

# Background Research for Translation of Different Types of Texts

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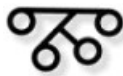
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FILOZOFSKI FAKULTET  
ODSJEK ZA ANGLISTIKU**

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**Tena Josić**

**Background Research for Translation of Different Types of Texts**

Diplomski rad



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2018.

*Rad je obranjen \_\_\_\_\_ i ocijenjen ocjenom \_\_\_\_\_.*

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**DEPARTMENT OF ENGLISH**

GRADUATE PROGRAMME  
TRANSLATION TRACK

**Tena Josić**

**Background Research for Translation of Different Types of Texts**

Diploma thesis

Annotated translations presented in fulfilment of requirements for a second-cycle degree

Supervisor:

Dr. Kristijan Nikolić, senior lector

2018

## **Abstract**

This thesis comprises five annotated translations, accompanied by a discussion. Excerpts from two books were translated from English into Croatian. The first one was *Cultures and Organizations: Software of the Mind. Intercultural Cooperation and Its Importance for Survival* written by Hofstede, Hofstede, and Minkov, and published in 2010. The second one was *A University Education* written by David Willets and published in 2017. An excerpt from one book was translated from Croatian into English. The book is called *Društvene igre*, which was written by Andrija Škare and published in 2017. The translation assignment also included a brochure “Vodič antičke zbirke” for the Archeological Museum in Zagreb. The final assignment comprised short medical summaries for the website Cochrane Hrvatska. The discussion focused on the background research for translation of different types of texts. The focus was mainly on two texts out of all of those enumerated – Škare’s book *Društvene igre* and *Cultures and Organizations: Software of the Mind. Intercultural Cooperation and Its Importance for Survival* by Hofstede, Hofstede, and Minkov. The reason why these two were chosen is so that the differences between two different types of texts – one that is literary and one that belongs to a more scientific genre and has a specialized purpose – as well as the background research that is needed could be in greater detail exemplified. In some parts, other translations are consulted as well.

## Sažetak

Ovaj diplomski rad sastoji se od pet prijevoda popraćenih dodatnim komentarima i raspravom. Dijelovi dvije knjige prevedeni su s engleskog jezika na hrvatski. Prvu knjigu, *Cultures and Organizations: Software of the Mind. Intercultural Cooperation and Its Importance for Survival*, napisali su Geert Hofstede, Jan Gert Hofstede i Michael Minkov, a objavljena je 2010. godine, dok je druga, *A University Education*, napisao David Willets te je ona objavljena 2010. godine. Dio knjige *Društvene igre* autora Andrije Škare (objavljene 2017. godine) preveden je s hrvatskoga na engleski jezik. Jedan od tekstova zadanih za prijevod bila je i još neobjavljena brošura „Vodič antičke zbirke“ Arheološkoga muzeja u Zagrebu. Posljednji zadatak bili su prijevodi kratkih sažetaka medicinskih članaka za web stranicu Cochrane Hrvatska. Tema rasprave jest istraživanje potrebno za prijevode dviju različitih vrsta tekstova. Odabrana su dva teksta – Škarina knjiga *Društvene igre* i *Cultures and Organizations: Software of the Mind. Intercultural Cooperation and Its Importance for Survival* autora Hofstede, Hofstede i Minkova. Tekstovi su odabrani kako bi se što detaljnije mogla objasniti razlika između književnih i specijaliziranih tekstova, kao i razlike koje su prisutne u istraživanju prije i tijekom prevođenja tih tekstova. U dijelovima rasprave spominju se i drugi tekstovi koji su tijekom semestra prevedeni.

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**Part One**  
**Discussion**

# Background Research for Translation of Different Types of Texts

## 1. Introduction

This discussion will focus on the background research for translation of different types of texts. It is argued that the translation process begins upon the receiving the text that needs to be translated, background research is a crucial step from the onset of that translation process. It is important to know the type of text, what the text is all about, who wrote it and what is its primary function, who the translation is meant for (the target audience), who ordered it and for what purpose, and will the text be translated in its entirety or the person who ordered it need only parts of it. The translator needs to investigate in detail all of the items mentioned to decide early on how his or her translation will be organized – will it be source or target oriented – because this will inevitably decide the translation process itself and what translation strategies will be employed. Upon reading the text for the first time, the translator should become acquainted with the field of interest, if he or she has not done that already with some of the texts he or she encountered in the past. During the second, more detailed reading, the translator begins detailed research on the vocabulary and the terminology employed throughout the text. He or she focuses on the syntactic structures and the text in general to discover what will be the problematic units when translating and to avoid them as much as possible at this still relatively early stage. When the translator actually starts translating (i.e. typing out the target text), most of the research should already be done. That is at least how background research should work, in theory. However, the translator might still come across some items that need further research. Taking all of this into account, background research is one of the most important aspects of the translation process, and no good translation has ever been done without any research at all. This is why I have chosen to describe it in more detail in this discussion.

The discussion is based on five annotated translations assigned as a part of my diploma thesis. The translations were done throughout the period of one semester. Excerpts from two books were translated from English into Croatian. The first one was *Cultures and Organizations: Software of the Mind. Intercultural Cooperation and Its Importance for Survival* written by Hofstede, Hofstede, and Minkov, and published in 2010. The second one was *A University Education* written by Willets and published in 2017. Excerpts from two books were translated from Croatian into English. Some of the students were assigned to translate Škare's book *Društvene igre*, which was published in 2017, and some were assigned to translate

Popović's *Nebo u kaljuži*, a compilation of short stories that was published in 2015. The translation assignments also included two brochures (“Vodič antičke zbirke” and “Starčevačka kultura na lokalitetu Tomašanci-Palača”) for the Archeological Museum in Zagreb. The final assignment comprised short medical summaries for the website Cochrane Hrvatska. When assigned their parts of each text, students needed to translate them as best as they could with the possibility of discussing problematic areas of texts with their colleagues or their mentors. All of the parts of the same texts needed to be coordinated within the group. This mostly included agreeing on terminology and stylistic features of the texts.

Throughout this discussion, I have decided to focus mainly on two texts out of all of those enumerated – Škare's book *Društvene igre* and *Cultures and Organizations: Software of the Mind. Intercultural Cooperation and Its Importance for Survival* written by Hofstede, Hofstede, and Minkov. The reason why I chose these two is so that I could in greater detail exemplify the differences between two different types of texts – one that is literary and one that belongs to a more scientific genre and has a specialized purpose – and the background research that is needed. In some parts, I will consult other translations as well.

## **2. Commentary**

### **2.1. Background research**

According to Pavlović (2015, 253), the translation process can be defined as everything that occurs from the moment the translator starts working on the source text up until the point he or she finishes the target text. It comprises multiple processes and operations which he or she does while turning the source into the target text (House, qtd. in Pavlović 2015, 253).

One of the initial phases of the translation process is surely the orientation phase which serves as the planning phase. It begins when the translator opens the file comprising the source text, and ends when he or she starts typing out first words of the translation. This phase is all about background research; the translator reads the source text, works on terminology, gets to know the topic and the area of interest, gets acquainted with the specificities of the text, talks to experts or colleagues, etc. (Pavlović 2015, 270). This phase is followed by the translation phase, and the translation process is finalized with the editing phase. Pavlović (2015, 270) states that translators have different “styles of translating,” depending on how they arrange various operations during those three phases. According to her, there are four main translator's profiles: the architect, the builder, the aquarelle painter, and the painter who does oil painting (Pavlović

2015, 270). Each of them has a different way of approaching the source text in each of the phases. I categorized myself as the architect according to the work I have done throughout the semester; my orientation phase for most of the texts was comprehensive and extensive, while my editing phase was minimal. My initial orientation was systematic; I carefully read each text several times before I started to type out my target texts. On the other hand, my editing phase was short due to the fact that I had done most of the editing during the translation phase. Because of this, in this discussion, I will comment more extensively on the initial stages of the translation process, and in less detail will I describe the following phases.

## **2.2. Characteristics of two different types of texts**

### **2.2.1. Literary texts**

Literary text is a literary work belonging to one of the three main classic forms (poetry, drama or prose). Compared to specialized translations, literary texts are translated more freely and unsystematically, which does not make things any easier. In fact, literary texts can sometimes be one of the hardest types of text to translate. They can be extremely rich and complex, and the translator is then encountered with the task of decomposing the source text and transferring possible shifts from the language form along with deliberate semantic opaqueness or ambiguity that may be present. Moreover, literary texts are more often than not integrated into a context of intertextual, historical and literary forces (Žagar-Šoštarić, and Čuljat 2015, 93). The translator is forced to interpret the language and style specificities of the literary discourse both on syntagmatic and the paradigmatic level before he or she recreates its form and meaning. In other words, the translator has to consider the content, the style and the (figurative) meaning of the source text (Žagar-Šoštarić, and Čuljat 2015, 97). In this way, the literary text becomes an instrument by which the data is transmitted through space and time (Žagar-Šoštarić, and Čuljat 2015, 111).

Because of all of the things mentioned, literary translations are characterized by a high degree of individuality, originality, and shifting away from the language norms (Žagar-Šoštarić, and Čuljat 2015, 97). As there are many ways of reading literary texts, so there are many ways of translating them. This is why the translator should possess various competences which a translator of specialized texts may not need; he or she should have literary sensibility and be acquainted with literature (i.e. know about literary science, the history of literature, as well as know something about literary criticism and theory). Besides being proficient in the target language, he or she should also possess empathy and creativity, know something about the

author's opus, as well as something about his or her biography and style of writing (Žagar-Šoštarić, and Čuljat 2015, 127).

### **2.2.2. Specialized texts**

Specialized language does not represent a special language system; it uses phonological, structural and lexical elements of general language that are appropriated for a specific extralinguistic situation (Pritchard 2015, 203). Like with literary texts, correct understanding of the source text makes the positioning of the text into a certain context much easier, which ultimately makes translation process easier. What is common to both types of text is the need to transmit the message from the source text into its closest natural equivalent in the target language (Pritchard 2015, 205).

Specialized text can also contain elements of literary texts, such as metaphor, metonymy, connotation, etc. They can also contain stylistic features that are appropriate for a certain type of message. According to that, specialized or special language can be in fact understood as a stylistically marked language which a certain community uses for certain purposes in certain situations (Pritchard 2015, 204). It can also be defined as “natural language used by a community of subject specialists in a particular field of knowledge” (Pritchard 2015, 207).

The main characteristics of specialized language can be identified in linguistic terms (vocabulary, grammatical structures, characteristics of the texts) and in terms of the extralinguistic context in which the texts are made (extralinguistic content elements, discourse, pragmalinguistic, sociolinguistic, and cultural features). What is especially characteristic for specialized texts is the role of knowledge about the extralinguistic reality; it is most noticeable in specialized terminology, but can be also identified in preferred topics, formats and outlines of the texts, style, rhetoric, figurative language, argumentation methods, as well as in paralinguistic and non-verbal elements (tables, figures, etc.). The knowledge is not a feature of the texts itself, but of the user of that knowledge (Pritchard 2015, 208). The main features of specialized texts according to Stolze (qtd. in Pritchard 2015, 228) are the use of standard language, narrower target audience connected by the field of interest, specificity, wider use of specialized terminology, and higher degree of objectivity. They are usually made by experts in the field. Formal means that are characteristic for these types of texts are specialized vocabulary and terms (used precisely and coherently), anaphora, connectors and conjunctions, thematic

structure and organization, etc. They are also characterized by coherence, cohesion, strict definitions, paralinguistic elements, and the use of examples (Pritchard 2015, 230).

### **2.3. Translation analysis**

Translation analysis serves as the initial procedure which includes analysis of the translation order, recognition of the possible translation issues on all levels, figuring out the contextual features of the text and deciding on translation procedures. All of these aspects depend on the type of text that is being translated, its linguistic features, register and genre, as well as on the expectations of the person who ordered the translation and the needs of the target audience (Pritchard 2015, 44). These aspects will be the key to figuring out the translator's vision of the target text, i.e. his or her mental image of what the optimal version of the target text should be in that certain situation (Pavlović 2015, 265). This vision of the target text guides the translator's decision making process while translating.

#### **2.3.1. The function of the texts**

The translator needs to specify and decode what was said in the text, but also that which was left unsaid, i.e. the intended meaning. This is crucial no matter the type of text the translator is facing. If he or she does not succeed in that intention, communication between the author and the target audience is left incomplete (Pritchard 2015, 44). While trying to figure out the intended meaning, the translator is often encountered with making his or her own inferences out of the space of possibilities, which should all be based on contextual and intertextual analysis.

During this translation analysis, background research already proved to be more than helpful. Due to the fact that every student had his or her own part of the text to translate, they did not have to read the entire text before translating their segment. However, it was highly recommended to do so, at least the parts of the text that came before their segments of the text.

The function of my part of the book *Cultures and Organizations: Software of the Mind. Intercultural Cooperation and Its Importance for Survival* by authors Geert Hofstede, Gert Jan Hofstede, and Michael Minkov, which was revised and published in its expanded third edition by McGraw Hill in 2010, was evident in the preface of the book. The authors claim, in not so many words, that their intention was to spark the interest in cultural differences, both between nations and between organizations. Their reason was simple, the interest in the subject matter was sharply rising, but there was a dearth of empirically supported information on the subject itself.

The collection of stories *Društvene igre* by Andrija Škare serves a different function. Every literary work has a different function, and yet the same. It gives the reader a chance to escape, a chance to dive from the world of reality into the world of unknown, or for some in this case, into the world of known – something familiar, yet foreign. The author gives his readers a chance to get acquainted with different Croatian cities and spaces. In a way, I think he also wants them to face reality and identify themselves with some, or all, of the characters.

### **2.3.2. Target audience**

Again, the preface to the book *Cultures and Organizations: Software of the Mind. Intercultural Cooperation and Its Importance for Survival* was more than helpful. The authors claim that the first edition of the book, published in 1991, was intended for an intelligent lay readership. However, the theme of cultural differences is not only of interest to social scientists or international business students. It “pertains to anyone who meets people from outside his or her own narrow circle, and in the modern world this is virtually everybody” (Hofstede, Hofstede, and Minkov 2010, 13). The third edition of the book was intended for anyone interested in the topic. It avoids social scientific jargon where possible and explains it where necessary. Also, a glossary was added for this purpose.

I think the book *Društvene igre* is intended for the contemporaries of the characters, and that is practically everyone in Croatia. The book contains stories about the young and the old, and all of them encounter some difficulties and tough choices throughout their everyday lives. They are restless, and yet, in the end, they all find their appropriate place on the board game that is called life. It is all of us, people living their middle class life in their not too big cities, just trying to find a place where we belong.

### **2.3.3. The purpose of the translations**

Translation analysis also serves the purpose of figuring out the relationship between the role of the source text and that of the target text. The translator should answer the question to what extent does the translation need to transmit the message content of the source text and what impact will it have on the target audience (Pritchard 2015, 44). This again depends on the type of the text and its function.

The purpose of the first translation – the whole book *Cultures and Organizations: Software of the Mind. Intercultural Cooperation and Its Importance for Survival*, not just its parts – was to transmit the original message and intended meaning of the source text. The authors wanted everyone interested in the topic to gain access to the book, and that is precisely

what the translation is here for; the people interested in the topic do not all speak and read books in English, and translations make subject matters that interest them more accessible.

*Društvene igre* speaks so loudly to every Croatian citizen because it is familiar, and because we identify with the characters. The purpose of the translation is to familiarize others with the Croatian culture, with its citizens and its traditions, its foods and its quirks. The translation plays a great role in transmitting the right message; there are so many culture-specific items that need to be appropriated in the right manner (for the reader to get the intended meaning of the text, and not get lost in translation while doing so).

## **2.4. Resources**

There are numerous resources available to translators nowadays to help them in the decision making process while translating. To enumerate just a few, a translator may use dictionaries, which may be monolingual or bilingual, and even specialized for a certain area of interest such as sociology. There are synonym dictionaries, thesauruses, phraseology dictionaries, collocation dictionaries, encyclopedias, etc. Terminology databases are also of extreme value while translating specialized texts, for instance EuroVoc, IATE or Struna. The internet itself, and all of the text posted on it, is the biggest source of data and information needed, if one knows where to look. It also makes reaching out to colleagues much easier, and the true example of this is the forum that was available to all of the students during the semester to ask their colleagues whatever they may have difficulties translating. The internet also makes communication with professors and mentors more accessible (via e-mail). However, all of these can be of no help at all if one does not know how to use them appropriately. Moreover, different resources can prove to be helpful in different translation phases, and it is up to the translator to figure out which one suits him or her best and for what purpose.

### **2.4.1. Initial reading**

Initial reading is when the translation process begins. The translator gets a copy of the source text and is beginning to form his vision of the translation. As it has already been mentioned, the translator must take into account various aspects in this initial stage.

While first receiving my part of the book *Društvene igre*, I thought about what strategy would be best to employ – should I read my segment of the text only, parts of the book, or even the book in its entirety. I chose to read as much as I could to get acquainted with the author's writing. I read all of the parts before mine, and then read carefully my segment. I concluded that this is not the first book this author has published, and this was confirmed upon googling



the title of the book and the author. I was able to deduce this from the easy flow of his short stories. The sentences overflowed one into another, and it was quite easy to read the text and follow it without getting stuck in certain parts. The characters were quite well organized and imagined, each with their own past and their own signature speech.

All of the author's publications were in greater detail described in his biography. A shorter version of his biography was included in the book as well, while the internet served as the basis for further research, providing websites such as "Hrvatsko društvo pisaca." All of his published books were collections of stories and writings, which is why it is perfectly logical that the author has perfected this style of writing over the years. As far as I have done my research, none of his books have been translated into other languages, so I had nothing to compare my translation to.

Another great source of input was an interview with the author, which was a great insight into what the author wanted for his readers. This was the second best thing for this purpose, after talking to the author himself. He made it clear that all of the references were intentional, and that the author wanted his readers to get them because they were important for the story and the characterization of the people depicted in it. The author also mentioned some things that might be important for the translators, such as what about the people who would not understand all of the references. He claimed that it is not crucial to understand all of them, but that they do make the story more beautiful. Also, we live in the world of social media and the internet, and people can easily access the information they know nothing about. Most of the music references were used intentionally because the author is a big music lover, but he did not make the translator's task all that difficult because he mentioned a lot of internationally known singers and bands.

I got acquainted with translating literary works through several of my courses, but I did a more detailed research in translators' handbooks *Priručnik za prevoditelje: prilog teoriji i praksi* by Stojić, Brala-Vukanović, and Matešić, which covers literary translations in several of its chapters, and in Landers's *Literary Translation: A Practical Guide*.

As far as the specialized texts go, I mostly did the same thing upon receiving my portion of the text. I read all of the chapters that came beforehand, as detailed as possible to get to know the flow and the gist of the texts. For some, like the Cochrane articles, I only skimmed through the rest of the texts because they were pretty much the same in structure, but they were thematically different. It was the same with the brochure for the Archaeological museum, where

all of the students dealt with different items from the classical antiquity period. Two texts that were different were *A University Education* and *Cultures and Organizations: Software of the Mind*. In order to really understand the gist of each part, a translator should read what comes beforehand, because the parts evolve one from the other.

While researching *Cultures and Organizations: Software of the Mind*, other than reading the biographies that were included in the book, I did not go all that much through the biographies of the authors available on the internet. The reason why I chose not to do that is because it seems to me that the book speaks for itself, and there are quite a number of instances where the author's voices can be heard throughout the book, such as in the preface. For the book *A University Education*, I did research the author in greater detail, because the book is different from the former one, it is much less open and more prone to pure facts. David Willetts's style of writing is probably like that because he was the minister of state for universities and science and has been the Conservative MP for Havant; he just comes from a different background than the authors of the *Software of the mind*. The areas of interest in the works that needed to be translated were also differently approached. I happen to be quite familiar with the sociological topics due to the fact that my other study group is pedagogy. These two are closely linked, especially when dealing with social differences and interculturalism. In a way, my previous research was done through the years of getting to know the area while attending courses and studying for exams. *A University Education* was similar in that matter because of the course Cultures of the USA and the UK. Moreover, a lot of the text we dealt with in the Contemporary English Language courses and translation courses covered this area so that we could get acquainted more with the culture of the language we were studying. As for the Cochrane articles, my research included scrolling through the Cochrane website and getting to know all that could help throughout my translation phase.

