global interests and needs.”

My interest was concentrated not only on his research and educational achievements, as such, but also on his personality and his manner of acting during his professional life and striking characteristics in his biography. I concluded that this was only possible as Prof. Dr. Jug as I estimated, is respected as pioneer and as unique adult actor in the field of Slovene adult education.

Conclusion

The essay's purpose was to show the main steps of the scientific and research work of Prof.Dr. Jurij Jug in the field of Slovene Adult Education. In showing and analysing his main works and special circumstances, which formed him as University lecturer, teacher,

researcher and adult educator we get an in depth sight to his actual working methods as well, as into the effects of his activities in the field of general and especially Slovene adult education. A very specific view is given, including the necessary historic data. My primary intention in making the first correct review of Prof.Dr.Jug's scientific research work and his pedagogical activities ever been done in our academic sphere yet is an effort of our cooperation for more than twenty years, as I let him know as the Committee member of my Dissertation Commission where he strongly pointed out that in every school system and educational system particularly ...

“there always must be a place for adult education and motivation for the lifelong education, when the society and the state are proclaiming them for the democratic types as such.... and because adult education has a feature which distinguished it fundamentally from other sub-systems and areas of educational process. .. An adult in education decides for himself to undertake research or a series of studies or a training program. . . . He freely chooses his own activities; he opts for a study group or travel, or he may decide simply to do nothing other than spend his free time reading an interesting book or learning a new applicability of for him up to an unknown activity. HE is the master of choices!” he was and is still persuaded.

However, he was and still is aware that these choices are not as freely made as they may seem. He pointed for many times that consciously or not the individual is propelled by serious of factors which underline the individual's motivations. For him ...

“these may be economic, social and familiar, professional factors, or a reaction to the moral, physical and social environment in which he was raised and lives in. Several of these factors play a vital role! ... Specific life styles have to come into being, based on shared history: life styles concerning food, lodgings, the organization of work and leisure time, the way men behave towards others ...“

As he realized the true nature of the People's universities, in which he offered the latest knowledge and science and arts to a vast public, for him this experience was extraordinarily active for several years and as political life took up its former course, power in organizing different educational activities for adults again become his primary concern. Vaste networks of adult's education cooperation between the universities' colleagues has he established in Slovenia, Croatia, Slovakia, Poland, Hungary, Germany, Austria etc., in those countries especially that had been part of the Austro-Hungarian Empire and former Yugoslav State. This inspiration has been, and

still is essential force in his work in the field in adult education, even if he got retired in the year 2005.

However, my primary intention in making this representation of Prof.Dr.Jurij Jug and his work done in the field of adult education in Slovenian society and also in European dimensions was to share some perceptions of my own as well as those derived from several individual interviews made with him and his colleagues in the last twenty years and in with him in 2006 especially, and those derived on my readings and studies on this subject, and base on these perceptions, so that we could engage in a meaningful conclusions and concrete proposals for the meritorious place in the history of adult education. There is a great treasure and in the same time an obligation to all actives in the Slovene adult education sphere if we listen to his words ...

“In spite of all, the relatively liberal Slovene system of adult education has always been attractive to creative and thinking and acting independent teachers and trainers and it has been always attractive to those seekers for new knowledge whose mind does not sleep as he is permanently searching for a new, better kind of living, even if in the contemporary post-modern society.”