

A Brief Overview of Issues in Medical Translation

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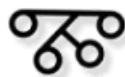
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ODSJEK ZA ANGLISTIKU**

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SMJER: PREVODITELJSTVO**

Sara Žganjar

A Brief Overview of Issues in Medical Translation

Diplomski rad



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Sara Žganjar

A Brief Overview of Issues in Medical Translation

Diploma thesis

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

Supervisor:
Vinko Zgaga, lector

2018

Abstract

This thesis comprises five annotated translations, accompanied by a discussion. Excerpts from two books and three Cochrane reviews were translated from English into Croatian (*Cultures and Organizations: Software of the Mind. Intercultural Cooperation and Its Importance for Survival* by Geert Hofstede, Gert Jan Hofstede, and Michael Minkov, *A University Education* by David Willetts, *Limited versus full sternotomy for aortic valve replacement*, by Kirmani, Jones, Chung, Williams, and Malaisrie, *Early erythropoiesis-stimulating agents in preterm of low birth weight infants* by Ohlsson, Aher, and *Antithrombotic treatment after stroke due to intracerebral haemorrhage* by Perry, Berge, Bowditch, Forfang, Rønning, Hankey, Villanueva, Al-Shahi Salman), and one book excerpt and one scholarly article from Croatian into English (*Nebo u kaljuži* by Sven Popović, and *Starčevačka kultura na lokalitetu Tomašinci-Palača* by Ana Đukić). The discussion focuses on some issues in medical translation. It covers certain theoretical aspects of medical translation, including how it is perceived and possible modes of education and specialization for translators. This is followed by a more practical presentation of what it means to translate for laymen, exemplified by the Cochrane reviews translated as the part of the Master's Thesis.

Sažetak

Ovaj je diplomski rad podijeljen na dva dijela. Prvi uključuje raspravu, a drugi pet prijevoda popraćenih bilješkama. Odlomci dviju knjiga i tri Cochrane sustavna pregleda prevedeni su s engleskoga na hrvatski jezik (*Cultures and Organizations: Software of the Mind. Intercultural Cooperation and Its Importance for Survival* autora Geerta Hofsteda, Gerta Jana Hofsteda, i Michaela Minkova, *A University Education* Davida Willettsa, *Limited versus full sternotomy for aortic valve replacement* Kirmanija, Jonesa, Chunga, Williamsa i Malaisrie, *Early erythropoiesis-stimulating agents in preterm of low birth weight infants* Ohlssona i Aheara, te *Antithrombotic treatment after stroke due to intracerebral haemorrhage* Perrya, Berga, Bowditcha, Forfanga, Rønninga, Hankeya, Villanueve, Al-Shahi Salmana) te su ulomci jedne knjige i jednoga znanstvenog rada prevedeni s hrvatskoga na engleski jezik (*Nebo u kaljuži* Svena Popovića i *Starčevačka kultura na lokalitetu Tomašinci-Palača* Ane Đukić). U raspravi se ukratko iznose neki od izazova i problema koji se susreću pri prevođenju medicinskih tekstova. Rasprava započinje opisom kako je općenito shvaćeno prevođenje tekstova iz područja medicine te navodi neke od mogućih modela obrazovanja i specijalizacije za

prevoditelje. Nakon teoretskog djela slijedi praktičan osvrt na prevođenje medicinskih tekstova za laike na primjeru triju Cochrane sustavna pregleda prevedenih kao dio diplomskoga rada.

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Part One
Discussion

A Brief Overview of Issues in Medical Translation

1. Introduction

Today translation is considered to be more than just an automatic action of transferring corresponding words from the source language (SL) into the target language (TL). This is greatly due to the growth of translation as a field of study and to a variety of approaches to the analysis of translation that have been developed during the past 50 years. Parallel to this theoretical development is a major growth of the language industry, with translation and interpreting becoming one of the fastest growing services. This expansion of the language market happened simultaneously with the development of new technologies and areas of knowledge. This in turn resulted in an increased demand for quality translation in specific areas of knowledge such as marketing or law. One of the areas of knowledge ever-growing in demand is medicine. In my discussion I have focused on the field of medicine and decided to present a brief overview of some of the theoretical and practical issues in medical translation. My choice of the topic is based on the increasing contact that students of translation at the Department of English at the Faculty for Humanities and Social Studies have with medical translation, primary in the form of Cochrane translations. The Cochrane Database of Systematic Review is a site maintained by a non-profit, a non-governmental organization that organises medical research findings and makes them accessible to health professionals and the general public. It became active in Croatia in 2012, and since then numerous articles have been translated in cooperation with students of translation at the Faculty of Humanities and Social Sciences in Zagreb.

I focused on some theoretical aspects of medical translation, how it is perceived, possible modes of education and specialization, as well as the practical side of translating for laymen, exemplified by the Cochrane reviews that I translated as the part of my Master's Thesis.

2. Medicine as a specialized field

Among the different fields of human knowledge and specialization, medicine is perceived as one of the more prestigious ones. This distinction is, in part, a result of the

perceived importance of medicine as a field of study and a practice that directly impacts human life and health (Mičić 3). Because of its importance to the human life, the value attributed to medicine is reflected in the language it uses (Mičić 3). The language of medicine is a specialized language, i.e. a specific discourse used by professionals and specialists to communicate and transfer information and knowledge (Mičić 1). The distinction of medicine as a specialized language is both psychological, in the sense of the great importance attributed to medicine as a practice, and linguistic, in the sense that the language it uses employs “specific vocabulary and certain grammatical and lexical means” (Gjuran-Coha 1). However, due to the rapid development of medicine, new discoveries are being made every day and the need for international collaboration is growing. As a consequence, health professional and translators need to keep up with the subject knowledge and language of medicine in order to produce quality translations. As the need for translations grows, so does the need for translators with competences that will ensure the quality of their translations.

This brings us to one of the most common problems in medical translation – who is allowed to translate medical texts and documentation and how to ensure the quality of medical translations? (Gornicz 3) Answers vary and range between two binary opposites. Some feel that only subject specialists should be allowed to translate medical texts because they are well-versed in the intricacies of the profession. Others feel that most translators should be competent enough to tackle medical translation. One argument in favor of this opinion is that the language of medicine is highly standardized and recorded in large quantities in termbases and published articles, meaning there is an abundance of resources at translators’ disposal (Gornicz 6). Health professionals generally prefer the first option and often argue that, since people’s lives are at stake, medical translations should not be left to lay people. This claim may be biased, but it is not completely unsupported – medicine is a highly specialized field and is becoming more so due to the development of new branches such as molecular biology, genetics and biomedicine (Mičić 3). A huge progress of modern technology and its application in medicine has also been significant, resulting in numerous new terms and practices emerging every day. All of this points towards an increasing need for a certified quality of translations and some institutions have tried to respond to this by implementing different training courses and curricula. The education of specialized translators would present a middle ground between those who believe medical translation should be the domain of health professionals and those who believe any translator should be able to gather

the necessary knowledge from available resources. Before describing a few of the existing courses aimed at training medical translators, perhaps it would be useful to say a few words about translation practice and some of the translation theories that might be relevant for this issue.

3. Translation as a specialized field

While Translation Studies can be considered a relatively new discipline, it has grown to include a multitude of theories that help us better understand the translation process. And while scholars have different conceptions of what constitutes a (good) translation, they all allow for a more complex understanding of translation as a highly adaptable process and an act of communication that requires different translation strategies.

One of the better-known theories that conceptualize translation as a highly dynamic process is the functionalist skopos theory developed in 1970s. It claims that translations are produced for a given purpose (skopos) and determined by the circumstances of their commission. (Vermeer 20) These circumstances are presented in the form of a brief, i.e. a set of instructions that should accompany every translation. The brief should include, among other things, the function of the text, TT receivers and users, the medium, and time and place of publishing. A translator should take each of those elements into consideration when choosing an appropriate translation strategy. Another relevant concept in the skopos theory is Reiss's text typology. She differentiates between three different text types that help translators determine the skopos and appropriate translation methods: informative texts, expressive texts and operative texts. (Reiss, as cited by Munday 72) Among them, the informative type is the most relevant for medical translation. It places the greatest importance on the content of the ST and its faithful representation in the TT, while guided by the norms of target language and culture.

Aside from the theoretical developments that focus on establishing the parameters of a good translation, there have also been attempts at defining what makes a good translation. The European Master's in Translation programme is one of those attempts (EMT). It provides clear guidelines as to what makes a good translator and a good specialised translation by defining six areas of competence: the translation service provision competences, language

competence, intercultural competence, data-mining competence, technological competence, and thematic competence (EMT).

This classification of competences can be applied to medical translation. Out of the six listed competencies some are more general and concern overall skills that are applicable in any field of knowledge and equally relevant for every translation. These include the translation service provision competence (which involves managing skills and market services, i.e. negotiating with a client, managing of time and budget...), technological competence (knowing how to use specific translator tools, i.e. computer-assisted translation software). To an extent, language, intercultural and data-mining competences can also be placed in this category. The reasoning behind this is that each of them has to be actively developed for different thematic fields. As far as intercultural competence is concerned, it isn't as prominent in medical translation as in other kinds of translation, e.g. literary translation. And while cultural mediation is present, e.g. some diseases are less common in certain parts of the world and might have to be additionally explained, the intercultural aspect is not the dominant one. Language competence and data-mining are more pronounced in medical translation. Terminology and style have to be adapted and appropriate for each specific genre – informative texts such as medical prescriptions and medical booklets for children greatly differ.