#### **2.4.2. Detailed reading**

For many translators translation processes are all about solving problems. To solve a problem, one must first know how to define a problem and how to identify it. Livbjerg and Mees (qtd. in Pavlović 2015, 260) define a problem as a translation unit that was raised to the level of consciousness, i.e. the translator became aware that this unit might pose a problem in his or her translation process. For me, this usually happens during the second or third, more detailed reading. I focus on the translation units that might pose an issue later on in the process and start to research them immediately to avoid this from happening. This includes vocabulary items, terminology, syntactic structures, etc.

A translator may encounter paralinguistic problems, cultural problems or linguistic problems. Paralinguistic problems arise from differences between the making of the source text message and making the translation of it; the translator should identify and devise extralinguistic factors to deal with such issues (the sender of the message, the audience, and the medium, as well as the function of the source text and the purpose of the translation). All of that was covered in the previous segment. Problems that contain the cultural aspect are present due to different customs, norms and conventions in language behaviours of the two cultures, and linguistic problems are present because of structural differences, such as phonology, vocabulary, syntax, etc. (Pritchard 2015, 47).

Most of the problems in both types of texts were that of linguistic nature. This was especially evident in vocabulary in literary texts and terminology in specialized texts. There were also other problematic areas in these two types of text. In the literary type, one of the biggest issues proved to be culturally specific items such as *ćevapi*, *gemišt*, etc. I wanted to keep them in their original form since none of the translations seemed to transmit the meaning quite wholesomely. Instead, I used a footnote to describe such words in order for the reader to get acquainted with the Croatian culture a little bit more. The other issue was the translation of dialects. In my portion of the text, there weren't that many of the second type. Most of the characters were from Zagreb and they used the variety of Croatian that is specific for that area. All of the words were quite comprehensible, since this variety does not divulge from the standard all that much. For words which I encountered for the first time, such as *špelunka*, I consulted Hrvatski jezični portal because it is a huge database of Croatian words, along with all of the explanations. It is easily accessible and the search for the meaning of the word is quickly done. To translate such terms I mostly used either Bujas's Veliki hrvatsko-engleski rječnik or the Macmillan Dictionary online, along with its thesaurus. Thesaurus proved to be extremely helpful since it provided in one place various items I could use in a certain situation and then I just had to choose which one suited the context the most. I usually based these decisions on frequency lists available on the internet.<sup>1</sup> In the case of *špelunka*, for example, I found that the word *dive* is used to describe a bar that is dirty, cheap, and unpleasant which fits the meaning of the Croatian word. It is also, like the word *špelunka*, used informally and usually in conversations. Then I looked up the frequency of the word in frequency lists and it is used much rarely than for example *bar* or *joint*. I also tried not to use word that are colloquial and

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<sup>1</sup> Davies, Mark, and Dee Gardner. 2010. "Word Frequency List of American English."  
<https://www.wordfrequency.info/files/entries.pdf>.

characteristic of one area in England or America because I did not want the readers to identify such areas with Croatia – it might give them the wrong connotation. On the other hand, I did want to give the readers the impression that the characters did use a substandard variety of the Croatian language. I concluded that I would have to use bits and pieces of non-standard English, as is suggested in the book *Literary Translations*, to indicate that there are differences between the standard Croatian and Kajkavian Croatian which is spoken by a majority of people living in Zagreb. I opted for American English, with some Southern features. I tried using it as little as possible, so as to leave the others – who had much more varied dialects in their parts – a chance to improvise a little bit more with their translations. I used strategies such as g-dropping (*somethin'*), along with some general American slang (e.g. *bro*) and popular English non-standard forms (e.g. *ain't*, or *real* as an adverb used instead of *really*). As far as the conversational style in the text goes, I mostly consulted *Priručnik za prevoditelje: prilog teoriji i praksi*, since it gives the Croatian translators many strategies to deal with issues such as dialogues, emotions and intensifiers.

The biggest background research for me during this semester was the terminology for specialized texts. This was done in the phase of detailed reading, when I really focused on what could be problematic while translating, when I typed out terminology items in a special Excel table where I could keep track of all of them and prepare them for the glossaries. While reading *Software of the Mind*, I was not that intimidated by the terminology of it, since the author really helped out their readers by making the text as comprehensible as possible, avoiding terminology that might be unfamiliar to a layman and explaining terminology that was necessary in the glossary at the end of the book. My portion of the text in *Software of the Mind* dealt also with doing research in sociology, which was also something known to me. During my time in college I read a lot of research article and about research itself. Nowadays, all fields and areas thrive on research and all of the study groups emphasize them in their courses. However, I did consult Mužić's *Uvod u metodologiju istraživanja odgoja i obrazovanja* for items and structures I was not sure how to translate (such as *cluster*).

As for the terminology portion in some other texts, I mostly consulted specialized dictionaries. I used Babić's *Englesko-hrvatski ekonomski rječnik* which really helped me with the financial terminology used in *Software of the Mind* and *A University Education* (for instance *Government bond*, *growthmanship*, *endowment*). For the terminology in the field of medicine, I mostly used *Medicinsko-biokemijsko-farmacijski englesko-hrvatski rječnik* by Fabijanić and Fabijanić (for instance, they provided a translation equivalent for the word *radiosensitiser* –

*tvar za povećanje radiosenzitivnosti*). There were other various types of resources I used for different areas. I consulted several bylaws and statues, such as “Pravilnik o znanstvenim i umjetničkim područjima, poljima i granama,” “Zakon o visokim učilištima,” “Zakon o Agenciji za odgoj i obrazovanje” etc. Terminology data bases proved to be of great help, especially the IATE – InterActive Terminology for Europe. However, the greatest resource for every specialized text I translated was in fact the internet, and all of the articles I could find regarding the areas of interest. The research for each text was extensive and time-consuming. This was especially evident in the brochure for the Archaeological Museum in Zagreb. Every time there was an object described in detail, with all of its appropriate parts and decorations, I had to find the texts that talk about the same object, but in English, so that I could compare how to translate each and every part. For example, in my part of the text there were a lot of probes used in medicine mentioned and described in great detail. I searched for articles that would help me understand what part the author was talking about and how it looked; articles<sup>2</sup> with a lot of images proved to be of most use here.

### **2.4.3. Translation phase**

The background research was for the most part been done before the translation phase. I like to do all my research beforehand, so that, when I finally sit down to do my translation, I get to be focused on what sounds right, and is grammatically correct at the same time.

Upon finishing all of my research in the initial reading and in the second or third, more detailed reading, I began translating and writing down temporary solutions for words and phrases that needed further revising. I then reassessed all of my translated sentences, and consulted several of the resources again to make the final decision. With both types of text, my translation process began with my glossaries still unfinished. This happened mostly because some of the terms needed more extensive research or I got stuck on a term and got discouraged and decided to find the solution later on in the process. In those cases, I delayed making the final decision and did one of the following things instead: I either left a blank space in the translation or I provided several of the possible translation and separated them with a slash. I usually bolded those items or marked them with a different color to make them more visible to me once I went through the translation again.

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<sup>2</sup> Allen, Elizabeth. 2014. “Medical Instruments in the Brandeis Classical Studies Artifact Research Collection: Categorization and XRF Analysis.” Thesis, Brandeis University.  
<http://bir.brandeis.edu/bitstream/handle/10192/27055/AllenThesis2014.pdf?sequence=1>.

The biggest issue regarding specialized translations proved to be the sheer linguistic difference between the source and the target language. English is more prone to the use of clauses and long sentences which, if the reader is focused, are not that confusing. However, when translated to Croatian, many clauses one after the other make the meaning extremely incomprehensible. For example, here is what one of these sentences looks like in the source text *Software of the Mind*: “A comparison of the answers to these two questions revealed that in countries in which the consulting manager was less popular, people agreed more with the general statement that employees should participate in decisions, and vice versa; the ideology was the mirror image of the day-to-day relationship with the boss.” Of course, some authors of scientific and specialized texts tend to write sentences this long even in Croatian. However, these are extremely incomprehensible, even to the specific target audience (i.e. people specialized for a certain area). By putting the general statement in the brackets and the clause after the semicolon in a separate sentence, the reader can follow the text without effort and grasp the meaning quicker than if the clauses followed the order given in the source text (“Usporedbom odgovora na ova dva pitanja izveden je zaključak da se ljudi više slažu s općim iskazom (zaposlenici trebaju sudjelovati u donošenju odluka) u državama u kojima je upravitelj koji traži mišljenje zaposlenika manje popularan i obratno. Ideologija je bila odraz svakodnevnog odnosa s nadređenim.). This is especially important in this text because the authors intended it for layman readership as well.

#### **2.4.4. Editing phase**

After I made a decision about all of the solutions, I went through the texts again and polished them some more. This usually meant going through the orthography, which included norms of spelling, hyphenation, capitalization, word breaks, emphasis, and punctuation. For that I used *Hrvatski pravopis* by the Institute of Croatian Language and Linguistics.

#### **2.5. Reliability of the sources**

If a source is reliable, a translator can depend upon its accuracy without checking the facts in some other sources. Published academic books are reliable because the author’s reputation is at risk; presenting the findings in such a source has to be meticulous. These sources will also be referenced and a bibliography will be provided, which means that if a translator wants to check the facts even further, this possibility will be provided for him or her. Before the book is published, it will usually be sent to other experts in the field to check its reliability. An editor and a proof-reader will also check the entire text before it is published. After publication, other

specialists will read and write reviews of the book (peer review) and search for and find any faults with the author's methods and findings.

While doing my background research, I focused mostly on finding sources that will fit into this framework. Most of my sources include peer-reviewed articles and published academic books, but there are also some official government websites, institutional sites that represent universities and respected organizations.

### **3. Conclusion**

To conclude this discussion about the background research for translation of different types of texts, further emphasis should be put on background research, which represents one of the most important aspects of the translation process. Any translator should acknowledge the fact that no good translation has ever been done without him or her doing any research at all.

The research begins when the translator is first encountered with the source text, and ends when he or she is done editing the target text, i.e. the translation. In other words, it encompasses the entire translation process, from the beginning to the very end of it. It pierces through every translation phase, from the initial reading, across the more detailed reading and the translating the text, all the way towards the final editing of the translation. Background research is different for every type of text and it is crucial if the translator wants the translation to be accurate and the closest natural equivalent of the source text. In order to do so, the sources need to be accurate, relevant, authentic, reliable and representative of the field that is being translated.

All of the steps enumerated in this discussion are recommended by various authors. However, most of the times, translators do not have the time or the luxury to pay this much attention to every single translation. Although recommended, such detailed background research is usually avoided so that the translator could have more time for other translations. For a more experienced translator, this does not pose a problem since he or she has already encountered various types of texts and can deal with certain issues as they come along in the text. On the other hand, a translator who has only just begun translating professionally and does not yet have enough experience in the field should try to do as much background research as possible to see the differences when translating different types of texts and to get acquainted with various helpful translation resources.

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**Part Two**  
**Translations**

## **Translation 1**

Hofstede, Geert, Gert Jan Hofstede, and Michael Minkov. 2010. *Cultures and Organizations: Software of the Mind. Intercultural Cooperation and Its Importance for Survival*. NY: McGraw Hill, pp. 28-32.

## 1. Glossary

ST	TT	Source
ambiguity	nejasnost	Bujas 2008
answer	odgovor	Bouillet 2009
anthropologist	antropolog	Bujas 2008
arbitrary rules	arbitrarna pravila	Marot Kiš 2014
area	područje	Bujas 2008
authority	autoritet	Jeknić 2011
behavior	ponašanje	Miliša and Bagarić 2012
boy	dječak	Lebedina-Manzoni, Lotar and Ricijaš 2008
capitalist	kapitalistički	Bujas 2008
category of people	kategorija ljudi	Matić 2000
classify	klasificirati	Bujas 2008
classify	kategorizirati	Bujas 2008
classify	svrstati	Bujas 2008
cluster	klaster	Lebedina-Manzoni, Lotar and Ricijaš 2008
collectivism	kolektivizam	Jeknić 2011
colonial bloc	kolonijalno područje	Korea Gajski 2010
common problem	zajednički problem	Mihnjak 2017
communist	komunistički	Bujas 2008

comparable data	usporedivi podatak	Sundać and Fatur Krmpotić 2009
comparative information	usporediva informacija	Štulhofer and Rimac 2002
conception of self	samopoimanje	Kolić-Vehovec and Rončević 2003
conceptual reasoning	konceptualno razumijevanje	Preglej 2014
conflict	sukob	Jeknić 2011
consequence	posljedica	Bujas 2008
control of aggression	kontrola agresije	Jeknić 2011
conviction	uvjerenje	Miliša and Bagarić 2012
correlation	korelacija	Mužić 2004
country	država	Bujas 2008
country	zemlja	Bujas 2008
culture	kultura	Bujas 2008
data	podatak	Mužić 2004
dealing with conflict	upravljanje sukobom	Jeknić 2011
decision	odluka	Miliša and Bagarić 2012
desire	želja	Bujas 2008
diametrically opposed	dijametralno oprečan	Vio and Mudrić 2014
dimension	dimenzija	Babić 2009
dimension of culture	dimenzija kulture	Jeknić 2006
dimensional model	dimenzionalni model	Grozdek, Kuterovac and Zarevski 2007

effect	utjecaj	Bujas 2008
emotional implication	emocionalna posljedica	Maretić and Sindik 2013
empirical research	empirijsko istraživanje	Miliša and Bagarić 2012
empirical result	empirijski rezultat	Van Dijk 2006
empirical typology	empirijska tipologija	Sekulić 1984
employee	zaposlenik	Babić 2009
ethically right	etički ispravan	Grivec 2014
experience	iskustvo	Leburić 1996
expression of feelings	izražavanje osjećaja	Ferić 2000
expression of feelings	ekspresija osjećaja	Jeknić 2011
extreme	ekstrem	Bujas 2008
femininity	ženstvenost	Jeknić 2011
field	polje	Pravilnik o znanstvenim i umjetničkim područjima, poljima i granama
first world country	zemlja prvog svijeta	Sing 2002
functioning of society	djelovanje društva	Vojnović Draživuk 2006
general statement	opći iskaz	Mužić 2004
girl	djevojčica	Lebedina-Manzoni, Lotar and Ricijaš 2008
group	grupa	Šućur 2004
human society	ljudsko društvo	Čačić-Kumpes 2004
hybrid	hibrid	Bujas 2008

ideology	ideologija	Van Dijk 2006
individual	pojedinaac	Miliša and Bagarić 2012
individualism	individualizam	Jeknić 2011
industry	industrija	Ljubić and Skular 2012
issue	tema	Bujas 2008
logic of society	logika društva	Meštović 2005
logical necessity	logička nužnost	Žarnić and Bašić 2014
majority	većina	Bujas 2008
manager	upravitelj	Babić 2009
masculinity	muževnost	Jeknić 2011
matched sample	homogeni uzorak	Penezić, Slišković and Rak 2013
measure	faktor	Cifrić and Nikodem 2006
method	metoda	Bujas 2008
multinational corporation	multinacionalna korporacija	Katunarić 2004
national	narodni	Bujas 2008
national	nacionalni	Bujas 2008
national culture	nacionalna kultura	Katunarić 2004
national culture	nacionalna kultura	Katunarić 2004
nationality	državljanstvo	Bujas 2008
nationality	narodnost	Babić 2009
nationality	nacionalnost	Babić 2009

nationality difference	nacionalna razlika	Pastuović 2008
norm	norma	Miliša and Bagarić 2012
people	ljudi	Katunarić 2004
point	točka	Bujas 2008
power distance	distanca moći	Rajh, Budak and Anić 2016
practical matter	praktična narav	Barry 2006
problem	problem	Bognar 2006
problem area	problemsko područje	Branica
psychologist	psiholog	Bujas 2008
pure type	čisti tip	Zagorec 2014
pure type	idealna tip	Zagorec 2014
randomly picked	slučajno odabrani	Babarović, Burušić and Šakić 2010
relation to authority	odnos prema autoritetu	Šiber 1998
relationship between individual and society	odnos pojedinca i društva	Cifrić 1995
research	istraživanje	Babić 2009
result	rezultat	Bognar 2006
sample	uzorak	Mužić 2004
score	rezultat	Bujas 2008
second world county	zemlja drugog svijeta	Sing 2002
sin	mana	Čović 2006
social anthropology	socijalna antropologija	Hrvatska enciklopedija

social implication	socijalna posljedica	Obadić and Smolić 2008
social inequality	društvena nejednakost	Zrinščak 2013
social scientist	društveni znanstvenik	Nisbet 2007
society	društvo	Miliša and Bagarić 2012
sociologist	sociolog	Bujas 2008
solution	rješenje	Bognar 2006
standard	standard	Bognar 2006
statement	iskaz	Arbunić 2004
statistical	statistički	Ajduković, Rimac, Rajter and Sušac 2012
statistical analysis	statistička analiza	Bognar 2006
statistical method	statistička metoda	Mužić 2004
statistical relationship	statistička veza	Boneta and Ivković 2013
statistical study	statističko istraživanje	Žara 2000
study	proučiti	Bujas 2008
study	ispitivanje	Ručević, Ajduković and Šincek 2009
subordinate	podređeni	Bujas 2008
subsidiary	podružnica	Babić 2009
survey	pregled	Mužić 2004
term	naziv	Bujas 2008
term	termin	Bujas 2008
third world country	zemlja trećeg svijeta	Sing 2002



trend	trend	Babić 2009
type	tip	Bujas 2008
typology	tipologija	Bujas 2008
uncertainty	nesigurnost	Bujas 2008
uncertainty	neizvjesnost	Bujas 2008
uncertainty avoidance	izbjegavanje neizvjesnosti	Jeknić 2011
value	vrijednost	Miliša and Bagarić 2012
value study	ispitivanje vrijednosti	Šverko and Babarović 2010
value system	sustav vrijednosti	Ferić 2008
variable	varijabla	Mužić 2004
vary	varirati	Mužić 2004
view	mišljenje	Šimičević
virtue	vrlina	Bujas 2008
world	svijet	Bujas 2008

## 2. Translation

Pri interpretaciji iskaza ljudi o njihovim vrijednostima, važno je razlikovati *poželjno* i *željeno*, odnosno kakav ljudi misle da bi svijet trebao biti nasuprot onome što ljudi žele za sebe. Pitanja o poželjnom odnose se na ljude općenito i sročena su na temelju odabira između ispravnog i pogrešnog, dozvoljenog i zabranjenog, slaganja i neslaganja, važnog i nevažnog i slično. Ukratko, svatko se zalaže za vrline i proturječi manama te odgovori o poželjnome održavaju mišljenje ljudi o onome što predstavlja vrlinu, a što je istovjetno mani.<sup>i</sup> S druge strane, željeno predstavlja „tebe“ i „mene“ i ono što želimo za sebe, a to uključuje i naše ne toliko kreposne želje. Poželjno samo naočigled odgovara našem stvarnom ponašanju, ali čak ni iskazi o željenom, koji su bliži našem stvarnom ponašanju, ne odgovaraju u potpunosti načinu na koji se ljudi ponašaju kada su suočeni s nekakvim izborom.

Poželjno i željeno međusobno se razlikuju s obzirom na prirodu *normi*. Norme predstavljaju ponašanja koja su standardna u grupi ili kategoriji ljudi.<sup>3</sup> U slučaju poželjnog norma je apsolutna te se odnosi na ono što je etički ispravno. U slučaju željenoga norma je statistička te označava izbore većine. Poželjno se više odnosi na ideologiju, a željeno na praktičnu narav.

Interpretacije ispitivanja vrijednosti koja zanemaruju razliku između poželjnog i željenog mogu dovesti do paradoksalnih rezultata. Primjer u kojemu su ta dva pojma dovela do dijametralno oprečnih rezultata jest ispitivanje stavova<sup>ii</sup> zaposlenika IBM-a koje će biti opisano kasnije u ovome poglavlju. Zaposlenici u različitim državama trebali su odlučiti slažu li se ili ne s iskazom „Zaposlenici u industriji više trebaju sudjelovati u odlukama uprave“. Ovo je iskaz o poželjnome. U drugome pitanju ispitanici<sup>iii</sup> su trebali odgovoriti preferiraju li osobno upravitelja koji „uglavnom prije donošenja odluke traži mišljenje podređenih“. Ovo je iskaz o željenome. Usporedbom odgovora na ova dva pitanja izveden je zaključak da se ljudi više slažu s općim iskazom (zaposlenici trebaju sudjelovati u donošenju odluka) u državama u kojima je upravitelj koji traži mišljenje zaposlenika manje popularan i obratno.<sup>iv</sup> Ideologija je bila odraz svakodnevnog odnosa s nadređenim.<sup>4</sup>

### Dimenzije nacionalnih kultura

U prvoj polovici dvadesetoga stoljeća u socijalnoj se antropologiji razvilo uvjerenje da su sva društva, bilo moderna ili tradicionalna, suočena s istim osnovnim problemima, a samo se

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<sup>3</sup> U svakodnevnom govoru, riječi *norma* i *vrijednost* često se koriste bez razlike u značenju ili ih se, poput Stanlija i Olija, tretira kao nerazdvojni par u izrazu *vrijednosti i norme*. U potonjem slučaju suvišno je koristiti obje riječi.

<sup>4</sup> *Culture's Consequences*, 2001, str. 91.

odgovori na njih razlikuju. Američki antropolozi, posebno Ruth Benedict (1887. – 1948.) i Margaret Mead (1901. – 1978.),<sup>v</sup> odigrali su važnu ulogu u prenošenju ove poruke široj publici.

Logičan sljedeći korak bio je da društveni znanstvenici pokušaju identificirati *koji* su to problemi zajednički svim društvima, i to pomoću konceptualnog razumijevanja i statističkih istraživanja te osvrta na istraživačka iskustva u području. Dva Amerikanca, sociolog Alex Inkeles i psiholog Daniel Levinson, objavili su 1954. opširan pregled literature engleskog govornog područja o nacionalnoj kulturi. Naveli su sljedeće teme kao one koje su zajednički osnovni problemi diljem svijeta te da isti ostavljaju posljedice na djelovanje društava, grupa unutar tih društava i pojedinaca unutar tih grupa:

- odnos<sup>vi</sup> prema autoritetu
- koncepcija sebe, a posebno
  - odnos pojedinca prema društvu
  - pojedinčevo shvaćanje koncepata muževnosti i ženstvenosti<sup>vii</sup>
- načini kako se upravlja sukobima, uključujući i kontrolu agresije i izražavanje osjećaja.<sup>5</sup>

Dvadeset godina kasnije Geert je imao priliku proučiti opširnu količinu podataka o ispitivanjima vrijednosti ljudi u više od 50 država diljem svijeta. Ti su ljudi radili u lokalnim podružnicama jedne velike multinacionalne korporacije – *International Business Machines* (IBM). Isprva je možda iznenađujuće da zaposlenici jedne multinacionalne korporacije – veoma posebna grupa ljudi – mogu poslužiti za identificiranje razlika u *nacionalnim* sustavima vrijednosti. Međutim, u svim su državama predstavljali gotovo savršeno homogen uzorak: bili su slični u svemu osim nacionalnosti, zbog čega se utjecaj razlika u nacionalnosti u njihovim odgovorima neobično jasno isticao.

Odgovori na pitanja o vrijednostima sličnih zaposlenika IBM-a u različitim državama iskazani su u obliku prosjeka za svaku državu te su obrađeni statističkom analizom.<sup>6</sup> Pomoću nje otkriveni su zajednički problemi u sljedećim područjima, kao i različita rješenja ovisno o državama:<sup>viii</sup>

- društvena nejednakost, uključujući i odnos pojedinca prema autoritetu
- odnos pojedinca i grupe

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<sup>5</sup> Inkeles & Levinson, 1969 [1954], str. 447ff.

<sup>6</sup> Ova analiza detaljno je opisana u drugom poglavlju knjige *Culture's Consequences*, 2001.

- koncepti muževnosti i ženstvenosti te različite socijalne i emocionalne implikacije za dječake i djevojčice
- načini suočavanja s neizvjesnošću i nejasnošću, što je povezano s kontrolom agresije i izražavanjem emocija.<sup>ix</sup>

Ti empirijski rezultati iznenađujuće su dobro pokrivali područja koja su Inkeles i Levinson predvidjeli dvadeset godina prije. Potvrdom njihovih predviđanja veliki je značaj pridat važnosti teorije u empirijskim nalazima. Problemi zajednički svim ljudskim društvima trebaju biti tema različitih ispitivanja, neovisno o njihovim metodama. Inkeles i Levinson su svojim ispitivanjem uvelike predvidjeli ono što je Geert otkrio tek dvadeset godina kasnije.

Četiri osnovna problemska područja koja su definirali Inkeles i Levinson i koja su empirijskim putem potvrđena u ispitivanju<sup>x</sup> zaposlenika IBM-a predstavljaju *dimenzije kulture*. Dimenzija je aspekt kulture koji je mjerljiv u usporedbi s drugim kulturama. Te četiri dimenzije bit će opisane trećem, četvrtom, petom i šestom poglavlju. Nazvane su *visoka/niska distanca moći*, *kolektivizam nasuprot individualizmu*, *ženstvenost nasuprot muževnosti*, te *nisko/visoko izbjegavanje neizvjesnosti*.<sup>xi</sup> Svaki od tih termina već je postojao u nekoj od društvenih znanosti i poprilično su dobro odgovarali osnovnim problemskim područjima koja predstavlja svaka od dimenzija. Zajedno tvore četverodimenzionalni model razlika među nacionalnim kulturama. Svaku državu u modelu karakterizira određeni rezultat za svaku od četiri dimenzija.

Dimenzija grupira razne fenomene u društvu za koje je empirijski utvrđeno da se pojavljuju u kombinaciji, bez obzira na to čini li se da postoji logička nužnost za njihovo zajedničko pojavljivanje. Logika društava nije jednaka logici pojedinaca koji ju proučavaju. Grupiranje različitih aspekata dimenzije uvijek se temelji na statističkoj vezi, odnosno na *trendovima* po kojima se ti fenomeni pojavljuju u kombinaciji. Ti trendovi neprestano se mijenjaju i nije za očekivati da će uvijek biti jednaki.<sup>xii</sup> Određeni aspekti u nekim društvima mogu biti različiti od općeg trenda u većini drugih društava. Budući da se dimenzije otkrivaju statističkim metodama, iste mogu biti uočene samo na temelju komparativnih informacija iz raznih država – minimalno deset. U slučaju istraživanja IBM-a, Geert je imao sreću sakupiti usporedive podatke o kulturalno određenim vrijednostima iz (u početku) četrdeset država zbog čega su se dimenzije unutar njihovih razlika jasno isticale.

Rezultati za svaku državu unutar jedne dimenzije mogu se zamisliti kao točke na pravcu. Za dvije dimenzije istovremeno, te točke premještaju se na dijagram. Za tri dimenzije, mogle bi se uz malo mašte zamisliti kao točke u prostoru. Za četiri ili više dimenzija, teško je zamisliti

raspored točaka, što je nedostatak dimenzionalnih modela. Još jedan način zamišljanja razlika među državama (ili drugih socijalnih sustava) je pomoću *tipologija*. Tipologija opisuje set idealnih tipova, a svakog od njih lako je zamisliti. U drugoj polovici dvadesetog stoljeća česta tipologija država bila je podjela na zemlje prvog, drugog i trećeg svijeta (kapitalističke zemlje, komunističke zemlje i zemlje nekadašnjeg kolonijalnog područja).

Iako je tipologije jednostavnije shvatiti nego dimenzije, problematične su u empirijskim istraživanjima. U stvarnosti države rijetko u potpunosti odgovaraju jednom idealnom tipu. Većina slučajeva su hibridi te se moraju primijeniti arbitrarna pravila kako bi ih se svrstalo u jedan tip. S druge strane, u dimenzionalnom modelu rezultat za svaku državu može biti određen smisleno. Na temelju tih rezultata za svaku dimenziju, slučajeve se *naknadno* može empirijski razvrstati u klustere sa sličnim rezultatima. Ti klasteri tada tvore empirijsku tipologiju. Više od pedeset država u ispitivanju zaposlenika IBM-a može se svrstati u dvanaest takvih klastera na temelju njihovih rezultata za svaku od četiri dimenzije.<sup>7</sup>

U praksi su tipologije i dimenzionalni modeli komplementarni. Dimenzionalni modeli su praktičniji za istraživanja dok su tipologije korisnije u poučavanju. U ovoj knjizi korišten je tipologijski pristup da bi se objasnila svaka dimenzija. U svakoj dimenziji opisana su dva oprečna ekstrema koji predstavljaju čiste tipove. Kasnije su neke dimenzije povezane u parove te svaki par tvori četiri tipa. Rezultati države u dimenzijama pokazuju da se većina slučajeva nalazi negdje između ekstrema.

### **Korištenje korelacija**

Dimenzije su temeljene na *korelacijama*. Dvije mjere (*variable*) koreliraju ako zajedno variraju. Na primjer, kad bismo izmjerili visinu i težinu stotinu ljudi nasumično odabranih na ulici, otkrili bismo da mjere visine i težine koreliraju – viši ljudi često bi bili i teži, a niži bi uglavnom bili lakši. Budući da su neki ljudi visoki i mršavi, a neki su niski i deblji, korelacija ne bi bila savršena.

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<sup>7</sup> *Culture's Consequences*, 2001, str. 64.

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## **Translation 2**

Willets, David. 2017. *A University Education*. Oxford: Oxford University Press, pp. 36-40.

## 1. Glossary

ST	TT	Source
A level	viši stupanj završnog ispita srednje škole	result of a discussion with the colleagues
academic	akademik	HJP
academic credit	studijski bod	AZVO
academic credit	akademska kvalifikacija	AZVO
academic literature	literatura	Bujas 2008
adult life	odrasla dob	Takšić, Mohorić and Munjas 2006
argument	dosadašnja spoznaja	Sekulić-Majurec 2005
authoritative definition	mjerodavna definicija	Bouillet 2010
authority	autoritet	Bujas 2008
autonomy	autonomija	Bujas 2008
Bachelor's degree	diploma preddiplomskog studija	Pravilnik o studiranju na preddiplomskim i diplomskim i integriranim studijima Filozofskog fakulteta Sveučilišta u Zagrebu
benchmark	mjerilo	Bujas 2008
Bologna Declaration	Bolonjska deklaracija	AZVO
Bologna exercise	Bolonjski proces	AZVO
budget	budžet	Babić 2009

bureaucratic prose	birokratizacija	HJP
canon	kanon	Protrka Štimec 2012
clause	klauzula	Bujas 2008
college	koledž	Bujas 2008
corporation	korporacija	Šanjek 2009
critical thinking	kritičko mišljenje	Zagorac 2012
cultural preservation	očuvanje kulturne baštine	GOV RH
data	podatak	Šporčić, Landeković and Marjanović 2012
deficit	deficit	Babić 2009
deficit funding	financiranje deficita	Šimović, Čorić and Deskar Škrbić 2015
degree	akademski stupanj	Bujas 2008
degree	diploma	AZVO
demonstrate knowledge	pokazati znanje	Dabo, Malatestinić, Janković, Bolf Malović and Kosanović 2008
descriptive	deskriptivan	Babić 2009
devise	osmisliti	Ajduković and Čorkalo Biruški 2008
discovery	nova spoznaja	Sekulić-Majurec 2005
diversity	raznolikost	Bujas 2008
diversity	različitost	British Council 2018

doctorate	doktorat	Pravilnik o studiranju na preddiplomskim i diplomskim i integriranim studijima Filozofskog fakulteta Sveučilišta u Zagrebu
draughtsman	radna skupina	Hrvatski sabor
ECTS	ECTS bod	AZVO
education	obrazovanje	Zakon o Agenciji za odgoj i obrazovanje
Education Department	Odjel za obrazovanje	Dragija and Letica 2014
Education Reform Act	Zakon o reformi obrazovanja	Koren 2005
elite	elita	Bujas 2008
endowment	doprinos	Babić 2009
entrant	kandidat	Algebra 2014
EU	EU	Europa.eu
European Credit Transfer and Accumulation System	Europski sustav prijenosa bodova	AZVO
exam	ispit	Preradović and Kocić-Jeremić 2005
exercise	provedba	IATE
exercise	proces	AZVO
expansion	rast	Babić 2005
fee	pristojba	Babić 2009

field of study	znanstveno polje	NN
first cycle qualification	sveučilišni prvostupnik	Zakon o akademskim i stručnim nazivima i akademskom stupnju
formative years	formativne godine	Pokorny 2011
framework of higher education	kvalifikacijski okvir	AZVO
frontier of knowledge	granica spoznaje	Zore 2008
fund	osigurati sredstva za, financirati	Bujas 2008
funding	financiranje	Babić 2009
gather	prikupiti	Šporčić, Landeković and Marjanović 2012
general secondary education	srednjoškolsko obrazovanje	MZO
Government bond	državna obveznica	Babić 2009
growth	razvoj	Babić 2005
growthmanship	pretjerano naglašavanje rasta	Babić 2009
HEFCE	Vijeće za financiranje visokog obrazovanja za Englesku	MZO
high degree of autonomy	visoka razina autonomije	AZVO
higher education	visoko obrazovanje	AZVO
historic	povijesni	Bujas 2008
historical origin	povijesni početak	Patafta 2017



history	povijest	Bujas 2008
identity	identitet	Bjelajac and Pilić 2005
incentive	poticaj	Babić 2009
inclusion	uključivanje	Povjerenik za informiranje 2015
inclusion	sudjelovanje	Forrester and Sunar 2011
inflation	inflacija	Babić 2009
institution	ustanova	Mencer 2005
interpret	interpretirati	Šporčić, Landeković and Marjanović 2012
ivy	bršljan	Bujas 2008
knowledge	znanje	Bujas 2008
league table	rang ljestvica	Jokić and Petrušić 2016
learning	učenje	Bujas 2008
learning skill	umijeće učenja	Skupnjak 2013
legislation	zakonodavstvo	European Justice 2017
level of higher education	razina visokog obrazovanja	Marinić 2016
mass higher education	masovno visoko obrazovanje	Kokić 2013
Master's degree	diploma diplomskog studija	Pravilnik o studiranju na preddiplomskim i diplomskim i integriranim studijima Filozofskog fakulteta Sveučilišta u Zagrebu

Middle Ages	srednji vijek	Hrvatska enciklopedija
minister	ministar	GOV RH
mobility	mobilnost	AMPEU 2015
model	model	Bujas 2008
monopoly	monopol	Babić 2009
nationhood	nacionalnost	Bujas 2008
need	potreba	Drusany et al. 2013
normative	normativan	Babić 2009
origin	ishod, početak, izvorište	Bujas 2008
oversea student	student na studijskom boravku	Sveučilište u Zagrebu
Oxford	Oxford	Knežić 2013
parliamentary democracy	parlamentarna demokracija	Zajc 1997
philology	filologija	Bujas 2008
philosophy	filozofija	Bujas 2008
pinnacle	vrhunac	Bujas 2008
political history	politička povijest	Matković 1990
postgraduate	poslijediplomski	Bujas 2008
postgraduate	postdiplomski	Bujas 2008
postgraduate	student trećeg stupnja	Bujas 2008
postgraduate	postdiplomant	Bujas 2008
preoccupation	glavna zanimacija	Bujas 2008

prestige	prestíž	Bujas 2008
prestige	ugled	Bujas 2008
prestigious university	prestížno sveučilište	Gvozdanović 2009
problem	problem	Matić 2014
progress	napredak	Kitić, Miljak and Lozić 2012
publish	objaviti	Silobrčić 2003
pursuit of knowledge	potraga za znanjem	Ristić Dedić 2013
research paper	znanstveni rad	Batistić and Stojanovski 2015
reason	razum	Zagorac 2012
recognize	odobriti	AZVO
reform	reforma	Koren 2005
relevant data	relevantan podatak	Babić, Pripičević and Đapo
report	priopćenje	Mihaljević 2009
research	istraživanje	Mužić 2004
schedule	prilog	Novak 2006
scholar	učenjak	Ježić 2013
second cycle qualification	magistar	Zakon o akademskim i stručnim nazivima i akademsom stupnju
social security	socijalna sigurnost	Babić 2009
solve	riješiti	Matić 2014
Sorbonne Declaration	Sorbonska deklaracija	AZVO

spending	izdvajanje	Babić 2005
standard	mjerilo	Cvitanović 2016
starry-eyed	vizionarski	Bujas 2008
student	student	Bujas 2008
subsidy	subvencija	Babić 2009
sustain	poduprijeti	Sokol 1998
system of higher education	sustav visokog obrazovanja	AZVO
teaching	poučavanje	Bujas 2008
textbook	udžbenik	Bujas 2008
third cycle qualification	doktor znanosti	Zakon o akademskim i stručnim nazivima i akademskom stupnju
third cycle qualification	doktor umjetnosti	Zakon o akademskim i stručnim nazivima i akademskom stupnju
transformation	preobrazba, transformacija	Bujas 2008
transfer	priznati	AZVO
Treasury	Ministarstvo financija	EUR-lex
understanding	razumijevanje	Dujić 2017
universities minister	ministar visokog obrazovanja	MZO
university	sveučilište	Bujas 2008
university education	sveučilišni studij	AZVO

University Grants Committee	Odbor za novčanu potporu visokog školstva	Zakon o visokim učilištima
value	vrijednost	Ilišin 2009
Whig	vigovac	Hrvatska enciklopedija

## 2. Translation

### Definicija sveučilišta i visokog obrazovanja

Herbert Butterfield opisao je vigovsku interpretaciju povijesti kao način „nametanja određenog oblika cijeloj povijesnoj priči i stvaranja sheme opće povijesti koja će se krasno stopiti sa sadašnjosti – sve s ciljem predstavljanja očitog načela napretka...”<sup>8</sup> Ovaj progresivan pogled na povijest danas je zastario, ali savršeno opisuje priču o visokom obrazovanju u Engleskoj tijekom protekla dva stoljeća. To je uistinu priča o rastu i razvoju u kojoj je sve više ljudi uključeno u visoko obrazovanje, jednako kao što je i klasična vigovska politička povijest bila okrenuta uključivanju većeg broja ljudi u sustav parlamentarne demokracije.

Rast broja studenata popraćen je stvaranjem novih sveučilišta, i u Britaniji i u cijelom svijetu. Uzastopni valovi novih sveučilišta donose različitost u sustav visokog obrazovanja. Djelomično je to tako jer novi studenti imaju različite potrebe od dotadašnjih studenata, ali i zato što nove ustanove odražavaju vrijednosti i glavne zanimacije tadašnjeg vremena. Možemo zamisliti današnja raznolika sveučilišta kao razine arheoloških taloženja u kojima su specifične identitete sveučilišta oblikovali njihovi povijesni počeci. Ipak, postoji duboki jaz između rasta i razvoja s jedne strane i jednog dominantnog mjerila koje predstavlja najbolje što sveučilišta mogu pružiti s druge. Iako novi polaznici možda čine stvari drugačije, njihova specifičnost može biti prisiljena konformirati se u jedan set vrijednosti.

U svijetu postoji 10 000 ustanova koje se nazivaju sveučilištima i još oko 20 000 ustanova visokog obrazovanja. Oko 3 000 tih ustanova svake godine objavi 200 ili više znanstvenih radova, a čak 2 000 svake godine objavi 1 000 ili više.<sup>9</sup> Britanska i američka sveučilišta na samom su vrhu rang lista sveučilišta poput one koju izdaje časopis *Times Higher Education*. Na vrhu su upravo zbog izvrsnosti njihovih istraživanja i ugleda kojeg ona donose. Nemamo se čime ponositi ako se ne možemo ponositi svojim sveučilištima. Međutim, rang ljestvice poput te organizirane su oko jedne vizije sveučilišta. Ta vizija sveučilište zamišlja kao klasičnu stambenu ustanovu iznimno selektivnog i istraživačkog karaktera, a vanjske zidove bilo bi poželjno vidjeti obrasle bršljanom.<sup>10xiii</sup> Enoch Powell savršeno je opisao sveučilište kao

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<sup>8</sup> Butterfield, Herbert. 1965. *The Whig Interpretation of History*. New York: W. W. Norton and Company, str. 12.