Among the listed competences, the most relevant for medical translation is thematic competence. It covers knowledge of underlying concepts and subject matter. Apart from thematic competence, other names exist for it, such as subject knowledge/competence and specialised knowledge. Focusing more on the educational aspect, some authors have stressed that thematic competence comprises much more than a static body of knowledge. In their paper on how to encourage the development of thematic competences in students, Paputsevich and Karatkevich argue that the actual merit of thematic competence as such lies in the process of acquiring it, i.e. in the development of analytical and critical skills (135). Depending on the methodology, the process of acquiring thematic knowledge can be highly structured. Unfortunately, the actuality of translation practice often makes this impossible. In practice translators have limited time and acquire knowledge in an unsystematic way. Consequentially, most translators gain only surface thematic competence of most subjects, which is in most cases enough. However, as it was already stated, the amount of necessary subject knowledge

is a point of debate in medical translation. The already mentioned specialisation courses could present a solution to this, as they build up both the linguistic and thematic competences of translators and students of translation.

4. Specialized courses in translation

The advantages of specialized courses can be examined on a theoretical and practical level. As far as theory is concerned, one can refer to the already mentioned study by Paputsevich and Karatkevich. When discussing different approaches to translator training, they suggest

“a framework of mixed focus curriculum for translators’ training when a student’s thematic competence is developed within both translation studies and translation-related subjects. A mixed-focus curriculum is learner-centred and it synthesizes product-oriented and process-oriented approaches. In it much attention is paid to the learner’s needs, which are viewed in a broad, process-oriented way” (2)

Paputsevich and Karatkevich suggest implementing a comprehensive system that would structure the learning process. This would correct the general practice of acquiring technical knowledge in a non-systematic manner. Translation students would be introduced to term-presenting texts such as textbooks that offer a systematic description of some area of knowledge.

Specialization courses are supported by theory is noteworthy, however, it is also worth examining how they are organized in practice. This will be illustrated by two examples. The first is a course in Medical Translation offered to students of Specialised Translation at the Institute of Anthropocentric Linguistics and Culturology (IKLA), University of Warsaw. The second is an English–Hungarian Medical Translator and Interpreter programme at the University of Szeged, Hungary (Gornicz 1, and Keresztes 21).

A course in Medical English offered at the IKLA in Warsaw is an elective course for students with no formal medical background (Gornicz 2). The course is coordinated by Mariusz Gornicz and envisaged as a way of providing students with tools for medical

translation in the form of conceptual knowledge and terminology. The aim of the course is defined as follows: “1) to facilitate comprehension of the conceptual structure of the SL text, and 2) to expedite the retrieval of associated terminology and, by that, to reduce translation time” (Gornicz 2). At the beginning of the course students were given primers with basic information and terminology to quickly familiarise themselves with them. Further coursework included translation of texts on six major organ groups. The same organisation of knowledge is applied in clinical medicine (Gornicz 8). Recreation of the structure of medical textbooks presented students with a systematic manner of acquiring medical content that, at least structurally, matched the one of health professionals. The question that can be raised here is the practicality of such an approach, i.e. the duration of retention – how much thematic knowledge is retained and employed later. Taking into account that we are discussing a specialised course for students, plenty of time could pass before they are faced with a medical text. The knowledge they gained during the course could be lost or replaced which would make the course seem ineffective. However, if we go back to the cognitive approach by Paputsevich and Karatkevich, we can conclude that even if all knowledge is not retained, some useful analytical and critical skills will be developed and in the long-term compensate for the knowledge lost.

The second aim of the course, learning the basic principles of term formation and relations between terms, emphasises this (Gornicz 9).

Students were asked to bold major terms, provide their definitions, TT equivalents, and any additional information they could find. They were also tasked with producing mental maps with associative meanings and marked relations between terms (superordinate and subordinate) (Gornicz 9). Greek and Latin roots of the language of medicine were emphasised, as were the most common prefixes and suffixes used in the formation of new terms. Students were also required to memorise some term formation patterns such as hypo/hyper + name of substance or chemical element (Gornicz 13). The aim of these exercises was to build up the understanding of the basic principles of term formation and term relations in order to reduce translation time.

The overall goal of these exercises is for students to be able to produce natural sounding texts. By recognising the structured and conventionalised nature of medical texts,

this can be interpreted as “compliance with the terminological and textual conventions of the genre in the target language text” (Gornicz 5).

This identifying of linguistic competence as encompassing not only vocabulary and grammar, but also textual patterns and genre conventions might be a good place to introduce the second example of courses in medical translation. The English–Hungarian Medical Translator and Interpreter programme at the University of Szeged, Hungary was initiated 25 years ago for postgraduate students and has since been modified in response to progress in the field of medicine (Keresztes 5). What differentiates it from the IKLA course is emphasis on text genres (Keresztes 5). It places focus on genres that are frequently translated, e.g. research articles, product catalogues, manuals, patient information sheets, informed consent and scientific abstracts (Keresztes 5). According to the course instructor, there are multiple benefits to this:

Genre competence can help the students have a thorough understanding of the socio-linguistic context and acquire bicultural and thematic knowledge as well. [...] It also promotes the development of the capacity to understand, analyse and produce texts that are compatible with the genres and subgenres present both in the source culture and in the culture where the target language is used (Keresztes 4).

Familiarising students with the characteristics of certain genres develops their competence in identifying and resolving key issues. As a consequence, the overall quality of their translations should improve and imitate the ‘natural’ effect of a ST.

5. Cochrane translations

Following this general overview, a brief overview of some relevant issues that come up in practice of translating medical texts is in order. Emphasis will be placed on the target audience and the strategies for approaching it. The examples on which this will be illustrated are borrowed from three Cochrane reviews from the Cochrane Database of Systematic Reviews: Limited versus full sternotomy for aortic valve replacement CD011793, Early erythropoiesis-stimulating agents in preterm or low birth weight infants CD004863, and Antithrombotic treatment after stroke due to intracerebral haemorrhage CD012144.

Cochrane reviews follow a structured model designed to achieve accuracy and consistency in presenting medical findings. This includes a high degree of standardisation and a systematic way of presenting evidence. Cochrane reviews are generally comprised of a review question, study description, and a conclusion. Standardisation is achieved by consistency in presenting evidence, i.e. the use of thematic paragraphs and corresponding subheadings to visually and conceptually organise reviews. Considering this, we can argue that Cochrane reviews can be defined as a separate genre in themselves and that memorising their specific structural and linguistic features can help improve the overall quality of Cochrane translations.

One pre-translation task that should help minimise dilemmas regarding the appropriate translation strategy is consulting the brief, as defined by the skopos theory. Among the information that is supposed to be listed, the target audience and the purpose of the text are of key importance. On the official Cochrane website, they are defined as follows:

Cochrane Reviews have two types of summaries: the scientific abstract, designed for readers with a medical background, and the plain language summary (PLS), intended for the general public. [...] The PLS aims to avoid jargon and instead use commonly understood medical terms where feasible. A PLS should be easy to read by the general public

(Hassan)

This encompasses both elements and clearly defines the purpose and the target audience of Cochrane reviews. Additionally, based on the provided information, we can categorise Cochrane reviews as Reiss's informative text type.

Following the 'brief', another element that needs to be taken into account when forming a translation strategy is register. In the case of Cochrane reviews, this means differentiating between medical jargon health professionals use to communicate among themselves, and general medical terms they use when communicating with patients. As one of our health professionals, Gjuran-Coha, points out, during the communication between doctors and patients, patients are in an inferior position. This is due to their lack of knowledge of the specialized code and because of the power relations dynamic (26). At the School of Medicine in Zagreb, special attention is paid to this imbalance of power and young doctors are educated

on how to linguistically approach their patients (Braš 13). Taking this and the intended target audience of Cochrane reviews into consideration, we can expect a certain degree of mediation in both STs and TTs.

5.1. Mediation on the part of the ST author

One can argue that the intended purpose of Cochrane reviews was taken into account in the STs by looking at the in-text explanations of given medical terms. This is perhaps most evident if we compare two headings each review has. While the first heading uses medical terms, the second is more general and adds explanations for the general public. For example, the title of the first article is:

Limited versus full sternotomy for aortic valve replacement.

The title of the second article is:

Heart surgery for aortic valve replacement through a small incision versus the standard full incision at the front of the chest

We can see that in the second heading “limited sternotomy” and “full sternotomy” are replaced with “small incision” and “standard full incision at the front of the chest”. This descriptive explanation is redundant for health professionals, but a necessity laymen need to follow the review without difficulty. The “aortic valve replacement” was also changed into “heart surgery” in order to accommodate those with less knowledge of biology and human bodies.