<sup>9</sup> Više od 1 000 istraživačkih radova objavljuje se svake godine na 2 305 sveučilišta, a više od 200 na 3 289 sveučilišta. Više o tome u: SCImago Research Group. 2012. *SIR World Report 2012: Global Ranking*, str. 66 i 95.

<sup>10</sup> Riječ „bršljan“ je na engleskom jeziku *ivy*. To je ujedno i dio naziva *Ivy League* koji predstavlja osam najprestižnijih sveučilišta na sjeveroistoku SAD-a (Brown, Columbia, Cornell, Dartmouth, Harvard, Pennsylvania, Princeton i Yale). Naziv *Ivy League* ima konotacije akademske uspješnosti, selektivnosti i elitizma.

ustanovu „koja je precizno i definirano osebujna. To je mjesto na kojemu u suživotu obitavaju osobe čiji je život posvećen pronalaženju znanja koje je samo sebi svrhom, zanemarujući pritom posljedice ili primjenu tako stečenog znanja... To je mjesto kojemu pribjegavaju tijekom svojih formativnih godina odrasle dobi osobe željne i sposobne učiti kako ljudi usmjereni stjecanju znanja koje je samo sebi svrhom to i čine.“<sup>11</sup>

Takav opis ovjekovječuje i moje iskustvo na sveučilišnome studiju prije toliko godina, a bilo je veličanstveno. No moram priznati da to sjećanje za mene predstavlja dvosjekli mač.<sup>xiv</sup> Iskustvo određene vrste sveučilišnog studija pretvara u autoritativnu definiciju. Kreće od naših povijesnih i prestižnih sveučilišta i iz njih crpi bit sveučilišta. Vrludamo od onoga što *jest* do onoga što *bi trebalo biti*, od deskriptivnoga ka normativnome te takav pristup sveučilištu postaje mjerilo prema kojemu procjenjujemo sva suvremena sveučilišta. Prema tom mjerilu, mnoga od njih nisu zadovoljavajuća, što vodi ravno prema pričama o izdaji i propasti često pripisivanima samom razvoju visokog obrazovanja koju vigovski optimisti veličaju. Čini se da je kritičarima stvarnost masovnog visokog obrazovanja neugodna.

Zaglavili smo između vizionara koji naglašavaju važnost rasta i opušteno promatraju širok raspon sveučilišta te tmurnog prikaza propusta HiEdBizUK-a.<sup>12xv</sup> Trebamo definiciju sveučilišta koja neće biti ni toliko općenita da bi se svaka ustanova mogla smatrati sveučilištem ni toliko neumjesna da bi ostala zanemarena i odbačena kao Pattisonove histerične kritike Gladstoneovih viktorijanskih reformi na Oxfordu. Nacrt već imamo: sveučilište je neovisna korporacija posvećena visokom obrazovanju; zajednica je učenjaka i studenata. Autonomija sveučilišta vidljiva je ponajprije u pravu ustanove na dodjelu vlastitih diploma te se po tome razlikuje od drugih oblika visokog obrazovanja. Da bi obrazovanje bilo visoko, mora neprestano biti na granicama spoznaje – to ne znači da se mora nužno baviti istraživanjima, ali barem poučavanje mora biti poduprto novim i dosadašnjim spoznajama. Korisna definicija razina visokog obrazovanja proizašla je iz Bolonjskog procesa u kojemu su se europske vlade od Norveške do Kazahstana složile oko širokog kvalifikacijskog okvira za visoko obrazovanje tako da se studijski bodovi mogu odobravati i priznavati unutar tih država (Europski sustav prijenosa bodova ili ECTS). Ta deklaracija nije dio pravne stečevine EU-a, ali je EU dio nje. Britanija se nije držala po strani te je tadašnja ministrica visokog obrazovanja<sup>xvi</sup> Tessa

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<sup>11</sup> Iz govora Enocha Powella na koledžu Magdalene pri sveučilištu Cambridge 12. lipnja 1991. Zahvalan sam Richardu Ritchieju što mi je skrenuo pažnju na njega.

<sup>12</sup> Collini u svojoj knjizi *What are Universities for?* osmom poglavlju daje naziv HiEdBizUK. Kratica predstavlja *Higher Education Business* model u UK-u, u kojemu su moderna britanska sveučilišta uspoređena s poslovnim korporacijama.

Blackstone odigrala veliku ulogu.<sup>13</sup> Zbog naše uključenosti, definicije odražavaju naš model. „Prva akademska kvalifikacija“ je sveučilišni prvostupnik/ica (lat. *baccalaureus/baccalaurea*) koja se dodjeljuje studentima koji su „pokazali znanje i razumijevanje u znanstvenom polju koje se direktno nadograđuje na njihovo opće srednjoškolsko obrazovanje i koje je obično na takvoj razini da, iako je temeljeno na udžbenicima za napredni stupanj učenja, uključuje neke aspekte koji će biti poduprti i vodećim spoznajama u njihovom znanstvenom polju“. Također su trebali steći kompetencije poput „smišljanja i podupiranja argumenata te rješavanja problema u svom znanstvenom polju“, kao i „sposobnost prikupljanja i interpretacije relevantnih podataka pomoću kojih donose zaključke koji uključuju promišljanje o važnim društvenim, znanstvenim i etičkim dilemama“. Trebali su razviti i „vještine učenja koje su im potrebne kako bi nastavili svoje obrazovanje uz visok stupanj autonomije“.<sup>14</sup> Nakon nje slijede druga i treća akademska kvalifikacija – magistar/ica te doktor/ica znanosti ili umjetnosti. Iza pustog birokratiziranja stoji važnost priznavanja zajedničkog europskog naslijeđa u visokom obrazovanju i vjerovanje da je, baš kao i u srednjem vijeku, mobilnost studenata i akademika među različitim ustanovama dio tog naslijeđa.

Za značenje visokog obrazovanja može se pitati i radnu skupinu britanskog parlamenta zaduženu za pisanje prijedloga zakona<sup>xvii</sup>, ali njihove definicije moraju se guliti kao slojevi luka<sup>xviii</sup> da bi se na kraju došlo do zaključka da je visoko obrazovanje ono koje se odvija nakon višeg stupnja završnog ispita srednje škole (*A levels*)<sup>xix</sup> – zbog čega se ti ispiti mogu promatrati kao ispiti koji služe kao odskočna daska prema sveučilištu.<sup>15</sup> Takav nezadovoljavajući pokušaj definiranja visokog obrazovanja možda je jedan od razloga zašto ne postoji definicija sveučilišta u britanskom zakonodavstvu.

U Uvodu smo saznali da u Britaniji postoji oko 130 sveučilišta; ta brojka bliža je 150 ako se broje i pojedinačni koledži Sveučilišta u Londonu. Postoje i druge obrazovne ustanove koje

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<sup>13</sup> Britanija je 1999. potpisala Sorbonsku deklaraciju, a isto su učinile i Francuska, Italija i Njemačka. To je 2000. dovelo do Bolonjske deklaracije koju je potpisalo 29 zemalja.

<sup>14</sup> Izvješće Bolonjske radne skupine za izradu kvalifikacijskog okvira *A Framework for Qualifications of the European Higher Education Area*, 2005.

<sup>15</sup> U klauzuli 77. britanskog Zakona o znanstvenoj djelatnosti i visokom obrazovanju (*Higher Education and Research Act*) iz 2017. korištena je nadrealna odvetnička logika za definiranje pojmova: 'pružatelj usluga visokog obrazovanja' označava ustanovu koja pruža mogućnost visokog obrazovanja; 'visoko obrazovanje' označava obrazovanje pruženo u obliku kolegija visokog obrazovanja; 'kolegij visokog obrazovanja' označava kolegij prema onome kako je definiran u Prilogu 6. Zakona o reformi obrazovanja (*Education Reform Act*) iz 1988. U tom zakonu 'kolegij pruža obrazovanje na višoj razini ako je standard za njega viši od standarda za viši stupanj završnog ispita srednje škole (*GCSE – A levels*) ili za ispit kojim se dobiva nacionalni certifikat ili diploma'. Tako da, na kraju krajeva, zakon nalaže da je visoko obrazovanje ono koje nastupa nakon višeg stupnja završnog ispita srednje škole (*A levels*).



ne nose naziv sveučilišta, ali nude oblike visokog obrazovanja, poput *Further Education* koledža<sup>16xx</sup>. U Ujedinjenoj Kraljevini trenutno je oko 2,3 milijuna studenata, uključujući i postdiplomante i studente na studijskom boravku, tako da u prosjeku sveučilište ima 20 000 studenata. Ako uzmemo u obzir da su neke ustanove poprilično malene, aritmetička sredina bliža je broju 14 000. Manje sveučilište ima budžet od otprilike 200 milijuna funti, sveučilište srednje veličine 400 milijuna funti, a velika sveučilišta čak i do 1 milijardu funti više.<sup>17xxi</sup>

Postoji opširna literatura o ideji sveučilišta. Najbogatija je vjerojatno bila u Njemačkoj krajem 18. i početkom 19. stoljeća. Kant je zamislio sveučilište kao mjesto na kojemu razum i kritičko mišljenje slobodno vladaju, s naglaskom na važnost studija filozofije. Za Humboldta je sveučilište bilo mjesto gdje se mogu razumjeti temelji njemačke nacionalnosti, i to kroz proučavanje njemačkog jezika unutar filologije. U Britaniji je postojala tradicija od Arnolda do Leavisa prema kojoj je proučavanje engleske književnosti imalo središnju važnost na sveučilištu i to je bilo povezano s idejom kultivacije određenog modela pojedinca. U posljednje vrijeme postmoderna revolucija propituje status bilo kakvog kanona te zbog toga proturječi ugledu sveučilišta, iako taj argument i sam proizlazi iz sveučilišta – Lyotardova knjiga *Postmoderno stanje* nastala je kao priopćenje za Vijeće sveučilišta u Quebecu.<sup>18</sup> Ukratko ću se ponovno osvrnuti na ove probleme u Zaključku, ali središte interesa ove knjige više je na sveučilištu kao ustanovi.

Postavljanje karaktera sveučilišta u središte interesa može naštetiti razumijevanju okoline u kojoj ona djeluju. Autonomija je očiti preduvjet, ali ona postaje nerealna fantazija ako je korištena u vakuumu. Bolje ćemo razumjeti sveučilišta ako razumijemo okolinu u kojoj djeluju i kako ista oblikuje njihovo ponašanje. Moja uloga ministra bila je razumjeti sveučilišta kao dio

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<sup>16</sup> *Further Education* koledži su vrsta pripremnih škola koje učenike pripremaju na visoko obrazovanje. Mogu ih pohađati osobe bilo koje dobi, iako ih uglavnom upisuju učenici između 16 i 18 godina.

<sup>17</sup> U akademskoj godini 2014./2015. 2,27 milijuna studenata bilo je prijavljeno u 162 ustanove visokog obrazovanja financirane iz državnog proračuna. Od toga 127 nosi naziv sveučilište ili sveučilišni koledž (uključujući i Sveučilište u Londonu koje se sastoji od 9 specijalističkih instituta te 18 koledža, od kojih 15 ima pravo dodjele diplome). Još pet ustanova ima naziv sveučilište ili sveučilišni koledž, ali nisu financirane iz državnog proračuna. Dakle, ukupno je 132 sveučilišta u UK-u (HEFCE *Register of Providers*; HEFCW, *Higher Education Institutions, Universities Scotland, Scotland's Universities*, 2012). Iz državnog je proračuna za te 162 ustanove izdvojeno ukupno 31 milijarda funti tijekom akademske godine 2014./2015. Najmanje je utrošeno na koledž Rose Buford (8,06 milijuna funti), a najviše na Sveučilište u Cambridgeu (1,6 milijardi funti); prosjek je iznosio 129 milijuna funti (HESA Finance Plus 2014/15, Tablica 1.). Ova analiza isključuje alternativne pružatelje usluga s kolegijima za visoko obrazovanje koji svojim učenicima pružaju mogućnost ostvarivanja pozajmica i pohađanja *Further Education* koledža na kojima se održavaju kolegiji na razini visokog obrazovanja.

<sup>18</sup> Lyotard, Jean-Francois. 1984. *The Postmodern Condition: A Report on Knowledge*. Minnesota: University of Minnesota Press. Dobar vodič kroz ove debate je i Bill Readings (1984. *The University in Ruins*. Harvard: Harvard University Press.). Naslov iskazuje pesimizam brojnih teoretičara, što je u velikoj suprotnosti s entuzijazmom samih ustanova.

sustava i pokušati reformirati taj sustav kako bi izvukli najbolje iz njih. To ne znači davanje naredbi sveučilištima, nego razumijevanje nagrada i poticaja te pritiska drugih koji su svi utjecali na njihovo ponašanje i pokušali ih poboljšati. Zato nam je sljedeći zadatak proučiti pobliže kako funkcionira engleski sustav visokog obrazovanja i kako on oblikuje naša sveučilišta.

## Dva

### Period Robbinsa i period nakon njega

#### Promjene prije Robbinsa

U ranim 1960-ima odvila se najveća transformacija engleskog visokog obrazovanja u posljednjih stotinu godina; jedina transformacija tolikog razmjera bio je raspad monopola Oxforda i Cambridgea te ranih viktorijanskih reformi. Taj period zauvijek će biti povezan s imenom Lionela Robbinsa, čije je veliko priopćenje objavljeno u studenome 1963. Robbins je za sveučilišta ono što je Beveridge za socijalnu sigurnost. Njegovo je priopćenje odisalo tolikim autoritetom i bilo povezano s tolikim porastom broja sveučilišta i studenata da su po Robbinsu nazvane ključne odluke koje su provedene i prije nego što ih je on zapisao.<sup>19</sup>

Dvadeset pet britanskih sveučilišta bilo je 1950-ih financirano pomoću pristojbi, doprinosa (uloženih u državne obveznice koje su zbog inflacije nakon Prvog svjetskog rata znatno izgubile na vrijednosti) te pomoću Odbora za novčanu potporu visokog školstva koje je financiralo deficit sveučilišta, što je zapravo bio samo lijep naziv za subvencije kojima su pokrivali njihove gubitke.<sup>20</sup> Odbor je utemeljen 1919. te nije bio u nadležnosti Odjela za obrazovanje, nego Ministarstva financija, a to se tijelo iznimno dičilo direktnim financiranjem tih sjajnih nacionalnih ustanova. Baš kao i muzeji i umjetničke galerije, visoko obrazovanje rijetka je kulturna baština koju čuva šačica elite. Za visoko se obrazovanje iz državnog se proračuna izdvajao beznačajan iznos kao da je i riječ o nečemu beznačajnome.<sup>21xxii</sup>

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<sup>19</sup> Temeljeno uglavnom na: Hillman, Nicholas. 2013. „From Grants for All to Loans for All: Undergraduate Finance from the Implementation of the Anderson Report (1962) to the Implementation of the Browne Report (2012).“ *Contemporary British History* 27 (3): 249-270.

<sup>20</sup> Robbins dijeli sveučilišta u povijesne kategorije na str. 22-24. svog izvješća *Higher Education: Report of the Committee appointed by the Prime Minister under the Chairmanship of Lord Robbins 1961-63* iz listopada 1963 (dalje u tekstu Robinsonovo izvješće).

<sup>21</sup> Bowden, Vivian. 1961. „Britain's backwardness in higher education.“ *New Scientist* 216: 23.

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### **Translation 3**

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## 1. Glossary

ST	TT	Source
akantova vitica	acanthus tendril	Lockett 2002
Akvileja	Aquileia	Brožková and Sedláčková 2017
anchus	Anchusa officinalis	Orna 2013
anchus	Alkanet	Orna 2013
antički <sup>xxiii</sup>	Classical	archaeological glossary
antički	antique	archaeological glossary
antički	classical	archaeological glossary
antički	Roman	archaeological glossary
antički	Greek	archaeological glossary
antički	ancient	archaeological glossary
apotekarstvo	pharmacy <sup>xxiv</sup>	Bujas 1999
arena	arena	archaeological glossary
arheološki nalaz	archaeological find	archaeological glossary
auriskalpij	auriscalpium	Bliquez 2003
bakren	copper	archaeological glossary
balzam	balm	Bujas 1999
balzam	balsam	Bujas 1999
balzamarij	balsamarium	Van Elslande et al. 2008
bilje	herb	Carvalho, Nogueiro Estevinho, and Santo 2016

bjelilo	whitening	Eldridge 2015
boja za kosu	hair dye	Scott 2016
borba	combat	Harden 1982
bronca	bronze	archaeological glossary
brončan	bronze	archaeological glossary
crna smola	black resin	Druesedow 2013
crveni oker	red ochre	Mastrotheodoros, Beltsios, and Zacharias 2010
crveni oker	ruddle	Mastrotheodoros, Beltsios, and Zacharias 2010
čađa	soot	Olson 2009
depilacija	depilation	Olson 2009
dobrovoljačka kohorta	cohortis voluntariorum	Vukelić, and Radman-Livaja 2015
dolina	valley	archaeological glossary
Drim	Drim	Jezernik 1995
društvena igra	board game	Schädler 2000
držač	shaft	Allen 2014
držak	handle	Bujas 1999
držak	shaft	Bujas 1999
farmacija	pharmacy	Bujas 1999
farmacija	pharmaceutics	Bujas 1999
fibula	fibula	archaeological glossary

gladijator	gladiator	Harden 1982
Gornja Panonija	Pannonia Superior	Rendić Miočević 2012
Grk	Greek	Bujas 1999
grob	grave	archaeological glossary
grobni nalaz	grave find	archaeological glossary
igla	pin	archaeological glossary
igra skrivača	hide-and-seeK	Fjortoft 2001
ilirska perunika	Iris illyrica	Wokaunn and Menenica 2010
ilirska perunika	Illyrian iris	Stallo 2007
instrumentarij	instrumentarium	Bujas 1999
instrumentarij	set of instruments	Bujas 1999
iris	iris	Bujas 1999
izbor motiva	motif choice	Harper 2016
jantar	amber	Brožková and Sedláčková 2017
jaružanje rijeke	river dredging	AMZ
javni liječnik	civilian doctor	Prioreschi 1996
javni liječnik	public physician	Prioreschi 1996
kameni spomenik	stone monument	archaeological glossary
kana	henna	Scott 2016
kanalizacijska mreža	sewage system	archaeological glossary
kaneliran	fluted	Struna
kantar	steelyard	Tekir 2016

keramika	pottery	archaeological glossary
keramoplastika	ceramic sculpture	Rapan Papeša 2011
kocka	dice	Schädler 2000
kohorta	cohort	Vukelić, and Radman-Livaja 2015
kolica	baby carriage	Bujas 1999
kolica	stroller	Bujas 1999
kositar	tin	Bujas 1999
kost	bone	archaeological glossary
kovnica novca	mint	Weder 1994
kozmetički preparat	cosmetic product <sup>xxv</sup>	Bujas 1999
kozmetičko sredstvo	cosmetic product	Bujas 1999
kozmetičko sredstvo	beauty product	Bujas 1999
kozmetika	cosmetics	Scott 2016
krak	prong	Larsson and Ingemark 2015
krema	cream	Eldridge 2015
Kupa	Kupa	AMZ
kupka	bath	Scott 2016
lapidarij	lapidarium	AZM
latinska izreka	Latin proverb	Bujas 1999
latinski jezik	Latin	Nettels 1988
lavanda	lavander	Carvalho, Nogueiro Estevinho, and Santo 2016

liječnička djelatnost	medical practice	Prioreschi 1996
liječnički instrumentarij	medical instruments	Ford 2015
limes	limes	Mattingly 1991
limes	dux limitis	Mattingly 1991
listolik	leaf-shaped	Allison 1997
listolika sonda	scoop-probe	Allen 2014
listolika sonda	specillum cyathiscomele	Allen 2014
lopatica za šminkanje	spatula	d'Ambrosio 2001
lovica	play tag	Fjørtoft 2001
lovica	chase and catch	Fjørtoft 2001
ljekarništvo	pharmacy	Bujas 1999
ljubičica	violet	Carvalho, Nogueiro Estevinho, and Santo 2016
Marko Mucije Hegetor	Marcus Mucius Hegetor	Vukelić, and Radman-Livaja 2015
maska	face mask	Scott 2016
mast	fat	Scott 2016
mast	ointment	Scott 2016
medicina	medicine	Bujas 1999
medicinski instrument	medical instrument	Ford 2015
medikament	medicament	Bujas 1999
medikament	drug	Bujas 1999



mirisno ulje	essential oil	Carvalho, Nogueiro Estevinho, and Santo 2016
mlin	Nine Man Morris	Schädler 2000
mlin	Merels	Schädler 2000
motiv	motif	Harper 2016
Muzej	Archaeological Museum in Zagreb	archaeological glossary
nadgrobna stela	stele	archaeological glossary
nadgrobní spomenik	tombstone	Ginsberg-Klar 2010
nadgrobní spomenik	gravestone	Veit, Baugher, and Scharfenberger 2009
nadgrobní spomenik	headstone	Stone 2009
namjena	purpose	Traustadóttir 2015
natpis	inscription	archaeological glossary
natrijeva lužina	sodium hydroxide	Turk et al. 1992
natrijeva lužina	caustic soda	Turk et al. 1992
natrijeva lužina	lye	Turk et al. 1992
Neretva	Neretva	Jezernik 1995
Neretva	Narenta	Jezernik 1995
Nikadron	Nikadron <sup>xxvi</sup>	
obrada	processing	Angelini and Bellintani 2016
ogrlica	necklace	Shamigulova et al. 2015
oker	ochre	archaeological glossary

okolica	surroundings	archaeological glossary
Orijent	Orient	Qiang 2015
oslobođenik	freedman	Falk 1959
parfem	perfume	Scott 2016
perla	bead	Shamigulova et al. 2015
pikula	marble	Fjørtoft 2001
pinceta	tweezers	Larsson and Ingemark 2015
Plinije	Pliny	Flint-Hamilton 1999
pločica za razmazivanje masti	spatula	Onesti 2016
pokojnik	deceased	archaeological glossary
postav muzeja	museum exhibition	AMZ
prah za čišćenje zubi	tooth powder	Joshi and Shukla 2015
prah za čišćenje zubi	toothpowder	Joshi and Shukla 2015
prašak	powder	Eldridge 2015
predmet	find	archaeological glossary
preslica	distaff	Morandi Bonacossi 2009
prijepis	transcript	Bujas 1999
privatni liječnik	private doctor	Prioreschi 1996
proizvodnja	manufacture	Bujas 1999
provincija	province	Claes 2016
puder	face powder	Eldridge 2015

puder	foundation	Eldridge 2015
radionica	workshop	archaeological glossary
riječna flota	river fleet	Rendić Miočević 2012
Rimljanin	Roman	archaeological glossary
rimska kolonija	Roman colony	archaeological glossary
rimski	Roman	archaeological glossary
rombični	rhomboid	Bujas 1999
rombično proširenje	rhomboid widening	Gol'din et al. 2015
ropski znak	slave mark	Falk 1959
rudača	ore	Bujas 1999
rumenilo	blush	Eldridge 2015
ruž	lipstick	Eldridge 2015
ruža	rose	Carvalho, Nogueiro Estevinho, and Santo 2016
simbolička namjena	symbolic purpose	Harris 2015
sirovina	raw material	Bujas 1999
Sisak	Sisak	Šašel Kos 2015
Sisak	Siscia	Šašel Kos 2015
Sisak	Segestica	Šašel Kos 2015
Siscija	Siscia	archaeological glossary
sjenilo	eye paint	Scott 2016
sjenilo	eye shadow	Eldridge 2015

sjenilo	eye makeup	Eldridge 2015
skalpel	scalpel	Prioreschi 1996
skarifikator	scarifier	Topaloglou et al. 2011
sonda	probe	Allen 2014
sonda	sound	Allen 2014
spatula	spatula	Allen 2014
spomenik	monument	archaeological glossary
srebrn	silver	Bujas 1999
srebro	silver	Bujas 1999
staklen	glass	Bujas 1999
staklo	glass	archaeological glossary
stalež	class	Nettels 1988
stalež	social class	Nettels 1988
suhi prah	fine powder	Scott 2016
svjetiljka	lamp	Bujas 1999
šafiran	saffron	Olson 2009
talog	sediment	Bujas 1999
tanjurić za dvokraku vagu	pan	Tekir 2016
tarionik	mortar	Jackson 1985
Teofrast	Theophrastus	Flint-Hamilton 1999
terma	thermal bath	Gianfaldoni 2017
terma	therma	Gianfaldoni 2017

terma	bath house	Hurard et al. 2016
timijan	thyme	Carvalho, Nogueiro Estevinho, and Santo 2016
toaletna vodica	toilet water	Briot 2011
toaletni instrument	toiletry	Eldridge 2015
toaletni pribor	toiletry	Eldridge 2015
tris	Noughts and Crosses	Chalim 2010
tris	Tic Tac Toe	Chalim 2010
tris	Terni Lapilli	Chalim 2010
tucalo	pestle	Jackson 1985
ukosnica	hairpin	Rose 2015
ulje	oil	Scott 2016
ušna sonda	ear probe	Bliquez 2003
ušna sonda	ear scraper	Bliquez 2003
ušni kanal	ear canal	Allen 2014
utrka konjskih zaprega	chariot race	Harden 1982
vaga	weighing scale	Tekir 2016
vaga	balance scale	Tekir 2016
vladavina	rule	Bujas 1999
vodovod	aqueduct	archaeological glossary
vojnički liječnik	army doctor	Prioreschi 1996
vojnički liječnik	military physician	Prioreschi 1996

vojnički liječnik	military doctor	Prioreschi 1996
vrč	jug	Luckner 1994
vretenasto zadebljanje	spindle-shaped thickening	Burman 1952
vreteno	spindle	Morandi Bonacossi 2009
zapis	record	Bujas 1999
zbirka	collection	AMZ
zdravstveno-liječnički sklop	health balneological complex	Đurkan 2016
zdravstvo	health care	Prioreschi 1996
zlatan	golden	archaeological glossary
zlatna žica	gold wire	Ray and Mohanty 2016
zlatna žica	gold wire	Ray and Mohanty 2016
željezan	iron	Bujas 1999
žeton	token	Schädler 2000
žličica	spoon	Allen 2014
žličica	scoop	Allen 2014

## 2. Translation

### Cosmetics

In the Roman period<sup>xxvii</sup> cosmetic products were used equally by both men and women. Other than for makeup, cosmetics were also used for washing and cleaning the body. Romans washed their hair with liquids containing sodium hydroxide, and some recipes for toothpowder were also preserved. Women used various beauty masks, oils to prevent wrinkles and scented bath products. They rubbed their skin with thyme and put essential oils such as iris oil on their bodies. Illyrian iris (*Iris illyrica*)<sup>xxviii</sup> was extremely valued, which is proven by the fact that the authors from the classical antiquity period mentioned it in their writings (Theophrastus, Nikadron, and Pliny). The plant grows in the River Drim and Neretva valleys.<sup>xxix</sup>

Pale skin was preferred, and the effect of it was achieved by a rejuvenation cream containing lead (*cerrusa*) which made the skin look fresh. Although lead was poisonous, Romans often used it in various cosmetic products (whitenings, blushes, etc.). Women used hair dye to cover grey hairs, and henna to strengthen the roots and give the hair some shine. Ruddle and sediment from the red wine were used as blushes and lipstick colors, while various concoctions with soot (*fuligo*) or saffron were used as eye shadows or to emphasize the eyebrows. Both men and women used waxing creams, as well as scar covering creams (*splenia*) which were used by freedmen to cover up the slave mark on the forehead or the face.

Romans abundantly used various perfumes and kept them mostly in small glass bottles. The base of the perfume was most commonly green olive oil to which different herbs were added (rose, violet, lavender, iris, saffron and others). A lot of perfumes and ingredients needed for their production were brought from the eastern provinces, but many were also produced using local herbs. Apart from oil perfumes, fragrances were also available as toilet waters, dry powders or creams. To make perfumes even more attractive, red color from the plant alkanet (*Anchusa officinalis*)<sup>xxx</sup> was added. Men and women used same types of fragrances, and they put it on their clothes, hair, chest, legs or feet – often different kids at the same time.

There is a lot of evidence about the cosmetics in the Roman time, for example different objects used for applying makeup and for storing it: various small jugs, balsamariums and bottles for storing perfumes, essential oils and balms, cases for powders and eye shadows, copper and silver mirrors, spatulas for applying makeup, hairpins, combs etc.

## MEDICINE AND PHARMACY<sup>xxxii</sup>

Nowadays we can talk about the Roman medicine exclusively based on the records by the classical antiquity authors or based on the transcripts by the writers from the Middle Ages, while archaeological finds are especially valuable for the study of medical instruments from that period. It is a well-known fact that the Romans took over the knowledge on healing from the Greeks, and that they enriched that knowledge thanks to the influences from the Orient. By building bath houses, aqueducts, sewage system and similar objects, they raised the health standards extremely high, and the medical profession was also much ramified. This duty was usually performed by freedmen, most commonly the Greeks. There were private and civilian physicians, as well as physicians for gladiators, and military physicians of course. This is the reason why the remains of Roman medical instruments are, apart from bigger cities, most often found on the *limes* (*dux limitis*). The presence of doctors in this area is documented also on inscriptions on stone monuments, among other things. For example, in Sisak a stele for Marcus Mucius Hegetor, the physician of the XXXII voluntary cohort (*medicus cohortis XXXII voluntariorum*) was made. Today it is exhibited in the lapidarium of the Archaeological Museum in Zagreb. The big health balneological complexes (Aquae Iasae, Aquae Balissae etc.) are irrefutable proof that providing healthcare was present in this area during the multiple-century Roman rule. Medical instruments from that period have been found across Croatia, but for the most part they have been recorded on the grounds of ancient Siscia (today the city is known as Sisak). Approximately 900 of such instruments have been found, which points to the fact that they were produced in ancient Siscia, and that is only logical; there are proofs that there were workshops in which ceramics, ceramic sculptures, lamps, bronze fibulas, and glass were produced, and that there was even an imperial mint. There is no room for surprises here since Siscia was, after all, a Roman colony, the capital of Pannonia Superior province, and the homeport of the river fleet (*classis Flavia Pannonica*). On the south of the city are the Bosnian mountains with their ore deposits. Therefore, the raw materials were always nearby and all of the conditions for the manufacturing had been satisfied. The collection found in Sisak is one of the largest collections in Europe, but the data about the circumstances of finding the items are lacking; it was mostly conducted by dredging of the Kupa River in the late nineteenth century and in the first three decades of the twentieth century.

In the permanent exhibition of the Museum the instruments are exhibited according to their typology: scoop-probes, auriscalpiums or the so-called ear probes, tweezers, spoons and spatulas. To this list several other items should be added that were used in pharmacy because it



is well known that physicians in the classical antiquity made the medicine on their own. These items are, for example, spatulas used to spread ointments, precise weighing scales (straight-beam balances with arms of unequal length or the so-called steelyards), pans used with double-pan balance scales, stone pestles that were used in pharmacy to crush and grind the medicinal herbs in mortars, etc.

Scoop-probes were one of the most often used medical instruments and they were a common object found in physicians' graves. Their medical purpose is quite precisely determined; the spindle-shaped thickening at the end, sometimes in the form of an olive, is used for cauterizing wounds. The spoon on the top of the shaft, which was usually leaf-shaped, is used as a bolster for cutting the skin. For example, the spoon is tucked under the skin, and the scalpel is used to cut the skin; this is done so that the tip of the scalpel scrapes the surface of the spoon in order to prevent damaging other internal organs. While cutting the wound open, the spoon was also used for outflowing blood and puss. The shape of the instrument is as follows: the surface of the shaft can be smooth, scaly or fluted. All scoop-probes have a thickening or rings below the scoop which prevent blood draining down the shaft. They also prevent the instrument from slipping out of the physician's hand, in case it starts to sweat due to the fact that the surface of the instrument is not smooth. Scoop-probes were made only out of bronze, and their length can be anywhere between nine and seventeen centimeters.

Auriscalpiums represent the largest portion of objects in this collection. They were often used as a toiletry as well, and in medicine their most common purpose is that of a scarifier (the sharp tip was used to cut the skin open and the small plate was then used to put medicine into the wound). The plate on the probe was suitable for cleaning wounds, and even ear canals, due to its small surface. The instrument has a simple shape: it consists of a shaft with a round cross section and a plate on the top which is always slantwise compared to the shaft. Their length can be anywhere between four and nineteen centimeters, and most of them are made out of bronze, even though there are some that were made of bone, or even silver.

Tweezers were a common instrument in the classical antiquity; they were used in medicine and cosmetics (as a toiletry and a hairpin), but they had a technical use as well. They were most often made out of bronze, but the iron ones can also commonly be found. Their length can be between five and ten centimeters. According to the shape of their prongs we can divide them on those with straight prongs and those that have slightly bent prongs. The latter form is more

suitable for holding other instruments, while the ones with straight prongs have a greater purpose in cleaning out wounds.

There are many spoons in the collection, and materials used for making them were bone, bronze, iron and silver. The bronze spoons were often covered with a thin layer of tin to protect their surface from the harmful reaction of the drug. The spoons were most often used in medicine for putting on powder and ointment, while they were almost irreplaceable in pharmacy and making drugs. All of the spoons found in Sisak have a round shape; the diameter can be between seventeen and thirty millimeters, and the length of the handle is between four and eleven centimeters. The question that still remains to be answered is why some of the items contain small portions of lead, which is poisonous and as such should not be used in medicinal purposes.

Amongst the spatulas that are in the Sisak's collection there are all four basic types: with a rectangular plate and rounded edges, with scooped plates and rhomboid widening, with a triangular plate and the one with the thickening on top, but without the widening.

Their usage was multiple – from medicine and pharmacy to toiletries and painting gear. Most of these instruments had a smooth sharp shaft, and the material used for making them was bronze or bone.

## **PLAY AND SPORT**

For as long as we know, games and playing are constituent parts of children's lives and the lives of adults. Even with all the changes that occurred in the way of life during history, the need to play is present in all of periods.

Many games have not altered their rules for millenniums, and the toys are basically also the same. It is well-known that young Romans played with dolls, strollers and other various objects that were used to mimic objects from the adult world, but they also played tag, hide-and-seek and other similar games. In many children's games balls and marbles were used, but very often walnuts were also a part of their play time. This is confirmed by the Latin proverb which signifies the end of childhood – *Nubis relictis* (to leave walnuts behind).

Sport and games were extremely popular in the Roman world, but so were gambling and betting. Romans often played board games with tokens and dices (like Merels, which is today known as Nine Man Morris, and Terni Lapilli, otherwise known as Tic Tac Toe), as well as ball

games for fun and competitions. They used ball games also as agility practice or for therapeutic and health purposes.

However, most of all Romans loved to watch sportsmen compete, especially in chariot races and in arenas where gladiators competed in cruel combats.

## **THEATER**

Like many other things, Romans took over theater from the Greeks, and the best actors were usually the Greeks. Only men could be actors, and they often played women roles when needed. The actor's face was covered with a painted mask, which provided certain information about the age, social class, and the personality of a character. The mouth on the mask was wide open, which gave the actor's voice a deep echo.

Greek works were translated and adapted into Latin, and Roman authors created works that were influenced by the Greek ones.

## **VINJETA**

Spindles and distaffs were often put into women's graves or the deceased woman was depicted on the tombstones holding a spindle and a distaff. Those that were made of amber probably had a symbolic purpose because they, as well as the glass ones, were impractical when it came to making wool. Looking at the way of processing and the type of amber, as well as the motif choice and the purpose, these valuable objects are identical to the grave finds from Aquileia and its surroundings.

A gold necklace was also found in the grave; it was made out of a gold wire with the motif of two symmetrical acanthus tendrils and beads made out of black resin were threaded between them.

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## **Translation 4**

Škare, Andrija. 2017. *Društvene igre*. Zagreb: HENA COM, pp. 61-67.

# 1. Translation

## It happens too, sometimes

1.

If there was something he loved, it had to be bar talks and pissing. The two often went hand in hand. He loved to spend his time in a joint and blab on at the bar about his theory on how getting rid of waste liquid from your body is so unfortunately underrated compared to getting rid of solid waste.<sup>xxxii</sup>

– Listen to me, coz<sup>xxxiii</sup> – he would say even though his next talking companion was not related to him in any way – everyone keeps bragging on social media how they took a great dump the day after eating a large portion of *ćevapi*<sup>22</sup> with a side dish of onions...

– I’ve literally<sup>xxxiv</sup> never seen anyone bragging about it – the more sensible interlocutor would interrupt him.

Jerko would quickly put a stop to this – You’re friends with the wrong people. Almost everyone talks about their bowel movements<sup>xxxv</sup> or, if you prefer the more scholarly term, defecation. Defecation, coz! And what about pissing? It’s completely put on the sidelines. You take a piss five, six times a day and you start to take it for granted, and you shouldn’t take anything for granted. There’s no greater relief than when you take a good piss, especially if you have been keeping it in for a while. How does one undervalue that? How does one forget that? How does one not celebrate that?<sup>xxxvi</sup> You should be thankful every time you take a piss, every time! Shitting is okay, it can be good, I admit. But precisely that “it can be good” is the catch! There are too many things that need to overlap to make it good, coz. It has to come out easily, the whipping should not take too long, it can’t make too big of a splash... There are million things to think about, million! There’s no such thing with pissing – you just take a piss and you’re done. Done<sup>xxxvii</sup>, coz! It’s always good.

He would start these monologues and, surprisingly, people loved listening. He was charming. He seemed to be extremely upset, but everyone knew that it was all pretend, a show for the gang at the bar. He knew everyone there is to know, it would seem<sup>xxxviii</sup>. He had almost an infinite number of acquaintances; there was no joint in the wider town center in which he would walk in and at least three people wouldn’t say hi to him. This was the result of him often

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<sup>22</sup> A grilled dish consisting of minced meat, a type of skinless sausage.

hanging out at the bars where the circle of acquaintances constantly grew bigger. Someone who you know walks in with someone who you don't know so you end up meeting him as well, and then the next time this person introduces you to another one and so on. But he didn't meet people only that way, at the bar. He did all kinds of stuff; he played in some bands, he occasionally worked as a DJ, he even milled around the local TV station where he hosted a music show. He actually only announced music videos, but that was enough for him to become a somewhat of a celebrity. People would stare at him; he was sort of familiar to them from somewhere, but they couldn't figure out from where. Or they would simply say hello to him because his face was familiar to them.

He had money; he didn't have piles of it, but he certainly had enough to lead the not-too-demanding type of bar life. His living expenses were low; he lived in a small flat in the town center which he inherited from his aunt who had no children of her own. With the flat came a small sum of inheritance cash which he slowly nibbled away. That is why he was never too upset if his job fees were small or irregular; he knew he would never go hungry or thirsty, and the rest did not worry him all that much.

Girls loved him. He had a couple of long relationships, but between them he would often have rather promiscuous phases. Because of things like the television, his band, his charm and generosity, he was always surrounded by ladies. He was a natural at attracting them;<sup>xxxix</sup> when he walked into a bar, he was immediately the center of attention. His friend would often tell him, with a significant dose of jealousy in their voices, that he was just like the sun, with every girl revolving around him.

This happened again on a cold rainy December Thursday when he crawled into a dive, which was usually cramped up with male and female students of Faculty of Humanities and Social Studies<sup>xl</sup>. However, on that day it was freakishly empty. It had been raining all day, and the sun hadn't shown itself for days. Everything reeked of depression and dampness. People probably locked themselves up in their homes with their fast internet, their social media, movies and TV series; the bar was the last thing on their minds. Despite the weather, three girls walked in and bam! They went straight for the bar, towards Sale and him, almost like they made plans to meet with him.

– Excuse me, are you Jerko? – one of them made a move.

– Yeah, yeah, that would be me – he said modestly. He didn't even have to fake it; he really was modest. As far as it goes.

– I'm Željana – the girl said and held out her hand for a handshake.

– Nice to meet you.

– God, I was just last Friday at Spunk when you DJed, I danced like never before, you were awesome – the slip of a girl became more and more excited, with her friends standing behind her, not taking their eyes off the whole thing. Sale, on the other hand, watched them over the brim of his beer glass, knowing that, if it comes to matchmaking, he would end up with one of the two since the boldest one clearly marked her spot.