The same procedure is used in the heading of the third review:

Antithrombotic treatment after stroke due to intracerebral haemorrhage

Drugs to prevent clots after bleeding in the brain

The subheading is entirely adapted, with every medical term being quite simplified and rewritten so that it can be easily understood without consulting additional resources: “Antithrombotic treatment” became “Drugs to prevent clots” and “stroke due to intracerebral haemorrhage” was described as “bleeding in the brain”.

However, this type of mediation is absent in the heading of the second review:

Early erythropoiesis-stimulating agents in preterm or low birth weight infants

Early erythropoiesis-stimulating agents in preterm or low birth weight infants

Based on this we can conclude that there are some inconsistencies in the way in which authors of the STs present their medical findings. Some other inconsistencies on the level of visual presentation that deviate from the Cochrane ‘genre convention’ can be seen in the layout and subheadings which vary in both content and positioning. However, this is of minor importance. What is of interest here is how these few examples illustrate the adjustment of the register to the target audience.

5.2. Mediation on the part of the translator

We have seen how the STs are adapted according to the target audience. The same is then to be expected from the TTs. Mediation in order to improve clarity and fluency is even encouraged on the official Cochrane website: “You shouldn’t hesitate to change the order of a sentence or add words to clarify meaning, if it will improve the readability of the translation in your language” (Hassan). In order to briefly illustrate this, I have chosen a few examples from my translation of Cochrane reviews. They differ in scope and degree but are illustrative of interventions that aim at improving the overall coherence of reviews.

The first example is borrowed from the first review which compares evidence on the effectiveness of two different surgical approaches to an aortic valve replacement surgery. Among the finding, time patients spend on the heart-lung machine for each type of surgery is compared. Of interest here is the “heart-lung machine”, which supports both the heart and lungs during surgery by providing them with oxygen. In the ST it is only mentioned that it is a machine that supports the heart: “heart-lung machine to support the heart”. However, in the TT I added that it also supports the lungs: “uređaja srce-pluća koji nadomješta rad srca i pluća”. As far as the degree of intervention is concerned, this is a minor one that only makes the implication in the name of the machine explicit.

The second example is from the same review and concerns the following sentence: “The aortic valve prevents blood from flowing backwards from the body back into the heart.” While at the first glance nothing seems to be problematic, minor issues in translating the

phrase “flowing backwards” become apparent when the whole sentence is taken into account. Although, in isolation, “flowing backwards” can be translated simply as “teče unatrag” or as a noun phrase “povratni protok”, in the context it forms uncommon collocations such as “Aortni zalistak onemogućava da krv teče natrag u srce” or “sprječava povratni protok krvi u srce”. The problem here is that the flow of the blood backwards into the heart could be misunderstood as the part of the natural blood flow through the body and heart. The importance of the aortic valve as a means of ensuring a one-way blood flow and preventing the blood from flowing back into the heart through the aorta might be missed. Considering Reiss’s informative text category, a more descriptive translation that explains the importance of the aortic valve seems justified: “Aortni zalistak omogućava jednosmjerni protok krvi aortom iz smjera srca prema drugim dijelovima tijela, odnosno sprječava povratak krvi u srce putem aorte.” This is an example of a more extreme intervention than the first one as it involves adding information that is not present in the ST.

The third example is borrowed from the second Cochrane review. In the ST a term “donor exposure” is used which denotes *the risk of transfusion-transmitted infections. There is no corresponding term in the Croatian language that would carry over either the form or the content. Consequently, I opted for the strategy of paraphrasing the term in a way that would precisely carry over the meaning: “mogućnost zaraze krvlju prenosivom bolesti”*. While this descriptive explanation does not carry over the tenor of the ST, i.e. specialised terminology is replaced with lay vocabulary, it tries to correct the mentioned unequal power relations.

5.3. Acronyms

The last example will serve to illustrate how general linguistic strategies serve to improve the coherence of medical texts for health professionals and laymen. It concerns terminology, more precisely abbreviations and acronyms. In Croatia the standardisation of medical terminology is an ongoing process. There is still no consensus on the framework necessary to achieve this objective. (Gjuran CoHa 1). However, there is one area most health professionals and scholars agree on, and that is the issue of acronyms. The general recommendation is a direct transfer of English acronyms in order to ease international

communication, maintain consistency, and avoid polysemy (Jernej 571). Because of polysemy, it is also suggested to avoid using acronyms whenever possible.

Three acronyms can be found in the given Cochrane reviews: “erythropoietin (EPO)”, “intracerebral haemorrhage: ICH”, “randomised controlled trials (RCTs)”. In all three cases I followed the guideline of leaving the English version of the acronym and translated them as follows: “eritropoetina (EPO)”, “intracerebralnim krvarenjem, ICH”, “relevantna randomizirana kontrolirana pokusa (RCT)”. In two of the three cases I dropped the acronyms from future mention and used full terms. Only in the case of “eritropoetin”, i.e. “EPO”, I kept the English acronym. My decision was based on two factors. The first of them was the low frequency of use of the word “eritropoetin”, making it a less familiar word to the target audience that may interrupt the cohesion of the TT. The second factor also partially based on achieving cohesion is the regular use of the collocation “EPO terapija” in other medical texts. I take the retention of the acronym “EPO” as an example of a deviation from the standard guideline that aims at making the text suitable for the target audience.

6. Conclusion

Translation depends on many factors and criteria for a good translation are highly dependent on the circumstances of commission. This means taking into consideration not only the language pair, but also the source and target circumstances of translation. Additionally, specialized translation presupposes not only the linguistic and professional competences of a translator, but also knowledge of the subject field. This is especially emphasized in medical translation, which is often perceived to be distinct from other specialized fields and a subject of debate. The main issues in medical translation include the discussion on who is allowed to translate medical texts and how to insure the quality of translation. One of the possible solutions to this is the introduction of specialization courses through which translators would develop their linguistic and thematic competences and familiarize themselves with different genres of medical texts. Cochrane translation can be considered as one of those genres aimed not at professional health providers, but at the general public. That means that keeping the target audience in mind, a certain degree of mediation on the part of both STs authors and TTs translators is required.

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Part Two
Translations

Translation 1

Hofstede, Geertm. Hofstede, Gert Jan. Minkov, Michaela. 2010. *Cultures and Organizations: Software of the Mind. Intercultural Cooperation and Its Importance for Survival*, NY: McGraw Hill. pp 108-111

ST	TT	source
baptism	krštenje	Hrvatski jezični portal http://hjp.znanje.hr/index.php?show=search
coded	kodiran	Rječnik sociologije
collective obligation	kolektivna dužnost	https://hrcak.srce.hr/file/151596
collectivist culture	kolektivistička kultura	Rječnik sociologije
collectivist society	kolektivističko društvo	https://repository.ffri.uniri.hr/islandora/object/ffri%3A506/datastream/PDF/view
communicate	komunicirati	Temeljni lingvistički pojmovi
concept	koncept	Rječnik sociologije
culture	kultura	Rječnik sociologije
<i>Eurobarometer</i>	<i>Eurobarometar</i>	europa.eu/rapid/press-release_IP-17-705_hr.pdf
expatriate manager	Menadžer upućen na rad u inozemstvo	https://europa.eu/youreurope/business/staff/posting-abroad/index_hr.htm
face	obraz	https://repozitorij.ffos.hr/islandora/object/ffos%3A2456/datastream/PDF/view
family	obitelj	Hrvatski jezični portal http://hjp.znanje.hr/index.php?show=search
family member	članovi obitelji	Rječnik sociologije

Flash Eurobarometer	Flash Eurobarometar	http://europa.eu/rapid/press-release_IP-17-2127_hr.htm
funeral	sprovod	Hrvatski jezični portal http://hjp.znanje.hr/index.php?show=search
giving face	sačuvati obraz	https://repositorij.ffos.hr/islandora/object/ffos%3A2456/datastream/PDF/view
group	skupina	Rječnik sociologije
guilt	krivnja	https://hrcak.srce.hr/file/248059
harmony	harmonija	https://hrcak.srce.hr/index.php?show=clanak&id_clanak_jezik=93489
high context culture	visokokontekstualna kultura	http://struna.ihjj.hr/naziv/visokokontekstualna-kultura/24997/
host society	zemlja domaćin	https://hrcak.srce.hr/file/260966
host society	zemlja domaćin	https://hrcak.srce.hr/file/260966
individual	individua	Rječnik sociologije
individualist culture	individualistička kultura	https://hrcak.srce.hr/13219
individualist society	individualističko društvo	https://hrcak.srce.hr/13219
information	informacija	Temeljni lingvistički pojmovi
in-group	unutarnja grupa	https://books.google.hr/books?id=SWqNAQAAQB&pg=PA35&lpg=PA35&dq=henri+tajfel+dru%