– Great, I'm glad – Jerko responded not really knowing what to say to that. He never really learned how to cope with this type of pick-up lines. He was an extrovert, but small talk wasn't really his thing and he didn't like that type of out-of-nowhere attention. He had no problems with being in the spotlight, but he enjoyed it only when it occurred in a controlled environment. This was just tiresome, and he needed a couple of drinks first to relax.

– Totes.<sup>xli</sup> So, when are you playing again? – she was persistent.

– Couple of weeks, I think. The whole lineup's on their Facebook page – he answered passively, but with a smile.

– Okay, great, see you then! And later tonight. We'll be her, at the bar – she said and seductively winked, then went to join her friends on the other end of the bar while Jerko and Sale stayed guarding their post, the honorary corner place on the bar implicitly reserved for returning customers.

– What the fuck? – Sale hissed at him as soon as the girls were far enough so that they wouldn't hear. – The girl comes, politely says hello, all is well, and you motherfucker simply send her on her way?

– Leave me be, coz, I'm not in the mood – Jerko replied.

– I see that, but that's no excuse to fuck up my chance of a hook-up – Sale was getting more furious by the second. – Where's your team spirit? And when will you stop with the "coz" thing, it's annoying as fuck. Can't you be like everyone else and say "bro," "my man," "dude" or somethin' like that?



– I can't, coz.

– Okay, what's wrong with you? I'm serious. You sound like you're gonna drop dead any second now. You hungover or somethin'?

– A bit, but I wasn't alone.

– Of course not, you must've had some young lady to keep you company. Do you know how fucking annoying it is when you call chicks young ladies?

– Why? – Jerko sounded genuinely surprised.

– It seems arrogant and patronizing. Perverted even.

– Wrong, coz! Wrong and that's the end of it! There's nothing patronizing in it, and definitely no irony in my words. I socialize only with ladies and gentlemen, and even though I don't like to flaunt, I'll admit that I think of myself as one as well. A gentlemen, you know. That's what I mean when I say I've surrounded myself with gentlemen or young ladies. Although, I admit, it does concern me that it can be misunderstood. Maybe you're not the only one hearing negative connotations in it, coz! And that would be bad, real bad. I gotta a reputation to uphold!

– Go fuck yourself with your reputation. Moving on, which young lady are we talking about?

– Wanna hear it?

– Well, I've asked you, so... yeah.

– Okay, here's how it went.

2.

Sale, Goran, Egon and Black Veks were more than Jerko's acquaintances or buddies; he thought of them as friends. Egon he knew all the way from primary, Veks he met in grammar school, he went to college with Sale, and he met Goran and Black somewhere along the way. He couldn't remember where or how they met exactly, maybe at some bar... Yeah, that was probably it. In his latest band First Ki\$\$ he sang and played the guitar, Veks was the drummer, and Goran played the bass. His friends were completely different characters, they came from different social circles and usually didn't hang out with each other if Jerko wasn't around, but

they did have one thing in common – they loved his stories, especially if those included young ladies. Perhaps those stories were their way of living an otherwise completely inaccessible life.

– Right, the young lady’s name is Talia – Jerko started his lecture.

– Talia? Motherfucker. Like the muse? That’s pretentious. What the fuck is wrong with parents nowadays?

– Terrible name, coz, I agree, but carried by a lovely young lady. She is a bit pretentious, but *nomen est omen*, am I right or am I right? Anyhow, the Talia from our story is very young, only 21.

– Lord almighty! I think you might be a pedophile – Sale looked horrified, but with a pinch of envy he would never admit to anyone.

– Stop it, coz! I’m thirty. She is an adult, a fully grown woman. I don’t know what you’re yammering about!

– Right, right, so Talia.

– Talia. I met her at the station. She came there to do something student-related, practice or whatever. She studies journalism. Anyhow, we agree to meet, but she’s still wavering. The ten of us all went for a group coffee and I subliminally let her know that I’m going to this Stipan Tadić exhibit at Lauba and ask her if she wants to join me. She is like um and ah, she’s not sure. Not sure, coz! And I’m like, fine, I don’t really care. I mean she’s fine and all, but I’ve had my fair share of young ladies lately so I don’t give it much though. Plus, I’m going to the exhibit anyway and I just know there will be like a gazillion people I can hang there with.

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## 1. Glossary

ST	TT	Source
acupuncture	akupunktura	Cochrane glossary 2017
adverse effect	štetni učinak	Cochrane glossary 2017
alternative medicine	alternativna medicina	Fabijanić and Fabijanić 2011
antidepressant	antidepresiv	Fabijanić and Fabijanić 2011
antipsychotic	antipsihotik	Fabijanić and Fabijanić 2011
antipsychotic medication	antipsihotik	Štrkalj Ivezić, Mužinić, and Vrdoljak 2015
area of interest	područje interesa	Munjas Samarin and Takšić 2009
atomoxetine	atomoksetin	Jakušić 2008
background	dosadašnje spoznaje	Cochrane glossary 2017
benefit	korist	Cochrane glossary 2017
benefit	pozitivan učinak	Cochrane glossary 2017
brain metastasis	metastaza na mozgu	Cochrane glossary 2017
cancer	rak	Cochrane glossary 2017
cause	uzrok	Fabijanić and Fabijanić 2011
cGy	centigrej	Međunarodni sustav jedinica (SI)
chemotherapy	kemoterapija	Cochrane glossary 2017
chronic	kroničan	Cochrane glossary 2017
chronic	dugotrajan	Cochrane glossary 2017
chronic pelvic pain syndrome	sindrom kronične zdjelične boli	Kovačić 2016

chronic prostatitis	kronični prostatitis	Kovačić 2016
circumcision	obrezivanje	Fabijanić and Fabijanić 2011
cognitive decline	kognitivni deficit	Mazul-Sunko, Brozović, and Goranović 2012
cognitive functioning	kognitivno funkcioniranje	Vizek-Vidović and Vlahović Štetić 2007
cognitive outcome	kognitivni ishod	Zah Bogović et al. 2012
cognitive symptom	kognitivni simptom	Crvenković 2016
conclusion	zaključci	Cochrane headings
condition	stanje	Cochrane glossary 2017
continued treatment	nastavak liječenja	Bakran, Dubroja, Habus, and Varjačić 2012
CP	kronični prostatitis	Kovačić 2016
CPPS	sindrom kronične zdjelične boli	Kovačić 2016
daily fraction	dnevna doza	Redžović, Zahirović, Šamija 2015
data	podatci	Cochrane glossary 2017
delusion	sumanuta misao	Fabijanić and Fabijanić 2011
delusion	deluzija	Fabijanić and Fabijanić 2011
device	uređaj	Fabijanić and Fabijanić 2011
diagnose	dijagnosticirati	Fabijanić and Fabijanić 2011
diagnosis	dijagnoza	Cochrane glossary 2017
discomfort	nelagoda	Cochrane glossary 2017

disorder	bolest	Fabijanić and Fabijanić 2011
distant control	kontrola udaljenih područja	group discussion
dose	doza	Cochrane glossary 2017
standard dose schedule	standardna doza	Cochrane.org
dummy treatment	lažna terapija	Cochrane.org
effect	učinak	Cochrane glossary 2017
effect	djelovanje	Cochrane glossary 2017
effective medication	učinkovit lijek	Cochrane.org
effectiveness	učinkovitost	Cochrane glossary 2017
electromagnetic chair	elektromagnetska stolica	Štrumbelj, Logar, Podnar, Koman Mežek, and Barbara Zorec 2016
evidence	dokaz	Cochrane glossary 2017
extracorporeal shockwave therapy	ekstrakorporalni udarni val	Avancini-Dobrović, Pavlović, Frlan-Vrgoč , and Schnurrer-Luke-Vrbanić 2012
follow-up	kontrolni pregled	Cochrane glossary 2017
foreskin	prepucij	Fabijanić and Fabijanić 2011
formal thought disorder	formalni poremećaj mišljenja	Hrvatska enciklopedija
funding	financiranje	Babić 2001
global state	cjelokupno zdravlje	Dobrića-Dintinjana 2015
hallucination	halucinacija	Fabijanić and Fabijanić 2011
hospital	bolnica	Cochrane glossary 2017

incidence of side effect	učestalost nuspojave	Fabijanić and Fabijanić 2011
Information Specialist of Cochrane Schizophrenia	informacijski stručnjak Cochrane skupine za istraživanje shizofrenije	Cochrane.org
intervention	intervencija	Cochrane glossary 2017
intracranial	intrakranijalni	Fabijanić and Fabijanić 2011
intracranial lesion	intrakranijalna ozljeda	Mediatelly
investigator	istraživač	Cochrane glossary 2017
issue	opis problema	Cochrane headings
key result	ključni rezultat	Cochrane glossary 2017
key results	ključni rezultati	Cochrane glossary 2017
lack of motivation	nedostatak motivacije	MSD priručnik dijagnostike i terapije
lesion	lezija	Fabijanić and Fabijanić 2011
lifestyle	način života	Bujas 2008
lifestyle modifications	promjene u načinu života	Cochrane.org
local control	lokalna kontrola	Lovasić, Bila, and Trčak 2015
long term	dugoročni	Fabijanić and Fabijanić 2011
magnetic stimulation	magnetska stimulacija	Štrumbelj, Logar, Podnar, Koman Mežek, and Barbara Zorec 2016
main finding	ključni rezultat	Cochrane headings
medical advice	liječnički savjet	Fabijanić and Fabijanić 2011
medical therapy	medicinska terapija	Lovrić 2016



medication	lijek	Fabijanić and Fabijanić 2011
mental state	mentalno stanje	Fabijanić and Fabijanić 2011
metastasis	metastaza	Cochrane glossary 2017
metastatic non-small-cell lung cancer	metastatski rak pluća nemalih stanica	Morožin 2017
molecular targeted agent	molekularno ciljani lijek	Brkić and Grgić 2006
nausea	mučnina	Cochrane glossary 2017
needle	igla	Cochrane glossary 2017
negative symptom	negativan simptom	MSD priručnik dijagnostike i terapije
neurocognitive outcome	neurokognitivni ishod liječenja	Gjurašin 2013
neurological function	neurološka funkcija	Haršanji Drenjančević 2018
non-medicine therapy	nefarmakološko liječenje	Vlak and Aljinović 2014
non-pharmacological intervention	nefarmakološka intervencija	Vlak and Aljinović 2014
NRI	inhibitor ponovne pohrane noradrenalina	Radić 2017
outpatient setting	izvanbolnički uvjeti	Cochrane glossary 2017
overall survival	ukupno preživljenje	Fabijanić and Fabijanić 2011
pain	bol	Cochrane glossary 2017
participant	sudionik	Cochrane glossary 2017
pelvic	zdjelični	Fabijanić and Fabijanić 2011
pelvic muscle area	zdjelični mišići	Košuljandić 2016

pelvic pain	zdjelična bol	Markanović Mišan, and Smiljan Severinski 2013
pelvic pain	bol u zdjelici	Markanović Mišan, and Smiljan Severinski 2013
pelvis	zdjelica	Fabijanić and Fabijanić 2011
penis	penis	Fabijanić and Fabijanić 2011
pharmacological intervention	liječenje lijekovima	not in the text, but it helps with the translation
physical activity	tjelesna aktivnost	Štetić 2017
physical activity programme	program tjelesne aktivnosti	Štetić 2017
physical therapy	fizikalna terapija	Fabijanić and Fabijanić 2011
placebo	placebo	Cochrane glossary 2017
placebo treatment	placebo terapija	Cochrane.org
positive symptom	pozitivan simptom	MSD priručnik dijagnostike i terapije
pretend acupuncture	lažna akupunktura	Cochrane.org
prognostic feature	prognostički pokazatelj	Kojić Katović, and Vasilj 2015
prostate	prostata	Cochrane glossary 2017
prostatic massage	masaža prostate	Fabijanić and Fabijanić 2011
prostatitis	upala prostate	Fabijanić and Fabijanić 2011
prostatitis	prostatitis	Fabijanić and Fabijanić 2011
quality of life	kvaliteta života	Cochrane glossary 2017
quality of life score	indeks kvalitete života	Štefanac 2017

quality of the evidence	kvaliteta dokaza	Cochrane glossary 2017
radiosensitiser	tvar za povećanje radiosenzitivnosti	Fabijanić and Fabijanić 2011
radiosurgery	radiokirurgija	Cochrane glossary 2017
radiotherapy	radioterapija	Mustać et al. 2016
randomised trial	randomizirani pokus	Cochrane glossary 2017
reboxetine	reboksetin	Uzun, Kozumplik, Mimica, Makarić, and Folnegović-Šmalc 2004
researcher	istraživač	Cochrane glossary 2017
result	rezultat	Bujas 2008
review	pregled literature	Cochrane glossary 2017
review question	istraživačko pitanje	Cochrane glossary 2017
sample	uzorak	Cochrane glossary 2017
schizophrenia	shizofrenija	Fabijanić and Fabijanić 2011
selective noradrenaline reuptake inhibitor	selektivni inhibitor ponovne pohrane noradrenalina	Jurin, and Skušak-Galašev 2008
shock wave	udarni val	Fabijanić and Fabijanić 2011
side effect	nuspojava	Cochrane glossary 2017
skin	koža	Cochrane glossary 2017
social withdrawal	povlačenje	MSD priručnik dijagnostike i terapije

social withdrawal	izolacija	MSD priručnik dijagnostike i terapije
specialised register	specijalizirani registar	Poropat, Marušić, and Štimac 2017
specific point	određena točka	Hrvatska enciklopedija
spread	širenje	Fabijanić and Fabijanić 2011
standard medical therapy	standardna medikamentozna terapija	Ivančić, Saftić, Primc, and Bonifačić 2014
standard treatment	standardna metoda liječenja	Gornik, Peklić, and Gašparović 2010
strategy	strategija	Bujas 2008
study	istraživanje	Cochrane glossary 2017
supportive care	suportivna skrb	Fabijanić and Fabijanić 2011
supportive care	potporna skrb	Fabijanić and Fabijanić 2011
survival	preživljavanje	Cochrane glossary 2017
symptom	simptom	Cochrane glossary 2017
therapy	terapija	Cochrane glossary 2017
therapy	liječenje	Cochrane glossary 2017
transient side effect	prolazna nuspojava	Milovanović Jarh, Barbič-Žagar, and Grošelj 2011
transrectal thermotherapy	transrektalna termoterapija <sup>xlii</sup>	
treating	liječenje	Cochrane glossary 2017
treatment	liječenje	Cochrane glossary 2017

trial	pokus	Cochrane glossary 2017
tumour	tumor	Cochrane glossary 2017
tumour characteristic	karakteristika tumora	Belušić-Gobić, Juretić, Cerović, and Rogić 2014
urinate	mokriti	Fabijanić and Fabijanić 2011
WBRT	zračenje cijeloga mozga	Cochrane glossary 2017
whole brain radiotherapy	zračenje cijeloga mozga	Cochrane glossary 2017

## 2. Translation

### Nefarmakološke intervencije za liječenje kroničnog prostatitisa/sindroma kronične zdjelične boli CD012551

#### Intervencije<sup>xliii</sup> za liječenje kroničnog prostatitisa i sindroma kronične zdjelične boli

Istraživačko pitanje

Koji su učinci nefarmakološkog liječenja<sup>xliv</sup> kod muškaraca s dugotrajnim bolovima i neugodnostima u području prostate i zdjelice, bolesti zvane kronični prostatitis/sindrom kronične zdjelične boli (CP/CPPS)<sup>xlv</sup>?

Dosadašnje spoznaje

Kronični prostatitis/sindrom kronične zdjelične boli česta je bolest kod muškaraca. Simptomi su bol u zdjelici<sup>xlvi</sup> ili neugodan osjećaj pri mokrenju (ili oboje). Uzrok ove bolesti je nepoznat, ali postoje razne metode liječenja.

Obilježja uključenih istraživanja

Dokazi uključuju podatke prikupljene do kolovoza 2017.<sup>xlvii</sup> Pronašli smo 38 istraživanja koja su provedena od 1993. do 2016. te uključuju 3187<sup>xlviii</sup> sudionika. U istraživanjima su napravljene 23 usporedbe raznih metoda liječenja muškaraca oboljelih od kroničnog prostatitisa/sindroma kronične zdjelične boli. Intervencije uključene u istraživanjima uglavnom su se temeljile na upotrebi uređaja, liječničkim savjetima ili nekom obliku fizikalne terapije. U mnogim slučajevima su te terapije primjenjivane u izvanbolničkim uvjetima.<sup>xlix</sup> U većini istraživanja nije naveden izvor financiranja, dok su samo u tri slučaja istraživači izjavili da su financije za istraživanje primili od proizvođača uređaja.<sup>1</sup>

Ključni rezultati

Akupunktura: otkrili<sup>li</sup> smo da akupunktura (alternativna medicina u kojoj se igle ubadaju u kožu na određenim točkama) umanjuje simptome kod značajnog broja muškaraca i u usporedbi s lažnom akupunkturom vjerojatno ne uzrokuje nuspojave. Vjerojatno umanjuje simptome u usporedbi sa standardnom medikamentoznom terapijom.

Obrezivanje: otkrili smo da muškarci koji su obrezani (kojima je uklonjen prepucij s penisa) vjerojatno imaju manje simptoma (manji učinak) i nemaju nužno više nuspojava u usporedbi s muškarcima koji odgađaju obrezivanje.

Elektromagnetska stolica: Nismo sigurni koji je učinak primjene elektromagnetske stolice (uređaja koji omogućuje magnetsku stimulaciju zdjelice) na simptome, ali primjena ne mora nužno biti povezana s većom učestalošću nuspojava u usporedbi sa simuliranim zahvatom (u kojemu su istraživači samo tvrdili da su koristili uređaj).

Promjene u načinu života: nismo sigurni smanjuje li preporuka o uvođenju promjena u način života simptome u usporedbi s nastavkom istog načina života. Nismo pronašli informacije o nuspojavama.

Tjelesna aktivnost: otkrili smo da program tjelesne aktivnosti može smanjiti simptome (mali učinak) u usporedbi s nespecifičnom aktivnosti korištenom u kontrolnoj skupini. Nismo pronašli informacije o nuspojavama.

Masaža prostate: nismo sigurno smanjuje li masaža prostate ili povećava simptome u usporedbi s terapijama bez masaže. Nismo pronašli informacije o nuspojavama.

Ekstrakorporalni udarni val: otkrili smo da ekstrakorporalni udarni val (u kojemu se udarni valovi odašilju kroz kožu prostate) znatno smanjuje simptome u usporedbi sa simuliranim zahvatom, ali rezultati možda nisu dugotrajni nakon nastavka liječenja. Ova metoda liječenja ne mora nužno uzrokovati nuspojave.

Transrektalna termoterapija u usporedbi s medicinskom terapijom: otkrili smo da samo transrektalna termoterapija (u kojoj se toplina provodi kroz prostatu i zdjelčne mišiće) ili transrektalna termoterapija u kombinaciji s medicinskom terapijom može uzrokovati malo smanjenje simptoma u usporedbi sa samo medicinskom terapijom. U jednom od uključenih istraživanja napomenuto je da sudionici mogu iskusiti prolazne nuspojave.

Nismo sigurni kakvi su učinci ostalih intervencija.

#### Kvaliteta dokaza

Kvaliteta dokaza ocijenjena je kao niska u većini slučajeva, što znači da smo poprilično nesigurni u rezultate. Uključena istraživanja nisu imala dobar nacrt, imala su mali uzorak i kratki period između intervencije i kontrolnog pregleda (obično 12 tjedana).

## **Selektivni inhibitori ponovne pohrane noradrenalina u terapiji shizofrenije CD010219**

### **Korištenje selektivnih inhibitora ponovne pohrane noradrenalina (NRI) za terapiju shizofrenije**

Istraživačko pitanje

Jesu li selektivni inhibitori ponovne pohrane noradrenalina (NRI) učinkoviti u liječenju simptoma (posebno negativnih) shizofrenije?

Dosadašnje spoznaje

Ljudi oboljeli od shizofrenije često pate od pozitivnih simptoma, na primjer čuju glasove (halucinacije), imaju sumanute misli (deluzije) ili nejasna razmišljanja (formalni poremećaj mišljenja). Ovakvi simptomi uspješno se liječe antipsihoticima. Negativni simptomi uključuju izolaciju ili nedostatak motivacije te kognitivne simptome poput otežanog donošenja odluka te problema s pažnjom i pamćenjem. Negativni su simptomi često dugotrajni i smanjuju kvalitetu života. Za razliku od pozitivnih simptoma, nema mnogo učinkovitih lijekova za liječenje negativnih simptoma.