		C5% A1tvne+grupe&source=bl&ots=991N-7c6jZ&sig=vZ6zaw3x1kgZTwxMOVUBjdyVJB4&hl=hr&sa=X&ved=0ahUKEwih2o2Z2tLZAhWCKI AKHcv3DEMQ6AEIJjAA#v=onepage&q=henri%20tajfel%20dru%C5% A1tvne%20grupe&f=false
institution	institucija	Rječnik sociologije
integrated	integriran	Rječnik sociologije
language	jezik	Temeljni lingvistički pojmovi
leave	dopust	https://www.zakon.hr/z/307/Zakon-o-radu
losing face	izgubiti obraz	https://repozitorij.ffos.hr/islandora/object/ffos%3A2456/datastream/PDF/view
low context culture	niskokontekstualna kultura	http://struna.ihjj.hr/naziv/niskokontekstualna-kultura/24998/
marriage	vjenčanje	Hrvatski jezični portal http://hjp.znanje.hr/index.php?show=search
message	poruka	Temeljni lingvistički pojmovi
norm	norma	Rječnik sociologije
oral communication	govorna komunikacija	Komunikologija: Kratki pregled najvažnijih teorija, pojmova i principa
rules of society	pravila društva	Rječnik sociologije

self-respect	samopoštovanje	Rječnik sociologije
shame	sram	Rječnik sociologije
shame culture	kultura srama	https://hrcak.srce.hr/file/261475
social context	društveni kontekst	Rječnik sociologije
social position	društveni položaj	https://hrcak.srce.hr/119339
socialization	socijalizacija	Rječnik sociologije
survey	anketa	europa.eu/rapid/press-release_IP-17-705_hr.pdf
transfer	prijenos	Temeljni lingvistički pojmovi
value	vrijednost	Rječnik sociologije
word	riječ	Temeljni lingvistički pojmovi
IDV	Indeks individualizma	agreed on the forum
GNI per capita	brutonacionalni dohodak po stanovniku	<i>Glosar bankarstva, osiguranja i ostalih financijskih usluga</i>

U kolektivističkim društvima obveze prema obitelji nisu samo financijske nego i ritualne prirode. Obiteljska okupljanja i događaji poput krštenja, braka te posebice provoda od iznimne su važnosti i ne bi ih se smjelo propuštati. Menadžere iz individualističkih

društavaⁱ upućene na rad u inozemstvo u kolektivistička društva domaćina često iznenade obiteljski razlozi zbog kojih njihovi zaposlenici iz traže dopust.ⁱⁱ Često smatraju da ih zaposlenici pokušavaju prevariti, iako su njihovi razlozi za traženje dopusta uglavnom legitimni.

Osobe iz individualističkih kultura pri susretu imaju potrebu ostvariti govornu komunikaciju. Tišina se smatra neprirodnom, stoga su neobavezni razgovori nužni, iako mogu biti depresivno trivijalni.ⁱⁱⁱ U kolektivističkim kulturama sam čin zajedništva donosi emocionalno zadovoljstvo te nema potrebe za razgovorom ukoliko nema informacija koje treba prenijeti. Raden Mas Hadjiwibowo, poslovni čovjek podrijetlom iz plemićke javanske obitelji iz Indonezije, prisjetio se kako su 1930-ih izgledali posjeti u njegovoj obitelji:^{iv}

Na Javi članovi obitelji nikada nisu trebali najaviti posjet, iako se on lako mogao dogovoriti – telefoni tada još nisu bili u raširenoj uporabi, ali uvijek se po slugama moglo poslati pismo i zatražiti susret. Međutim to nitko nije činio jer nikada nije smatrano da posjet možda ne bi odgovarao drugoj strani. Uvijek je odgovarao, a neočekivani posjetitelji nisu postojali.^v Vrata su uvijek bila (a i dalje su) otvorena.

Goste^{vi} bi se uljudno dočekalo te pozvalo da sjednu. Domaćini bi se zatim požurili presvući iz svakodnevne radne odjeće u nešto prikladnije. Sluga bi bez pitanja servirao kavu ili čaj, a gostima bi se ponudili i keksi. Domaćini bi se u međuvremenu pridružili gostima.

Sjedili smo, ali nitko nije govorio. Tišina nije bila neugodna i nitko zbog nje nije bio nervozan. Tu i tamo izmijenili bismo novosti i mišljenja^{vii}, iako to nije bilo nužno. Voljeli smo vidjeti jedni druge i biti zajedno. Nakon prvotne razmjene novosti, svaka druga komunikacija bila je posve suvišna. Ako netko nije imao što za reći, nije bilo potrebe za ispraznim govorom. Nakon otprilike sat vremena gosti bi zatražili dopuštenje da odu te bi se, zadovoljni posjetom, pozdravili. U manjim se gradovima na otoku Javi i dalje ovako živi.“¹

Ankete koje je Eurobarometar proveo u 19 bogatijih europskih zemalja pokazuju izrazitu razliku u dnevnoj posjećenosti restorana i kafića: u više kolektivistički orijentiranim

¹ Preuzeto iz govora koji je R. M. Hadjiwibowo održao u rujnu 1983. na konferenciji Semafora, neprofitne nizozemske organizacije koja organizira tečajeve menadžmenta za viša rukovodstva. S nizozemskog preveo G.H. uz savjetovanje s autorom.

kulturama ovakav je oblik socijalizacije mnogo češći.² U individualističkim kulturama, ako se ljudi uopće sastaju, čine to kod kuće jer „kod kuće je najljepše“.^{viii}

Američki antropolog i popularni pisac iz S Edward T. Hall (1914. – 2009.) razlikovao je kulture prema kriteriju udjela konteksta u komunikaciji.³ U visokokontekstualnim kulturama malo toga treba biti rečeno i napisano jer se većina informacija ili već nalazi u fizičkoj okolini ili se podrazumijeva da je pojedincima koji komuniciraju poznata. Vrlo mala količina informacija je u kodiranom, eksplicitnom dijelu poruke. Ovakav je način komunikacije čest u kolektivističkim kulturama, a izvrsan je primjer upravo posjet Hadjiwibowe obitelji. U niskokontekstualnim kulturama većina informacija sadržana je unutar eksplicitnog koda, karakterističnog za individualističke kulture. Mnogo toga što je u kolektivističkim kulturama samorazumljivo u individualističkim mora biti izraženo eksplicitno. Prema tome, možemo primijetiti kako su američki poslovni ugovori mnogo dulji od japanskih.^{ix}

Uz harmoniju, još jedan od važnih koncepata kada je riječ o kolektivističkoj obitelji jest *sram*. S druge strane individualistička se društva opisuju kao kulture *krivnje*: osobe koje prekrše društvena pravila često će osjećati krivnju potaknutu individualno razvijenom savjesti koja djeluje poput unutarnjeg moralnog kompasa. Nasuprot njima nalaze se kolektivistička društva koja su kulture *srama*: osobe koje pripadaju zajednici čiji je član prekršio društvena pravila osjećat će sram zbog osjećaja kolektivne dužnosti. Osjećaj srama društvene je naravi, dok je krivnja individualne. Osjećaj srama ovisi o tome da hoće li druge osobe saznati za prekršaj. Time saznanje o prekršaju postaje izvorom srama, a ne sam prekršaj, što kod krivnje nije slučaj. Krivnja je postojana bez obzira na to je li se za prekršaj saznalo ili nije.

Još jedan koncept vezan uz kolektivističku obitelj jest *obraz*. „Gubitak obraza“ u smislu sramote izraz je koji je iz kineskoga jezika dospio u engleski koji dotad nije imao odgovarajuću frazu. Psiholog^x David-Yau-Fai Ho sa Sveučilišta u Hong Kongu oblikovao je sljedeću definiciju: „Obraz je izgubljen kada individua vlastitim djelovanjem ili djelovanjem drugih u njenoj blizini ne ispuni osnovne zahtjeve određene vlastitim položajem u društvu.“⁴ U kineskom jeziku postoji i „davanje obraza“ u smislu davanja priznanja ili prestiža. Ukratko,

² Prema telefonskoj anketi Flash Eurobarometra (241, 2008.) provedenoj u 19 zemalja s brutonacionalnim dohotkom od 19 500 eura po stanovniku, razlika od 72 % u odgovoru na postavljeno pitanje o posjećivanju restorana i kafića objašnjena je niskim indeksom individualizma (IDV). (Izračun Marieke de Mooij)

³ Hall 1976.

⁴ Ho 1976: 867.

obraz opisuje ispravan odnos s društvenom okolinom, što je od ključne važnosti za pojedinu osobu i njenu obitelj.^{xi} Važnost koja se pridaje obrazu proizlazi iz života u zajednici u kojoj postoji iznimna svjesnost društvenog okruženja. Jezici drugih kolektivističkih kultura također imaju riječi približno istog značenja: u grčkom jeziku postoji riječ *philotimo*. Grčko-američki psiholog Harry Triandis zapisao je:

Osoba je philotimos u razmjeru u kojemu se prilagođava normama i vrijednostima drugih članove svoje grupe. Pojam uključuje niz određenih žrtava koje se podnose za članove obitelji, prijatelje, i druge koji su „od važnosti za dobrobit individue“. Primjerice, prema normama tradicionalnih ruralnih Grka i ruralnih Indijaca (kao i mnogih drugih duž područja između njih), očekuje se kako muškarac neće stupiti u brak prije nego se njegove sestre udaju i dobiju odgovarajući miraz⁵.

Odgovarajuća karakteristika koja u individualističkim društvima korelira gore spomenutoj je poštovanje prema samome sebi.^{xii} Njega ponovno definira sama individua, za razliku od obraza i *philotima* koji se definira prema društvenom okruženju.