Inhibitori ponovne pohrane noradrenalina<sup>lii</sup> (poput reboksetina ili atomoksetina) lijekovi su koji mogu umanjiti negativne simptome, posebno u slučaju shizofrenije. Napravljeni su pokusi u kojima se istraživala njihova učinkovitost u liječenju simptoma shizofrenije, ali rezultati su pokazali da su imali mali učinak. S druge strane, to su bila mala istraživanja. Htjeli smo provjeriti hoće li kombiniranje rezultata iz svih tih pokusa pružiti veću kvalitetu dokaza.

Obilježja uključenih istraživanja

Informacijski stručnjak Cochrane skupine za istraživanje shizofrenije u specijaliziranom je registru tražio relevantne pokuse provedene do veljače 2017. Pronašli smo 16 pokusa koje smo mogli uključiti. U pokusima je 919 odraslih osoba sa shizofrenijom randomizirano tako da primaju inhibitore ponovne pohrane noradrenalina, placebo (lažnu terapiju) ili antidepresive. Svi su sudionici nastavili piti antipsihotike koji su im propisani. U većinu su pokusa uključeni sudionici koji su bili hospitalizirani i koju su simptome shizofrenije imali već jako dugo.

Ključni rezultati i kvaliteta dokaza

Glavno područje interesa nam je bio učinak inhibitora ponovne pohrane noradrenalina na poboljšanje mentalnog stanja i cjelokupnog zdravlja, kognitivnog funkcioniranja i kvalitete



života kod ljudi sa shizofrenijom. Također nas je zanimalo uzrokuju li navedeni inhibitori neugodne nuspojave poput mučnine.

Otkrili smo da, u usporedbi s placebo terapijom, inhibitori ponovne pohrane noradrenalina (a posebno reboksetin) imaju učinak na poboljšanje negativnih simptoma. S druge strane, nismo našli dokaze da imaju učinak na poboljšanje pozitivnih simptoma, kognitivno funkcioniranje ili učestalost mučnine. U jednom je pokusu navedeno da je reboksetin imao pozitivan utjecaj na indeks kvalitete života.

### Zaključci

Rezultati ovog pregleda literature trebali bi se proučavati s oprezom s obzirom na to da je kvaliteta dokaza vrlo niska zbog malih istraživanja i loše kvalitete pokusa. Da bismo izveli čvrste zaključke o učinkovitosti inhibitora ponovne pohrane noradrenalina u liječenju simptoma shizofrenije, trebamo veća i kvalitetnija istraživanja navedenih inhibitora. Ta istraživanja trebaju biti longitudinalna i posebnu pažnju treba pridati negativnim i kognitivnim simptomima te nuspojavama.

## **Zračenje cijeloga mozga za liječenje tek dijagnosticiranih višestrukih metastaza na mozgu CD003869**

### **Zračenje cijeloga mozga za liječenje višestrukih metastaza na mozgu**

#### Opis problema

Velikom broju ljudi oboljelih od raka dijagnosticira se širenje raka (metastaza) na mozak. Za liječenje metastaza na mozgu često se koristi radioterapija.

#### Cilj istraživanja

Proveli smo ovaj pregled literature kako bismo odredili učinkovitost i štetne učinke zračenja cijeloga mozga (WBRT) propisanog samog ili u kombinaciji s ostalim metodama liječenja odraslih osoba kojima su dijagnosticirane višestruke metastaze na mozgu.

#### Ključni rezultati

Ovaj pregled literature uključuje 54 objavljena pokusa u kojima je sudjelovalo 11 898 sudionika.

Podaci ne ukazuju na očite dodatne koristi izmijenjene doze zračenja cijelog mozga u usporedbi sa standardnim dozama.

Kombiniranje zračenja cijelog mozga s drugim metodama liječenja poput kemoterapije, stvari za povećanje radiosenzitivnosti te molekularno ciljanih lijekova do sad se nije pokazalo korisnim.

Radiokirurgija u kombinaciji sa zračenjem cijelog mozga ne povećava preživljavanje među odabranim ljudima s višestrukim metastazama na mozgu. Zračenje cijelog mozga kao dodatak radiokirurgiji poboljšava lokalnu kontrolu mozga, kao i kontrolu udaljenih područja mozga, ali neurokognitivni ishodi su bolji kod ispitanika podvrgnutih samo radiokirurgiji u usporedbi s kombinacijom zračenja cijelog mozga i radiokirurgije.

Kod ispitanika s metastatskim rakom pluća ne-malih stanica u kojemu su se metastaze proširile na mozak, preživljavanje je možda bolje samo uz optimalnu potpurnu skrb nego uz kombinaciju optimalne potporne skrbi i zračenja cijelog mozga.

Kvaliteta dokaza

Kvaliteta dokaza u istraživanjima ocijenjena je s umjerenom do visokom sigurnošću.

Zaključci

Randomizirani pokusi su pokazali da povišeni biološki udjeli doza zračenja cijelog mozga nisu poboljšali ukupno preživljavanje, neurološke funkcije ili kontrolu simptoma u usporedbi sa standardnim metodama liječenja (3000 cGy u 10 dnevnih doza ili 2000 cGy u četiri ili pet dnevnih doza). S druge strane, ukupno preživljavanje i neurološke funkcije pogoršale su se s nižim biološkim udjelom doza zračenja cijelog mozga u usporedbi sa standardnim dozama.

Kombinacija zračenja cijelog mozga i radiokirurgije poboljšala je lokalnu kontrolu i kontrolu udaljenih područja mozga (nakon liječenja nisu nastale nove intrakranijalne lezije na mjestu liječene lezije ili oko njega) među odabranim ljudima s metastazama na mozgu, ali su istraživači naveli gore kognitivne ishode i nepromijenjenu stopu ukupnog preživljavanja.

Kod osoba s višestrukim metastazama na mozgu koje su nastale širenjem raka pluća ne-malih stanica možda neće biti razlike u ukupnom preživljavanju kada se uvede potporna skrb, a prestane zračenje cijelog mozga.

Kombinacija zračenja cijelog mozga s ostalim metodama liječenja<sup>liii</sup> (tvari za povećanje radiosenzitivnosti, kemoterapija ili molekularno ciljani lijekovi) još uvijek nije u potpunosti testirana.

Potrebni su dodatni pokusi kako bi se procijenile strategije za umanjenje kognitivnog deficita inače povezanog sa zračenjem cijelog mozga. Također, u budućim istraživanjima metastaza na mozgu trebalo bi se fokusirati na prognostičke pokazatelje i karakteristike tumora.

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## Endnotes

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<sup>i</sup> In the source text, the sentence is as follows: *In the abstract, everybody is in favor of virtue and opposed to sin, and answers about the desirable express people's views about what represents virtue and what corresponds to sin.* Due to the fact that the word “sin” has religious connotations, I have opted out of using that word. The word “virtue” can be translated as “vrijednosti,” but then both “value” and “virtue” would be translated with the same term. I have then decided to go for “vrline” and “mane” because it is a common collocation in Croatian and the two words are used as direct opposites so they fit the context extremely well.

<sup>ii</sup> The sentence in the source text goes like this: *A case in which the two produced diametrically opposed answers was found in the IBM studies, to be described later on in this chapter. Employees in different countries were asked for their agreement or disagreement with the statement “Employees in industry should participate more in the decisions made by management.”* I could have translated “the IBM study” as “istraživanje IBM-a” or “IBM istraživanje,” but it seemed more natural to use “ispitivanje stavova zaposlenika IBM-a.” It is a common collocation used in Croatian language when talking about research in social sciences. The sentence coming right after the term “IBM study” is introduced provides additional information about it and supports my argument for translating it in such a way.

<sup>iii</sup> *In another question people were asked whether they personally preferred a manager who “usually consults with subordinates before reaching a decision.”* I have put the term “people” in the glossary because it is closely related to the topic of social science, especially sociology and the research on culture. I have translated it as “ljudi,” but I have decided to use the term “ispitanici” in this sentence. This term is much more often used when talking about the methodology of a certain study or research. I base this decision on articles such as this one: Kudek Mirošević, Jasna and Bukvić, Zlatko. 2018. “Razlike u pružanju individualizirane odgojno-obrazovne podrške učenicima različitih razreda.” *Hrvatska revija za rehabilitacijska istraživanja* 53: 265-277. [https://hrcak.srce.hr/index.php?show=clanak&id\\_clanak\\_jezik=285880](https://hrcak.srce.hr/index.php?show=clanak&id_clanak_jezik=285880).

<sup>iv</sup> *A comparison of the answers to these two questions revealed that in countries in which the consulting manager was less popular, people agreed more with the general statement that employees should participate in decisions, and vice versa; the ideology was the mirror image of the day-to-day relationship with the boss.* This is how the sentence looks like in the source text. Of course, English is more prone to the use of clauses and a sentence this long is not all that confusing to the reader. However, when translated to Croatian, so many clauses make the meaning extremely incomprehensible. By putting the general statement in the brackets and the clause after the semicolon in a separate sentence, the reader can follow the text without effort and grasp the meaning quicker than if the clauses followed the order given in the source text.

<sup>v</sup> According to Hrvatski pravopis ([pravopis.hr](http://pravopis.hr)), the span of years is written with a dash between the two years. Also, it is unusual to have the span of years written as it is in the source text; usually, the whole year is written down.

<sup>vi</sup> “Relation” is defined in Oxford as “the way in which two or more things are connected” and “relationship” as “the way in which two people, groups or countries behave towards each other or deal with each other.” Those two terms are used frequently throughout the text and are usually used in the same paragraph, which would suggest that two terms should be used, one for “relation” and another for “relationship.” However, in the articles I found for the dimensions mentioned here both of these terms are translated as “odnos.” For example, in the article by Jeknić (Jeknić, Ranka. 2011. “Kulture i organizacije: Organizacijske kulture Geerta Hofstede.” *Zbornik radova Pravnog fakulteta u Splitu* 48 (1): 103-123. <https://hrcak.srce.hr/66433>.) there is a citation by Hofstede which could be a general translation by the author of the article, but it focuses on all of the dimensions of Hofstede’s model and is an article that was published in a collection of scientific works. Also, “odnos prema autoritetu” and “odnos između pojedinca i društva” are both commonly used collocations in Croatian.

<sup>vii</sup> “Masculinity” and “femininity” are terms which can be transposed into Croatian with a direct translation. Two options are available – “maskulinošć/femininošć” and “maskulinitet/feminitet” – both widely used in scientific papers as academically accepted terms. However, another option is available, and is most often used when it comes to the five-dimensional model by Hofstede and that is “muževnost/ženstvenost” (Jeknić, Ranka. 2011. “Kulture i organizacije: Organizacijske kulture Geerta Hofstede.” *Zbornik radova Pravnog fakulteta u Splitu* 48 (1): 103-123. <https://hrcak.srce.hr/66433>.). Croatian language portal defines “maskulinošć” as behaviours and attitudes characteristic for men and traditionally expected of men. The term “muževnost” is defined as a characteristic of the one being manly. “Maskulinošć/femininošć” would then be a term used in psychology to denote the cultural expectations society places on men/women, while “muževnost/ženstvenost” would more generally refer to a set of characteristics seen as intrinsic in men/women. This is why the former seems more

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appropriate to use in this context. However, some of the articles as the one already mentioned by Jeknić use the term “muževnost/ženstvenost” and the discussion on the forum resulted in a conclusion to use “muževnost/ženstvenost.”

<sup>viii</sup> The sentence in the source text goes like this: *A statistical analysis of the country averages of the answers to questions about the values of similar IBM employees in different countries revealed common problems, but with solutions differing from country to country, in the following areas.* The subject of the clause is the noun phrase “a statistical analysis of the country averages of the answers to questions about the values of similar IBM employees in different countries” with “analysis” obtaining the position of the head word. The rest of the words in the phrase serve as pre- and postmodifiers of the head noun. Because this construction is not common in Croatian language, a different approach had to be used to translate the sentence. I did try to keep the phrase as a whole but I have decided to split the sentence into two parts. With this I tried to achieve sentences that were easier to follow and not get tangled up trying to find the meaning.

<sup>ix</sup> According to Hrvatski pravopis (pravopis.hr), when using bullet points in text, no comma or semicolon is necessary at the end of the line (unless it is an entire sentence in one bullet, then a period should be used). A new line in a bulleted list is introduced by the use of a letter or a symbol such as a dash. At the end of a bulleted list a period should be put. If a bulleted point does not contain a whole sentence, the line begins with a lower-capital letter.

<sup>x</sup> I was thinking about the terms “study” and “research” and at first, I have decided to translate “study” as “ispitivanje” and research as “istraživanje” so that these two terms would be differentiated; this is also how they are listed in the glossary. “Ispitivanje” has sometimes a different connotation in Croatian, for example “policijsko ispitivanje” (according to Croatian language portal, HJP). Moreover, in research it is usually used inside of a collocation such as “ispitivanje stavova,” and this works well here because the authors describe a particular study in the following sentence: *Employees in different countries were asked for their agreement or disagreement with the statement “Employees in industry should participate more in the decisions made by management.”* OALD defines a study as “an investigation of the opinions, behaviour, etc. of a particular group of people, which is usually done by asking them questions” and research as “a careful study of the object, especially in order to discover new facts or information about it.” We can see from these definitions that a study and research can be used as synonyms. The authors also use both IBM research and IBM study. This is why I have decided to use these two terms interchangeably, depending on which one would best suit the context.

<sup>xi</sup> In this sentence I have decided to remove the brackets to make it easier for the reader to read the whole sentence. It seems to me that if the brackets are maintained in the sentence as in the source text, the reader would have to pause to make sense of the term before the brackets and the text inside of them and to connect one with the other. This way, without the brackets, there is no interruption in the flow of the text.

<sup>xii</sup> “Not based on iron links” is a phrase used in the source text to describe something that is not fixed, something that changes over time. At first I thought about translating it as “nije zapisano u kamenu” because something that is carved in stone is something that is made permanent and incapable of being changed, but I decided to introduce a new sentence here because it suited the register more and does not stir confusion.

<sup>xiii</sup> At first, I thought about leaving out the part with the ivy or paraphrasing it. However, I think that it is an important part of the text and the reader might be familiar with the term “Ivy League,” so it could be a mistake to simply leave it out. Even if the reader is not familiar with the term, he or she might have a picture in his or her mind that is a depiction of the most prestigious universities. Usually these universities, when introduced in any type of text, are introduced either with a textual description or with an image. In any case, they might already have in their minds a picture of these old buildings covered in ivy. This is why I believe that a descriptive translation is best suited in this context and that a footnote provides further explanation if the reader should need it.

<sup>xiv</sup> The sentence in the source text goes as follows: *It strikes a chord but it also sets a trap.* If something strikes a chord, it causes people to approve of it or agree with it. To set a trap means to invent a plan to try and catch something or someone who is doing something wrong. Because of the fact that I could not think of any idioms in Croatian that would be equivalent to these meanings, I have decided to translate it like this. “Dvosjekli mač” means that a decision or an action can have an effect that is the opposite of what was wanted. It does not share entirely the same meaning with the two idioms in the source text, but I think that it fits – the reader will understand that this memory of university education is something dear to the heart of the author, but that it also has a menacing undertone reflecting upon the fact that the memory is not all that good.

<sup>xv</sup> The abbreviation HiEdBizUK does not have an equivalent translation in Croatian. I think it should definitely be kept in the target text in the original form so that the reader can look it up if he or she wants or needs additional information. The footnote is there for the reader to get the sense of what it is in the moment of reading the text.

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It provides him or her with enough information to know what it is. This way he or she can continue reading the text without getting frustrated because he or she does not understand something.

<sup>xvi</sup> I have thought about translating this term as “*ministar znanosti i obrazovanja*” or “*ravnatelj Agencije za znanost i visoko obrazovanje*” because it would be something that is familiar to the reader and he or she will be able to comprehend that Tessa Blackstone was in the position in the government that can affect the higher education in the state. However, the reader might be tempted to think that the government in the UK is organized similarly as in Croatia. This is why I have decided to translate it as “*ministrica visokog obrazovanja*,” which I base on the site Europa.eu (<http://europa.eu/whoiswho/public/index.cfm?fuseaction=idea.hierarchy&nodeID=17865&lang=hr>).

<sup>xvii</sup> The terms *Parliamentary drafter*, *Parliamentary draftsman*, *legislative drafting officer* and *legislative counsel* are terms used for lawyers who prepare legislation that it is proposed to pass into law. *Parliamentary counsel* is also widely used, but I could not find any kind of a reference for “*parlamentarni savjet*.” This is why I chose to translate it descriptively. It is clear and, although it is not too precise, the meaning stays the same and the reader will not be confused with the introduction of a new term that might be very unfamiliar to him or her. This is based on the Croatian procedure for passing laws found on the site of the Croatian parliament ([www.sabor.hr/lgs.axd?t=16&id=43792](http://www.sabor.hr/lgs.axd?t=16&id=43792)).

<sup>xviii</sup> Even though the phrase used in the source text is that the definitions need to be „unpacked like a series of Russian dolls” and “*babuška*” is a well-known concept in Croatian, I have never heard of it being used in this context. It is much more common to say “*izvlačiti iz nekoga nešto*.” In order to keep an idiomatic phrase I have opted out of this solution. I have chosen the phrase with onion to keep the basic meaning of the idiom in the source text, i.e. to emphasize that the first layer does not tell us anything and we have to keep going to find out what we want to know.

<sup>xix</sup> The colleagues discussed this topic on the forum and agreed that it would be best to use the term in italics and explain it in the footnote. I did think at first that it is a good option because the reader would have both the original term in English and the explanation that goes with it. However, I think that this sentence does not need any additional information. I think it is very straightforward and the audience will understand what it is about. I do not think that it is a problem if the readers associate the term with the Croatian term “*matura*.” Those two are not completely the same, but the author himself also states in one of the footnotes that higher education is education that comes immediately after the A levels, so I do not think there would be any confusion here.

<sup>xx</sup> *Further Education colleges* do not exist in Croatia; it is a culturally based term and what we have in Croatia is not the same as in the UK. We do have certain institutions that prep students for higher education, but those are usually paid for and are something that a student can take up along with his or her secondary education. For the reader to be able to learn more about this term I have decided to put it in italics and add a footnote with additional information.

<sup>xxi</sup> In the footnote a lot of information is given and the sources are mentioned in the brackets: HEFCE Register of Providers; HEFCW, Higher Education Institutions, Universities Scotland, Scotland's Universities. I did not find it necessary to explain each of them because they are clearly a reference point in order for the reader to know where the author obtained the data from. This is why I did not translate the terms or provided any additional information. I think that if the Croatian terms would be put in the brackets, it would only confuse the reader even more; if one decided to google the Croatian terms, they would not be able to obtain much information because there are not many articles in Croatian dealing with them. I think that it would be different if the terms were in the text itself instead of the footnote, then the reader would definitely need more information. This is the case with HEFCE, which I have decided to translate according to the group discussion on the forum and leave the abbreviation in the brackets.

<sup>xxii</sup> *What's that got to do with the price of eggs?* is a rhetorical question calling attention to an irrelevant statement or suggestion made by another person. I have not managed to find anything similar to it in Croatian except to use “*pišljivi*” in a phrase to describe that the amount of money for higher education is extremely small. For example, it could be acceptable to say “*za visoko obrazovanje izdvajao se pišljivi iznos*.” However, this is not in line with the register of the text. This is why I have opted for a descriptive translation instead.

<sup>xxiii</sup> In my personal glossary I have put all of the solutions for “*antički*” provided in the archaeological glossary because in some context all of them might work. After a careful discussion on the forum regarding the term “*antika*,” my colleagues agreed and chosen to translate it as “*classical antiquity*.” However, the term “*antički*” does not work the same way as the noun from which it was derived. In abstracts of Croatian researchers, it is mostly translated as “*ancient*.” The sources I am referring to are mostly found in Hrčak (<https://hrcak.srce.hr>). For example, these two texts both contain the adjective “*ancient*” when talking about the period of classical antiquity (Vučetić 2012; Parat 2015). I did consider using any of the suggested translations from the provided archaeological glossary, but I do think, that because of the flow of the text and the easier comprehension, it

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would be definitely wiser to use the same term for “antika” and “antički” throughout the text. This is why I have opted for using the noun “classical antiquity” as an adjective as well, especially when the “antički pisci” were mentioned. In some sentences I have opted to use the term as a premodification of the noun “writers,” as in “classical antiquity writers,” while in others I used it as a postmodifying prepositional phrase, such as “writers from the classical antiquity period.”