Kolektivističke zajednice uglavnom stvaraju bliske odnose, poput obiteljskih, s osobama s kojima nisu u krvnom srodstvu, ali su integrirane u unutarnju zajednicu. U latinskoj Americi takav se društveni odnos ostvaruje kroz instituciju *compadres* i *comadres* prema kojima se odnosi kao da su u krvnom srodstvu, iako nisu. Sličan je odnos i *kumova* i *kuma* koji ima dugu tradiciju u katoličkim i ortodoksnim zemljama Europe.^{xiii} U Japanu su mlađi sinovi postajali naučnici majstora zanata kroz sličan oblik posvojenja. Slični su običaji postojali u središnjoj Europi tijekom srednjega vijeka.^{xiv}

⁵ Triandis 1972: 38.

Resources

A) Monolingual dictionaries:

- Anić, Vladimir. Rječnik hrvatskoga jezika. Novi Liber, 1994.

B) Bilingual dictionaries:

- Bujas, Željko. Veliki hrvatsko-engleski rječnik. Zavod Globus, 2008.

C) Online dictionaries and termbases:

- <http://eurovoc.europa.eu/drupal/?q=hr>
- <http://hjp.znanje.hr/?show=baza>
- <http://iate.europa.eu/SearchByQueryLoad.do?method=load>
- <http://struna.ihjj.hr/>
- <http://www.enciklopedija.hr/>
- http://www.mvep.hr/files/file/publikacije/GLOSAR_bankarstva_osiguranja_i_ostalih_financijskih_usluga.pdf
- <https://www.coe.int/t/dg3/sscssr/Source/GlossCRO.pdf>
- <https://www.proz.com/search/>
- https://www.dzs.hr/app/rss/rjecnik_hr-en.html

D) Scientific articles:

- Šušnjar, Aleksandar. Utilitarizam, moralne intuicije i rješenja moralnih sukoba. <https://repository.ffri.uniri.hr/islandora/object/ffri%3A506/datastream/PDF/view>
- Jeknić, Ranka. Individualističke i kolektivističke kulture u kontekstu globalizacije: Hofstedeov model i njegova Kritika. <https://hrcak.srce.hr/13219>
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- Abercrombie, Nicolas; Hill, Stephen; Turner, Bryan. Rječnik sociologije. Jesenski i Turk, 2008.
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- Pranjković, Stjepanka. Strategije uljudnosti i prevođenje. <https://repositorij.ffos.hr/islandora/object/ffos%3A2456/datastream/PDF/view>
- Dimković, Borislav. The Social Position of the Farm Woman. <https://hrcak.srce.hr/119339>

- Milardović, Anđelko. Stranac i društvo: Fenomenologija stranca i ksenofobije. <https://books.google.hr/books?id=SWqNAQAAQBAJ&pg=PA35&lpg=PA35&dq=henri+tajfel+dru%C5%A1tvene+grupe&source=bl&ots=991N-7c6jZ&sig=vZ6zaw3xlkgZTwxMOVUBjdyVJB4&hl=hr&sa=X&ved=0ahUKEwih2o2Z2tLZAhWCKlAKHcv3DEMQ6AEIJAA#v=onepage&q=henri%20tajfel%20dru%C5%A1tvene%20grupe&f=false>
- Tognacci, Stefano. *PSIHOLOGIJA SRAMA: GLAVNI PSIHOLOGIJSKI I KULTUROLOŠKI VIDOVI*, <https://hrcak.srce.hr/file/248059>
- Urlić, Ivan. ISKUSTVA GRUPNOG ANALITIČARA U MULTIKULTURNIM I TRANSKULTURNIM ASPEKTIMA GRUPNE PSIHOTERAPIJE, <https://hrcak.srce.hr/file/261475>

E) Books

- Trask, Robert Lawrence. Temeljni lingvistički pojmovi. Školska knjiga, 2005.
- Čerepinko, D.. Komunikologija: Kratki pregled najvažnijih teorija, pojmova i principa. Veleučilište u Varaždinu, 2012.

F) Web sites:

- <https://www.zakon.hr/z/307/Zakon-o-radu>
- https://europa.eu/youreurope/business/staff/posting-abroad/index_hr.htm

Translation 2

Willets, David. 2017. *A University Education*. Oxford: Oxford University Press. pp 141-146

ST	TT	source
academic standard	akademski standard	http://www.unizg.hr/fileadmin/rektorat/O_Sveucilistu/Dokumenti_javnost/Dokumenti/Javne_rasprave/Pet_strateskih_dokumenata_01.2014/U_svojene_strategije_2014/01_Strategija_razvoja_podrske_studentima_finalno_nakon_javne_rasprave.pdf
benefit	prednost	<i>Glosar bankarstva, osiguranja i ostalih financijskih usluga</i>
campus novel	akademski roman	https://hrcak.srce.hr/112202
coalition government	koalicijska vlada	Hrvatska enciklopedija
college	fakultet	group consultation
comparable group	usporediva skupina	https://curia.europa.eu/jcms/jcms/P_151303/fr/
compulsory education	obavezno školovanje	https://narodne-novine.nn.hr/clanci/sluzbeni/2008_07_87_2789.html
computer architecture	<i>arhitektura računala</i>	Englesko-hrvatski i hrvatsko-engleski informatički rječnik
degree	diploma	IATE
developed country	razvijena zemlja	IATE
developing country	zemlja u razvoju	IATE
direct effect	izravni učinak	STRUNA
earnings	zarada	www.staro.rifin.com/root/tekstovi/casopis_pdf/ek_ec_563.pdf
economic benefit	ekonomska korist	https://www.bib.irb.hr/379373

economic effect	ekonomski učinak	https://bib.irb.hr/datoteka/739093.Diplomski_rad_Britvi_Antea_Odsjek_za_psihologiju.pdf
economic effect	ekonomski učinak	https://www.bib.irb.hr/87511
economic reductionism	ekonomski redukcionizam	https://hrcak.srce.hr/file/24360
economist	ekonomist	http://www.asoo.hr/UserDocsImages/Kurikulu_mi/K_Ekonomist_za%20odobrenje.pdf
Education Authority	nevladina udruga za obrazovanje	www.propisi.hr/print.php?id=12674
education institution	ustanova visokog obrazovanja	http://eur-lex.europa.eu/legal-content/HR/TXT/HTML/?uri=CELEX:32013R1288&qid=1520809973385&from=EN
empirically	empirijski	http://darhiv.ffzg.unizg.hr/5835/
employee	zaposlenik	IATE
employer	poslodavac	Eurovoc
entrance exam	prijemni ispit	https://www.bib.irb.hr/477458
entrepreneur	poduzetnik	<i>Glosar bankarstva, osiguranja i ostalih financijskih usluga</i>
exam	ispit	Bujas
gain	dobitak	<i>Glosar bankarstva, osiguranja i ostalih financijskih usluga</i>
GDP	BDP	<i>Glosar bankarstva, osiguranja i ostalih financijskih usluga</i>
grammar school	gimnazija	group consultation
grant	stipendija	Eurovoc

health capital	zdravstveni kapital	https://www.bib.irb.hr/379761
higher education	visokoškolsko obrazovanje	Eurovoc
hourly wage	nadnica po satu	Eurovoc
human capital	ljudski kapital	www.staro.rifin.com/root/tekstovi/casopis_pdf/ ek_ec_563.pdf
human capital theory	teorija ljudskog kapitala	www.staro.rifin.com/root/tekstovi/casopis_pdf/ ek_ec_563.pdf
iliteracy	nepismenost	Bujas
increase	povećanje	<i>Glosar bankarstva, osiguranja i ostalih financijskih usluga</i>
indirect effect	neizravni učinak	STRUNA
institute	uvesti	Hrvatska enciklopedija
loan	zajam	<i>Glosar bankarstva, osiguranja i ostalih financijskih usluga</i>
M1	Autocesta M1	https://web.archive.org/web/20021104195212/ http://www.iht.org/motorway/m1m10m45.htm
means-tested grant	stipendija za studenta slabijeg socio-ekonomskog statusa	http://www.unizg.hr/nc/vijest/article/natjecaj- za-stipendije-sveucilista-u-zagrebu-za-ak-god- 20172018/
modern capitalism	moderni kapitalizam	www.noviekonomist.info/ojs/article/download/1 6/18.pdf
modern economy	moderno gospodarstvo	https://hrcak.srce.hr/file/47422

non-economic effect	neekonomski učinak	https://bib.irb.hr/datoteka/739093.Diplomski_rad_Britvi_Antea_Odsjek_za_psihologiju.pdf
OECD	OECD	IATE
OECD	Organizacija za gospodarsku suradnju i razvoj	IATE
positional good	pozicijsko dobro	https://www.coe.int/t/dg3/sscsr/Source/GlossCRO.pdf
positive externality	pozitivni vanjski učinak	http://www.aztn.hr/uploads/documents/dp/prije vodi/Istrazivanje_i_razvoj_1.pdf
private education	privatno školstvo	Eurovoc
public education	državno školstvo	EuroVoc
<i>purchasing power parity</i>	paritet kupovne moći	https://www.dzs.hr/app/rss/rjecnik_izlist.aspx
self-employed worker	samostalni djelatnik	Eurovoc
signal	signalizirati	http://darhiv.ffzg.unizg.hr/5835/
signalling	signalizacija	http://darhiv.ffzg.unizg.hr/5835/
social capital	socijalni kapital	STRUNA
social mobility	društvena pokretljivost	Eurovoc
social phenomenon	društvena pojava	Struna
social reform	socijalna reforma	www.narodni-list.hr/posts/82355001
standard	standard	STRUNA

students	studenti	Hrvatska enciklopedija
technologist	tehnolog	https://narodne-novine.nn.hr/clanci/sluzbeni/full/1998_08_111_1506.html
university	sveučilište	Eurovoc
University of Warwick	Sveučilište Warwick	http://educationbro.com/hr/universities/united-kingdom/university-of-warwick/
value	vrijednost	STRUNA
value	vrijednost	<i>Glosar bankarstva, osiguranja i ostalih financijskih usluga</i>
value added per hour	dodana vrijednost za sat rada	https://eur-lex.europa.eu/legal-content/HR/TXT/?uri=CELEX%3A01996R2223-20130701
wage premium	premija na plaću	www.ijf.hr/upload/files/file/OP/23.pdf
York University	<i>Sveučilište York</i>	http://educationbro.com/hr/universities/canada/york-university/
A level	A level	group consultation

Nešto za razmotriti^{xv}

Prepoznavanje niza prednosti koje dolaze uz visokoškolsko obrazovanje – kako općih tako i osobnih, *ekonomski i neekonomski usmjerenih* – trebalo bi zadovoljiti i najveće kritičare ekonomskog redukcionizma poput Stefana Collinija koji upozorava: “Moramo pokazati kako je visokoškolsko obrazovanje i od opće, ne samo osobne koristi te da ona nije izražena samo kroz ekonomsku koristi.”^{6xvi} S time se ne slažu ekonomisti, koji bez diskriminacije ekonomskim kriterijima mjere oblike koristi koji nisu ekonomske prirode.^{xvii} Tako je Walter McMahon primijenio teoriju ljudskog kapitala

⁶ Collini, Stefan. What are Universities for? Penguin, 2012. str. 99.

na visoko obrazovanje te pokušao uvidjeti na koje sve načine visokoškolsko obrazovanje pridonosi kvaliteti života. Na primjer, možemo pretpostaviti da dodatna godišnja zarada od 25 000 funti produžuje životni vijek za dvije godine te da bez obzira na plaću osobe koje su diplomirale u prosjeku žive dvije godine dulje od onih koje nisu diplomirale.^{xviii} Mogli bismo reći kako studiranje ima direktan učinak na životni vijek istovjetan onom dodatne godišnje zarade od 25 000 funti. Visokoškolsko obrazovanje također pridonosi rastu plaća što ponovno produljuje očekivani životni vijek te se može smatrati indirektnim učinkom studija. Možda ovakvo računanje produljenog životnog vijeka i nije najsretnije rješenje, ali predstavlja dobronamjerni pokušaj uspostave općeprihvaćenog modela prema kojemu bi se mogli utvrđivati razmjeri ekonomskih i neekonomskih učinaka. Rezultati su pak zapanjujući: učinci koje smatramo neekonomskim razmjerski su mnogo veći od konvencionalnih ekonomskih učinaka. Čini se kako je napredak po pitanju zdravstvenog i socijalnog kapitala čak i veći od vrijednosti premija na plaće.⁷

Ovo pridonosi argumentu kako bi se više ljudi trebalo odlučiti na visokoškolsko obrazovanje te ukazuje na razloge zbog kojih je uklanjanje ograničenja na broj studenata jedna od velikih društvenih reformi koalicijske vlade Ujedinjene Kraljevine^{xix} koja je na vlasti bila od 2010. do 2015. godine. Sada moramo promotriti dva različita argumenta protiv studiranja koja su postavili uglednih i istaknuti teoretičari.^{xx}

Kingsley Amis: „Više će značiti lošije“

Sretni Jim (Lucky Jim) poznat je akademski roman.^{xxi} Ovaj roman čija je radnja smještena u provincijsko englesko sveučilište netom nakon završetka rata, istovremeno je humorističan te pruža uobičajenu kritiku modernih sveučilišta. Značajan je opis pada standarda uslijed sve većeg broja upisanih studenata:

„Tako je svagdje kamo god pogledaš; ne samo ovdje nego i na svim provincijskim sveučilištima. Nije valjda jedino u Londonu i u Škotskoj. Ali zaboga, pođi kamo god hoćeš i probaj koga izbaciti samo zato što je preglup da polaže ispite – prije bi mogao najuriti kojeg profu. Sve je to zato što toliko studenata dobiva državne stipendije [...] Čovjek može donekle shvatiti stanovište ministarstva prosvjete: „Mi plaćamo Johnu Smithu da studira na vašem sveučilištu i vi nam sad, poslije sedam godina, javljate da on nikada neće dobiti diplomu. Vi rasipate naš novac.“ Ako uvedemo prijemne ispite

⁷ McMahan, Walter. Higher Learning, Greater Good. str. 173.

da odstranimo one koji ne znaju pisati ni čitati, broj će upisanih pasti na polovinu i polovina će nas izgubiti posao.“^{8xxii}

Ovo su riječi izmišljenog lika, ali i sam je Amis svojim riječima izrazio isto:

„Problem nije samo nepismenost, pa čak ni shvaćanje nepismenosti kao nerazumijevanja osnovna predmeta i nesposobnosti pravilne uporabe jednostavnih^{xxiii} riječi poput goes (ide) i its (njegov/svoj).^{xxiv} Ipak bih za sada želio naglasiti činjenicu o nepismenosti onima koji na sveučilišta gledaju samo statistički. Onim kvantitativnim umovima koji vjeruju kako Britanija u broju diplomiranih studenata zaostaje za Amerikom i Rusijom te da ih mora sustići time što će izgraditi još više fakulteta na kojima će diplomirati još više studenata znači da ćemo imati još više inženjera (oni nam posebice trebaju) i još više učitelja...VIŠE će značiti LOŠIJE...Prilično sam uvjeren u to da će dodatno sniženje kriterija potrebnih za upis tolikih studenata bespovratno narušiti akademske standarde.⁹

Gore navedeni argumenti poznati su nam i danas, iako ih nitko do Amisa nije tako slikovito izrazio.^{xxv} No zapitajmo se kada je to fiktivni lik iz *Sretnog Jima* rekao kako bi se prijemnim ispitom koji bi eliminirao one koji ne znaju pisati ni čitati prepolovio broj upisanih studenata. Roman je objavljen 1954. kada je 3,4 % stanovništva studiralo^{xxvi}, a kada je sam Amis tvrdio da sveučilišta „već uglavnom primaju sve koji znaju čitati i pisati“?¹⁰ Godine 1960. kada je oko 5 % stanovništva pohađalo sveučilište te ih godišnje diplomiralo oko 40 000.

Danas gotovo 50 % mladih u Britaniji studira te ih oko 400 000 godišnje diplomira na sveučilištima. Smatram da se čak i najveći protivnici širenja sveučilišta ne slažu s time da bi broj studenata uistinu trebalo smanjiti za preko 90 % i vratiti se standardima iz 1950-ih. Uostalom^{xxvii}, i sam je Kingsley Amis smatrao kako je stanje već 1954. bilo nepopravljivo. S druge strane, skeptici prema visokoškolskom obrazovanju danas imaju pozitivnu predodžbu 1950-ih te smatraju kako su standardi tada bili bolji. Amis je bio suprotna mišljenja, tvrdeći kako je već 1950-ih u doba gimnazija^{xxviii} i prije Robbinsova izvještaja o otvaranju sveučilišta situacija bila loša.^{xxix} Smatrao je kako su standarde snizili studenti koji su primali stipendije

⁸ Amis, Kingsley. Gollanez, 1954. str. 170.

⁹ Amis, Kingsley. Lone voices: views of the 'fifties'. // Encounter, 1960. str. 6.–11.

¹⁰ Isto: str. 9.

lokalnih vlasti, odnosno učenici kojima je vlast platila i gimnazijsko školovanje.¹¹ Uistinu, društvena pojava koja stoji iza *Sretnog Jima* i koju Amis smatra razlogom kompromitiranja standarda je dolazak učenika koji su pohađali provincijalne gimnazije na sveučilišta. Pojava je to koju neki nostalgičari danas slave kao trijumf poslijeratne društvene pokretljivosti, zbog čega ni oni ne mogu prihvatiti istinitost Amisove tvrdnje. Uostalom, osnivanje sveučilišta poput Warwicka i Yorka ranih 1960-ih nije rezultiralo dekadencijom kako se Amis pribojavao. Ako njegove tvrdnje nisu stajale ni tada, lako je moguće da ne stoje ni danas.