<sup>xxiv</sup> I have decided to translate the terms “apotekarstvo,” “ljekarništvo” and “farmacija” all as “pharmacy.” I base my decision on a note from Hrvatska enciklopedija [online] which states that all of these terms basically meant the same thing (<http://www.enciklopedija.hr/Natuknica.aspx?ID=37704>). HJP states that “apotekarstvo” is the same thing as “ljekarništvo,” a profession done by a pharmacist (<http://hjp.znanje.hr/index.php?show=search>). The site also states that “ljekarništvo” is a profession in which medications are produced (<http://hjp.znanje.hr/index.php?show=search>), and that “farmacija” is pretty much the same thing (<http://hjp.znanje.hr/index.php?show=search>). I thought about somehow differentiating between these terms, but then I found that Oxford states that an *apothecary* is a person who sells drugs, not necessarily making them. This is why I have opted to translate each term with the same English equivalent. I do not think it interrupts the flow of the text and they are all used far enough in the text for me to be able to use the same equivalent without causing any confusion.

<sup>xxv</sup> I have decided to translate both “kozmetičko sredstvo” and “kozmetički preparat” as “cosmetic product.” I believe they both refer to the same thing. HJP defines “kozmetička sredstva” as all the products (oils, masks, etc.) that are meant to rejuvenate the skin and be used with the purpose of beautifying ([http://hjp.znanje.hr/index.php?show=search\\_by\\_id&id=ellhURg%3D](http://hjp.znanje.hr/index.php?show=search_by_id&id=ellhURg%3D)). This is why I have chosen to translate it as a “cosmetic product.” HJP also states that a “preparat” is either a chemical concoction prepared in a laboratory for testin or a pharmaceutical product used for various treatments ([http://hjp.znanje.hr/index.php?show=search\\_by\\_id&id=ellhURg%3D](http://hjp.znanje.hr/index.php?show=search_by_id&id=ellhURg%3D)). Another reason why I chose to translate the two the same is because Bujas lists cosmetic/beauty product as an equivalent of “kozmetički proizvod.” As with the note earlier on, both of these terms are used far enough in the text for me to be able to use the same equivalent without causing any confusion.

<sup>xxvi</sup> I have not found any source on the author Nikadron. This is why I have opted to leave it as it is, with the name taken from the source text. I know it is not the best solution, but without anything to go on, it was the best option I have had. I have tried searching all of the list of ancient writers I could have gotten my hands on, but there was no mention of any writer with a similar name.

<sup>xxvii</sup> I agreed with my colleagues to translate the period “antika” as “classical antiquity.” However, all throughout the text, the terms such as “rimsko doba” or “rimsko vrijeme” are used. I do think it is important to differentiate between the two since the author clearly used the two on purpose. I did not have a strict policy about the translation of the latter term. I have used interchangeably “Roman period” and “Roman time” since a lot of the articles I have skimmed through used them as such when referring to the Roman imperial period (MacGregor 2014; Jackson 2005).

<sup>xxviii</sup> Whenever I found a Latin name for something explained in the text, I have decided to use it as well. I think it is such a good way of giving the reader a possibility to look up things he or she wants to know more about. I have also noticed that the same thing was used in the source text, but only with some of the items. I think that, because the culture described in the text is so close to us, we understand most of the things mentioned. However, I do believe that for a foreign reader, it would be best to give him or her as much as we can. The Latin names do not take much of the space, and they definitely do not interrupt the flow of the text, which is why I found it convenient to add them wherever I could.

<sup>xxix</sup> I found this sentence to be quite clumsy when I translated it. I tried following the clause order as it was given in the source text but thought that it would only confuse the readers, especially with the both Past and Present Simple being used in the same sentence. Therefore, I have decided to divide the sentence into two. In the first one the Illyrian iris is mentioned and the sentence states that it was used in the classical antiquity. This is why I thought it best to move on straight ahead with the fact that the authors from the same period mentioned it in their writings. It seems to me that one fact follows naturally the other one. Then, at the end of the paragraph, I put the clause where it is stated where the plant grows.

<sup>xxx</sup> I had some issues with looking up this particular flower. Whenever I typed in “anchus” in any search engine, this flower always came up. I do not know if the source text maybe contains a typo, but I believe the flower I mentioned is the one the source text is referring to. I base my decision on the site “Priroda i biljke” (<https://www.plantea.com.hr/volujak/>). Here, the use of the red color from the flower’s root is mentioned to be used as a makeup product, which is precisely why I think that this is the right plant.

<sup>xxxi</sup> I think that probably the most difficult thing about translating this type of text is the terminology. I have never encountered this field of expertise in a translation task, and this is why most of the time spent on this task was

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spent on dealing with terminology. There are not any specific things I would mention, but the field as a whole. There was a lot of research done, a lot of comparing of the articles, and ultimately, a lot of deciding whether something is a credible source. I have tried to find articles that were published in journals dedicated to archaeology, especially because, hopefully, these articles tend to be proofread before publishing. I do think that finding an image of an object is extremely helpful. For example, I have dealt a lot with medical instruments of the period mentioned in the text and it is difficult to translate a text if the translator cannot depict something. There is an abundant amount of articles dealing with such instruments, especially the probes, and this was probably the biggest help any translator could ever ask for when dealing with the text alone.

<sup>xxxii</sup> When I was not sure about what phrase or synonym I wanted to use, I mostly relied on the Macmillan Dictionary [online] by the Macmillan Publishers Limited. I think it has a great thesaurus full of useful collocations. For example, it is great for finding collocations that work such as in the paragraph with the monologue about getting rid of liquid or solid waste from the body (<https://www.macmillandictionary.com/dictionary/british/take-a-dump>; [https://www.macmillandictionary.com/dictionary/british/piss\\_1](https://www.macmillandictionary.com/dictionary/british/piss_1)).

<sup>xxxiii</sup> Even though I did not have all that much colloquial speech as, I suppose, the rest of my colleagues, if I can judge that by the forum entries, I did find it difficult to translate such instances of speech. Therefore, I chose to compensate for such instances and tried to use something that would be more colloquial in English language in places in which the author might have not used colloquial expressions so that when I came to places in which such expressions were used, I could just translate with something not so colloquial.

<sup>xxxiv</sup> I have decided to add the adverb “literally” in this sentence. I did so because I have wanted to add some effect to the sentence of the speaker. In the source text, I have a feeling that the emphasis is on the subject (“ja”). It seems to me that it is not the same if the equivalent sentence is read out loud. I do not feel that the emphasis would be put on the same word. This is why I have decided to insert the adverb “literally;” it seems to me now the emphasis is a bit different, but it feels a lot more natural, and like something you could hear in an everyday conversation.

<sup>xxxv</sup> I do not think that “kenjanje” is all that insulting so that a more scholarly word should be used. I would even argue that it is a more polite way of expressing this action in Croatian, which is why I believe “bowel movement” serves a good purpose here. I did consider using “evacuate” in this context, but the Macmillan Dictionary states that it is mostly used in medical context (<https://www.macmillandictionary.com/thesaurus-category/british/going-to-the-toilet>), and Oxford Advanced Learner’s Dictionary states that it is mostly used in formal situations with this meaning. Therefore, I opted for the “bowel movement.”

<sup>xxxvi</sup> I did consider that using the pronoun “one” is rather formal, and is rare in speaking. I thought about using the pronoun “you” in this part, since it is a common way of expressing a general truth or fact. However, the protagonist of the chapter is a charismatic person who enjoys giving eloquent monologues and people love hearing them. Even his friends find him to be a bit formal in his way of speaking. This is why I have decided to use the pronoun “one” instead of “you.” I feel it contributes a lot to the characterization of Jerko.

<sup>xxxvii</sup> HJP defines the word “šlus” as the last point or moment when something ends and it does not continue afterwards. In conversation, it is used to mark that there will be no further discussion about a certain topic. Since it is a quite regional word and it is not used in every Croatian dialect, I thought about how to translate it. I thought about translating it as “end o’ story” to mark that it is somehow colloquially defined. I did not like this solution because it seemed to me that all I was doing throughout the translation was using grammatical markers to instigate a certain way of speaking and did not prefer it. I also thought about translating it as “Finito!” but it seemed to me that it gave away too much of the wrong connotations, like the one that Italian words and expressions are used throughout Croatia, and I wanted to avoid that, thinking that this would be much more appropriate in the Dalmatian or Istrian dialect. This is why I have opted to simply use “done.”

<sup>xxxviii</sup> HJP defines the phrase “štono se kaže” as something people would normally say, and “zna cijeli grad” basically refers to the fact that a person cannot go into town and not meet someone he or she knows. To my knowledge and research, I have not been able to find the exact equivalent of the expressions in English, which is why I have opted to translate it to the best of my abilities – with something I have heard quite often, and something that would convey the basic meaning.

<sup>xxxix</sup> I know this is not the same thing as it is in the source text (“prirodno ih je privlačio”), but it works, and it is a much more common phrase in English. I wanted to somehow keep the adjective “prirodno” and this was the only thing I could come up with.

<sup>xl</sup> I do not think it was necessary to add a footnote and explain anything further to the reader as with “čevapi.” The Croatian readers are aware that the students of this Faculty are often characterized as those who usually sit around all day drinking coffee or beer at the joints close to the Faculty or even at the stairs in front of the Faculty, but I do not think this is relevant information to give to the readers. I feel that adding too many unnecessary

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footnotes would only interrupt the flow of the text, and that they should be used only for the information that we want the reader to grasp in order to completely understand the text.

<sup>xlii</sup> In the source text, the author switches from the present tense to the past tense, and the present tense is used to create the effect of immediacy. My colleagues have mentioned in the forum that if we use strictly the past tense, we do not preserve the same effect of immediacy in the target text. Although I agree with that, I am also aware that the use of the present tense in novels is not that common in English. It seemed reasonable to try to preserve some of the present tense in the target text, but I have chosen to do so only in the parts that contained the general truths, such as in the sentence: *Someone who you know walks in with someone who you don't know so you end up meeting him as well, and then the next time this person introduces you to another one and so on.* Otherwise I stuck to the past tense because it seemed more natural. Moreover, most of my text was already written in the past tense and I did not give it much thought. What was written in the present tense were the dialogues, but it somehow seemed strange to leave only those in the present tense. This is why I switched those into the past tense as well. Perhaps it would have been a bigger issue if more of the text was interchanged between the present and the past tense, but since only the dialogues were in question, I have opted to use the past tense throughout the target text.

<sup>xliii</sup> I have decided to use a literal translation of this term because I have not found an appropriate source to use and confirm my decision. All of the articles I have found that dealt with prostate thermotherapy mentioned only the term “transuretralna mikrovalna termoterapija (TUMT)” (<http://patients.uroweb.org/hr/ja-sam-uroloski-bolesnik/dobrocudno-povecanje-prostate/kirursko-lijecenje-luts-a-u-muskaraca-s-dpp/transuretralna-mikrovalna-termoterapija-tumt/>) or simply “mikrovalna termoterapija” (<http://www.msdprirucnici.placebo.hr/msd-prirucnik/genitourinarne-bolesti/bolesti-prostate/benigna-hiperplazija-prostate>), but microwave thermotherapy can be either transurethral or transrectal. Since there are two methods of microwave thermotherapy to treat chronic prostatitis – Transurethral Microwave Thermotherapy (TUMT) and Transrectal Microwave Therapy (TRMT) – I did not want to use the term “mikrovalna termoterapija” because it can be misleading. I have found, however, that the general public is familiar with the term, especially those who are interested in the topic for personal reasons, as evidenced by discussions on forums (<http://www.forum.hr/showthread.php?t=18283&page=6>). The reason why there might not be any Croatian articles dealing with transrectal thermotherapy is the fact that the starts of transurethral microwave thermotherapy were based on the transrectal approach, but that was soon given up because it is more invasive than the transurethral approach (<https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=4&cad=rja&uact=8&ved=0ahUKEwjUjdugq4jbAhXDiiwKHZbKDSIQFghHMAM&url=https%3A%2F%2Fhrcaj.srce.hr%2Ffile%2F272526&usg=AOvVawOyegoTuTLzLPGO3Y61mplc>), which is probably why all of the research attention was focused on the latter one.

<sup>xliiii</sup> I have decided to use the singular instead of the plural form, because the text is not about one intervention only. It encompasses several interventions and I think it would be misleading to the target audience to put the term in the title into the singular form. Also, many Cochrane articles are titled precisely like this, with the term in the plural form. For example, there are articles such as “Farmakološke i nefarmakološke intervencije za smanjenje boli izazvane injekcijom rokuronijeva bromida u djece i odraslih” (<http://www.cochrane.org/hr/CD009346/farmakoloske-i-nefarmakoloske-intervencije-za-smanjenje-boli-izazvane-injekcijom-rokuronijeva>), “Nefarmakološke intervencije za ublažavanje boli tokom ortodonske terapije” (<http://www.cochrane.org/hr/CD010263/nefarmakoloske-intervencije-za-ublazavanje-boli-tokom-ortodonske-terapije>), “Intervencije za liječenje astme u trudnoći” (<http://www.cochrane.org/hr/CD010660/intervencije-za-lijecenje-astme-u-trudnoci>) and many more.

<sup>xliiv</sup> Although the source text refers to this term as “non-pharmacological therapies” and the provided glossary translates “therapy” as “terapija,” I have decided to use “liječenje” instead. The reason why I chose to do this is because “nefarmakološko liječenje” is much more frequently used in articles dealing with related topics than “nefarmakološke terapije.” I base this fact on the frequency use found on Google Scholar. The latter term is used only 28 times in the exact collocation, while the former one is used 145 times. Moreover, there are no results found on www.Cochrane.org site when the term “nefarmakološke terapije” is typed in.

<sup>xliv</sup> I have decided to use the abbreviation only when the term is introduced and later on use the full term only, without the abbreviation. I have chosen to do it this way because I wanted to stick to the way Cochrane site translates its texts. I have done some research and found out that the English source texts on Cochrane website almost always contain the abbreviation after the term is introduced, and that they stick to the abbreviation through the entirety of the following text. It is not so common in Croatian versions of the articles. For example, the term “cerebral palsy” is always followed by its abbreviation (CP). Throughout the texts, only the abbreviation is used after the term has been introduced ([http://www.cochrane.org/CD011660/BEHAV\\_exercise-interventions-improving-activity-participation-and-quality-life-people-cerebral-palsy](http://www.cochrane.org/CD011660/BEHAV_exercise-interventions-improving-activity-participation-and-quality-life-people-cerebral-palsy)). On the other hand, there

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is not a single article on the Cochrane website that uses both the term “cerebralna paraliza” and the abbreviation afterwards. Not to mention that the translators then use only the full term throughout the whole article. This is why I have chosen to do the same. Also, this term, after it is introduced in the title (without the abbreviation) and the first time in the text (with the appropriate abbreviation) is used only two more times. This is why I do not think it is a problem of length to keep the full term. However, I did decide to introduce the English abbreviation of the term, simply because the articles on the site are targeted at both the general public, but they are designed for readers with a medical background as well (<https://documentation.cochrane.org/display/TH/Tips+for+good+translation+practice>). Moreover, it is not uncommon to keep the original abbreviation in parentheses. As it was discussed in the group forum, it is suggested that it is better to use international abbreviations even when there is an existing Croatian term, and this is precisely what many Croatian authors do in this particular field ([https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&ved=0ahUKewiQvsSHsvjaAhXFIVAKHeO-BRAQFgg3MAE&url=https%3A%2F%2Fhrcaj.hr%2Ffile%2F53737&usg=AOvVaw2zDtkGVb6fpJFIUVZo\\_qGt](https://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=2&ved=0ahUKewiQvsSHsvjaAhXFIVAKHeO-BRAQFgg3MAE&url=https%3A%2F%2Fhrcaj.hr%2Ffile%2F53737&usg=AOvVaw2zDtkGVb6fpJFIUVZo_qGt)).

<sup>xlvi</sup> I have put both “zdjeljučna bol” and “bol u zdjeljici” in the glossary as the possible translations for pelvic pain. Since I have translated the term “chronic pelvic pains syndrome” as “sindrom kronične zdjeljučne boli,” I did not want to translate “pelvic pain” here as “zdjeljučna bol,” although both options are acceptable. Rather, I decided to translate “pelvic pain” in this sentence as “bol u zdjeljici” to emphasize that the author is not referring to the disorder, but to the exact symptom of that disorder.

<sup>xlvii</sup> The original sentence in the source text goes as follows: *The evidence was current to August 2017*. Due to the fact that Cochrane is a global independent network with a longstanding tradition – one that is longer than twenty years (<http://www.cochrane.org/hr/2017/about-us>) – I wanted to keep this translation as close to the ones they normally publish. This is why, in case such as this one, I did not want to simply make up a sentence, but to translate it with some sort of an equivalent to the ones they would use themselves. I found this sentence to be quite suitable in this context and chose to use it. Examples of its use can be found in the following articles (<http://www.cochrane.org/hr/CD010248/uloga-interleukina-2-u-terapiji-odrzavanja-u-djece-i-odraslih-s-akutnom-mijeloicnom-leukemijom-u>, <http://www.cochrane.org/hr/CD007880/primjena-antibiotika-u-djece-mlade-od-5-godina-za-sprjecavanje-gnojnih-komplikacija-cestih-upala>).

<sup>xlviii</sup> I base all of my decisions regarding orthography on the site <http://pravopis.hr/>, which is why the figures of four or more digits are written without a space, those with five or more digits with a space, and numbers up to ten are spelled out.

<sup>xlix</sup> I have left out the noun “men” in this sentence, as well as in some others. I think it is unnecessary to repeat it throughout the text because the article deals with a disorder than only man can be affected by. I do not think anything is lost when the noun is not included in all the sentences as it was in the source text.

<sup>i</sup> In English, the constructions “most studies did not specify” and “three studies reported” are quite acceptable. These are inanimate participants acting as the subjects in the sentence. However, these types of constructions are not really common in Croatian. As we tend to avoid using passive voice in cases of non-scientific texts, so we avoid constructions with an inanimate participant performing the function of the subject. This is why I have changed this sentence a bit, including “istraživači” as the subject in the second part of the sentence, and the prepositional phrase “u većini istraživanja” along with the passive voice in the first part. This is not a scientific text, but the passive voice here does not corrupt the text in any way, and the readers would not come across it and thought of it as though it does not belong in these types of articles. The passive voice here simply serves the purpose of introducing a sentence without stating who the subject is. The subject is introduced in the second part of the text, and it would be unnecessary to repeat the same subject in both clauses.

<sup>ii</sup> At first I thought about translating the structure “we found out” as “ustanovili smo” because “otkrili smo” gives an impression of a discovery on a larger scale. The word “discovery” implies that what the Cochrane team found out was not known before, and it was; it simply was not familiar to the Cochrane audience. However, since I decided to stick to Cochrane articles as much as possible, I tried looking up how frequently they used both of these verbs, and it turns out that the construction “ustanovili smo” was used only once, which is why I opted for the other option as well.

<sup>iii</sup> I thought about using some sort of an abbreviation for NRIs because it is such a long noun phrase and it comes across as clumsy if used too often in the article. Since I used the abbreviation “NRI” when the term is introduced at the beginning of the section, I thought about using an abbreviation like “NR inhibitori.” It would be quite transparent to the target audience that the abbreviation refers to the rest of the name of the inhibitor and it would be much easier to place it in the text instead of the whole term. However, since I decided to use the whole terms both for the CP/CPPS and the WBRT, I thought it would not be the most consistent strategy to use an



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abbreviation in this section. This is why I have opted to use the full term throughout the text, and simply leave it out when it is used too frequent, and use constructions like “navedeni inhibitori” instead.

<sup>iii</sup> Although “treatment” is translated as “liječenje” both in the glossary and in other parts of the text, it was obvious enough that here it refers to the treatment methods, which is why I have translated it as such.