Pesimisti bi mogli reći kako će ovoga puta biti drugačije, kako će strahovi ovoga puta biti opravdani. Teška je to filozofska zagonetka: kako dokazati promjenjivost pojava – da je nešto moglo do sada biti zeleno, ali da će ubuduće biti plavo.^{12 xxx} Neki pesimist tvrde upravo to – da će se situacija promijeniti te da će ovoga puta strahovi biti opravdani. Možemo im odgovoriti kako smo već čuli ta upozorenja i kako situacija nikada nije bila tako loša koliko su se pribojavali te da nam stoga moraju dokazati zašto su ovoga puta u pravu. Pesimisti tvrde kako je očito da će povrat koristi pasti ako se više ljudi odluči na studij. Već smo pokazali kako to nije točno te kako je potražnja za diplomiranim studentima porasla, a korist ostala velika. Postoji još jedna inačica ovoga prijedloga koja aritmetički mora biti istinita. Kako sve više diplomiranih studenata čini nacionalni prosjek, sve je teže izdvojiti one koji se iznad njega izdižu. Usporediva skupina koja obuhvaća osobe koje su srednjoškolsko obrazovanje završile s dva *A level* ispita više razine i mogle su otići na studij, a nisu, sve je manja. Međutim, bez obzira na manjak usporedivih skupina, i dalje možemo prikazati kako osobe s diplomom prolaze bolje od onih koje je nemaju. To nas upućuje na to da je visokoškolsko obrazovanje postalo toliko uobičajeno da sam neodlazak na studij postaje neuobičajen – nešto nalik tomu da je osoba pušač, u braku prije 20-e godine, ili nekom drugom obliku ponašanja koji je bio uobičajen u stare dan prije nego je visokoškolsko obrazovanje postalo širom dostupno.

Kingsleyju Amisu ipak moramo priznati nešto iznimno značajno. Bez obzira na njegove strahove oko posljedica, prvi je pisac koji je uočio veliku školsku i društvenu promjenu u poslijeratnoj Britaniji – pomak od elitnog do široko dostupnog visokoškolskog

¹¹ "Godina 1958. i 1959. 54 000 studenata primalo je stipendije lokalnih vlasti za studente slabijeg socio-ekonomskog statusa (takozvane stipendije grofovija (*county scholarship*)) koje su pokrivale troškove školarine i života. Uz njih, još je 12 000 studenata primalo državne školarine." Hillman, Nicolas. From grants for all to loans for all: undergraduate finance from to the implementation of the Anderson Report (1962) to the implementation of the Browne Report 2012. // *Contemporary British History*, 27/3(2013), str. 253. Studenti koji su primali stipendije čili su više od polovine sveukupnih studenata.

¹² Goodman, Nelson. *Fact, Fiction and Forecast*. Harvard University Press, 1983.

obrazovanja. Ta ključna promjena u karakteru sveučilišta nije dovoljno naglašena i istražena. Kada vidimo fotografije autoceste M1 pokraj grada Lutona netom nakon njenog otvaranja 1960. može nas začuditi kako je tiha i prazna te si zamisliti kako njome samotno i mirno vozimo. Predviđalo se da će autocestom dnevno prolaziti 20 000 automobila, a danas se njome vozi 140 000 – što je eksponencijalni rast nalik onom u visokoškolskom obrazovanju. Međutim, povratka nema i kada bismo bili taj osamljeni vozač, bili bismo u veoma drugačijoj i siromašnjoj zemlji od ove u kojoj danas uživamo (ili bismo pomislili da nas nitko nije obavijestio o izbijanju epidemije). Nemamo samo više sveučilišta i automobila, imamo i više televizijskih kanala, putovanja u inozemstvo, supermarketa, informacija, knjiga i filmova – pomak od elitnog prema popularnom jedno je od obilježja modernog kapitalizma i ne bi ga trebali sprječavati ni u visokoškolskom obrazovanju niti u bilo kojem drugom području.

Prigovor Alison Wolf: sve je to samo signaliziranje

Postoji i prilično drugačija i sofisticiranija kritika širenja školstva, osobito visokog. Alison Wolf u svojoj inovativnoj knjizi *Does Education Matter? (Koliko je obrazovanje važno?)* tvrdi kako smisao obrazovanja nije dobivanje znanja nego signalizacija pameti polaganjem ispita i studiranjem na sveučilištima na koje se teško upisati.¹³ Sukladno tome, studiranje se isplati jer je ono forma^{xxxi} kojom u modernom gospodarstvu poručujemo da smo pametni. Prema teoriji signalizacije na studiju se zapravo ne nauči mnogo – nema pravog napretka u smislu ljudskog kapitala. Wolf smatra da je studiranje od osobne koristi te da je pogrešno zbrajati pojedine slučajeve osobne koristi i smatrati ih općekorisnima, odnosno smatra da je studiranje osobna korist proizašla iz dostupnosti pozicijskih dobara. Njene tvrdnje imaju određene prednosti i teško ih je pobiti jer kao i teorija ljudskog kapitala predviđaju veću zaradu studentima koji diplomiraju, samo što prema njima zarada proizlazi iz drugih razloga. Prema tome, usprkos postojanju stvarne zabrinutost oko kvalitete visokoškolskog obrazovanja, sveučilišta se njome ne moraju previše zamarati. Razlog je u tome što iako ne pružaju prednost u obliku znanja, otvaraju mogućnost stupanja u kontakt s dobrim poslodavcem.

Teorija signalizacije Alison Wolf dobila je na uvjerljivosti jer odgovara karijerama velikih poduzetnika u području tehnologije. Steve Jobs, Bill Gates i Mark Zuckerberg odustali su od studija. Navodno je Steve Jobs čak preporučio studentima da nakon što dokažu da su

¹³ Alison Wolf, *Does Education Matter? Myths about Education and Economic Growth* (Penguin, 2002)

dovoljno pametni time što su upisali studij, odustanu od njega i posvete se nečemu produktivnijem. Međutim, upravo nas iskustva tih poznatih američkih poduzetnika upućuju na to zašto je dobro ostati na studiju. Kako je jedan američki poduzetnik koji je nedavno odustao od studija izjavio: „Svi su se oni dosjetili tih ideja za vrijeme studija. Okolina intenzivnog druženje i suradnje te zajednica unutar formalnog obrazovnog sustava stvara određenu atmosferu koja je poticajna za razvoj ideja.“¹⁴ Uostalom, bismo li imali prekrasnu Appleovu tipografiju da Steve Jobs nije nastavio ići na predavanja o kaligrafiji na Reedsu i nakon što je odustao od studija?

Studije pokazuju kako visoko obrazovanje i osposobljavanje podižu produktivnost u poduzećima jer bolje školovani zaposlenici posjeduju mnoge korisne informacije i vrijedne vještine. Ono što je još više poticajno je to što ova prednost u ljudskom kapitalu donosi prednost cjelokupnom poslovanju. Porast od jedan posto u osposobljavanju povezuje se s porastom dodatne vrijednosti za sat rada od 0.6 % te porastom nadnice po satu od 0.3 %. To predstavlja još jedan dokaz da čak i osobe koje nisu diplomirale imaju korist od rada uz one koje jesu. Ovakav skok u produktivnosti stvaran je i ne može biti posljedica samo signaliziranja.¹⁵

^{xxxii}Teoriju signalizacije empirijski je testirao Ian Walker proučavajući podizanje dobne granica obaveznog školovanja s 15 na 16 godina u Engleskoj. Prema teoriji signalizacije, podizanje dobne granice ne bi utjecalo na općenito povećanje plaća učenika jer se veća zarada ne temelji na količini znanja koju bi učenici dobili još jednom obaveznom godinom školovanja nego na ispunjenju forme dodatnog školovanja. To bi značilo da bi za dodatnu zaradu učenici morali ostajati u školskom sustavu nakon nove dobne granice od 16 godina. Međutim to se nije pokazalo istinitim te su i učenici koji su ostali u školskom sustavu do 16. godine imali veće plaće.^{16xxxiii} Još jedna grupa na kojoj se ispitala teorija signalizacije

¹⁴ Adam Pritzker, jedan od osnivača privatne obrazovne organizacije *General Assembly*, citat iz *Financial Times*, 7 studenog 2011.

¹⁵Istraživački rad pokazuje kako zapošljavanje obrazovane radne snage rezultira “pozitivnim vanjskim učincima”. Usp: Dearden...[et al]. The Impact of training on productivity and wages: evidence from British panel data. // *Oxford Bulletin of Economics and Statistics*, 68/4(2006), str. 397. –421.

¹⁶ Harmon; Walker. Estimates of the economic returns to schooling for the United Kingdom. // *The American Economic Review*, 85/5(1995), 1278.–86., Chevalier; Harmon; Walker; Zhu. Does education raise productivity or just reflect it? // *Economic Journal*, 114(2004), str. 49. Željelo se provjeriti hoće li se produljenjem obaveznog školovanja za jednu godinu povećati i količina znanja onih koji nastavljaju školovanje nakon 16. godine. Također, ako je veća zarada uvjetovana relativnim znanjem koje se dobiva dodatnim školovanjem, tada je produljenje obaveznog školovanja trebalo dovesti do preraspodijele unutar školskog sustava. To se nije dogodilo te prema tome vidimo kako su predviđanja teorije signalizacije pogrešna. Usp. Card, David. Education Matters. // *The Milken Institute Review* 4 (2002), str. 73.–7.. Vidi I Krueger; Landahl; Education for growth. str. 1101.–36.

su samostalni djelatnici kod kojih bi se u nedostatku poslodavca očekivalo manje signalizacije. Međutim ne postoji značajna razlika između zarade samostalnih djelatnika i zarade zaposlenika s odgovarajućim obrazovanjem i radnim mjestima.¹⁷

Od iznimne je važnosti promotriti i doprinos koji je školstvo dalo razvoju Azije. Južna Koreja tipičan je primjer koji dobro pokazuje dobit od školstva. Godine 1950. BDP Južne Koreje iznosio je 850 dolara po stanovniku. S Korejom je usporediv BDP Nigerije koji je iznosio 750 dolara. Do 2005. u Južnoj Koreji BDP po stanovniku porastao je na 17 000 dolara, a u Nigeriji ostao na niskih 1 350 dolara.¹⁸ Jasno je kako je Južna Koreja iz zemlje u razvoju prešla u razvijenu zemlju. U okviru tog procesa povećao se i postotak mladih Južnokorejaca s visokoškolskim obrazovanjem koji je porastao s nešto više od 30 % 1990. do 64 %.¹⁹ To je najveći postotak rasta među državama članicama Organizacije za gospodarsku suradnju i razvoj (OCDE). Rast je Koreji omogućio ne samo preobrazbu gospodarstva razvojem visokotehnoloških tvrtki poput Samsunga, nego i preobrazbu i globalizaciju kulture. Pjesma *Gangam Style* potječe iz okruga u kojem se nalazi najveća koncentracija korejskih obrazovnih ustanova te iz kojega dolazi najveći udio mladih koji pohađaju elitna sveučilišta. Upravo to pridonosi samoironiji koja je ključna odlika autora pjesme Psy. Psyev videospot „sломio“ je YouTube početkom prosinca 2014. kada je pogledan više od dvije milijarde puta, što je maksimalan broj u izvornoj 32-bitnoj arhitekturi računala. Boris Johnson video je proglasio kulturnim remek-djelom 2012.: “Korejci su toliko prokleta pametni da ne samo da proizvode jeftine i dobre aute, mogu proizvesti i hit za vrh ljestvice.”²⁰

¹⁷ Harmon; Walker. The returns to education: microeconomics. // Journal of Economic Surveys, 17/2(2003), str. 11.–53.

¹⁸ Međunarodni paritet kupovne moći 1990. izražen u dolarima. Podaci preuzeti iz pregleda BDP-a Agnusa Maddisona. Vidi:

<http://www.worldeconomics.com/Data/MadisonHistoricalGDP/Madison%20Historical%20GDP%20Data.efp> (pristupljeno 29. prosinca 2014.)

¹⁹ Korea-County Note-Education at a Glance 2013: OECD Indicators. OECD. 2013. str. 3.

²⁰ Johnson, Boris. // Daily Telegraph (23. prosinca 2012.)

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- https://narodne-novine.nn.hr/clanci/sluzbeni/2008_07_87_2789.html
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ST	TT	source
arheološke strukture	<i>archaeological structure</i>	https://books.google.hr/books?isbn=0521380766
arheološki materijal	archaeological material	Archaeological Glossary
atribut	attribute	https://www.google.hr/url?sa=t&rct=j&q=&esrc=s&source=web&cd=4&cad=rja&uact=8&ved=0ahUKEwi_4cbT6ZnaAhXSzqQKHZKRBQgQFgg6MAM&url=https%3A%2F%2Fhrcak.srce.hr%2Ffile%2F40670&usg=AOvVaw1GIH2evoG_3zGpt4J6Nmg0
baza	base	https://hrcak.srce.hr/file/123003
bradva	pick	struna
brusiti	abrade	https://archaeologywordsmith.com/lookup.php?category=&where=headword&terms=abrade
čjelina	unit	Archaeological Glossary
čekić	hammer	https://hrcak.srce.hr/file/77514
dijametar	diameter	Archaeological Glossary
dimenzija	dimension	https://hrcak.srce.hr/112040
dlijeto	chisel	https://hrcak.srce.hr/file/77514
dubina	depth	Archaeological Glossary
dužina	length	Archaeological Glossary
figurina	figurine	Archaeological Glossary
fina faktura	fine texture	https://hrcak.srce.hr/file/123002
funkcija	function	https://hrcak.srce.hr/file/123002
glačalica	polisher	https://hrcak.srce.hr/file/278894
grobna jama	grave pit	Archaeological Glossary
gvaljasti uteg	ball shaped weight	group consultation
jama	pit	Archaeological Glossary
kalupasti klin	Shoe-last wedge	https://books.google.hr/books?id=dnNTDwAA

		QBAJ&pg=PA53&lpg=PA53&dq=%22shoe-last+wedge%22&source=bl&ots=xmNfd7GqLn&sig=y6-Nqp75iJdVCAj1aQEeCVmtqxU&hl=hr&sa=X&ved=0ahUKEwi92LTq87TaAhUFMewKHdz-BksQ6AEIPzAJ#v=onepage&q=%22shoe-last%20wedge%22&f=false
kategorija	category	https://hrcak.srce.hr/50512
keramička posuda	ceramic vessel	Archaeological Glossary
konični oblik	conical shape	http://www.dictionary.com/browse/conical
kuglasto	spherical	Archaeological Glossary
kupola	dome	https://hrcak.srce.hr/file/123002
lokalitet	site	Archaeological Glossary
lonac	pot	https://hrcak.srce.hr/file/123003
materijalni trag	material trace	https://link.springer.com/article/10.1007/s10816-005-8461-3
nalaz	find	https://hrcak.srce.hr/file/123002
naselje	settlement	https://hrcak.srce.hr/file/123002
noga	foot	https://hrcak.srce.hr/file/123003
očuvanje	preservation	https://hrcak.srce.hr/file/1410
okomiti tkalački stan	vertical loom	http://www.jstor.org/stable/27926161?seq=1#page_scan_tab_contents
oruđe	tool	https://hrcak.srce.hr/file/77514
pečenje	firing	https://hrcak.srce.hr/file/123003
peć	kiln	https://hrcak.srce.hr/file/123003
perforacija	perforation	https://archaeologywordsmith.com/lookup.php?category=&where=headword&terms=perforation
petrološki	petrological	https://pubs.geoscienceworld.org/gsa/gsabulletin/article-abstract/110/5/553/183376
PN	SF	agreed on Omega

pokretni nalaz	moveable find	https://hrcak.srce.hr/82695
posuda	vessel	Archaeological Glossary
posuda	vessel	Archaeological Glossary
površina	surface	https://hrcak.srce.hr/file/123003
predmet	find	Archaeological Glossary
predmet	artefact	https://hrcak.srce.hr/file/123002
pršljen	spindle	https://hrcak.srce.hr/index.php?show=clanak&id_clanak_jezik=279106
recipijent	recipient	https://hrcak.srce.hr/index.php?show=clanak&id_clanak_jezik=1551
SJ	NP ^{xxxiv}	consulted an expert (professor dr. sc. Miljenko Jurković)
sjekira	axe	https://hrcak.srce.hr/file/77514
skupina	cluster	https://hrcak.srce.hr/file/123003
sopalj	cone	Consulted an expert (professor dr. sc. Miljenko Jurković)
starčevačka kultura	Starčevo culture	https://hrcak.srce.hr/index.php?show=clanak&id_clanak_jezik=1551
steatopigna figurina	<i>steatopygous figurine</i>	https://www.google.hr/url?sa=t&rct=j&q=&esrc=s&source=web&cd=4&cad=rja&uact=8&ved=0ahUKEwi_4cbT6ZnaAhXSzqQKHZKRBQgQFgg6MAM&url=https%3A%2F%2Fhrcak.srce.hr%2Ffile%2F40670&usg=AOvVaw1GIH2evoG_3zGpt4J6Nmg0
stupasta figurina	columnar figurine	https://www.google.hr/url?sa=t&rct=j&q=&esrc=s&source=web&cd=4&cad=rja&uact=8&ved=0ahUKEwi_4cbT6ZnaAhXSzqQKHZKRBQgQFgg6MAM&url=https%3A%2F%2Fhrcak.srce.hr%2Ffile%2F40670&usg=AOvVaw1GIH2evoG_3zGpt4J6Nmg0
T.	Pl.	group consultation
tehnika udaranja	beating	https://archaeologywordsmith.com/lookup.php?

		category=&where=headword&terms=beating
tijelo	body	http://www.academia.edu/5277912/Conservation_and_restoration_of_three_amphorae
tipološki	typological	https://books.google.hr/books?hl=hr&lr=&id=aBdhtdHFyCkC&oi=fnd&pg=PR15&dq=typologically+archaeology&ots=P9PyBIZYiw&sig=0z3LVZ00iNEKgOMAieARmTVyJK4&redir_esc=y#v=onepage&q=typologically%20archaeology&f=false
trag	trace	https://hrcak.srce.hr/file/123003
traseološki	traseological	https://international.uni.wroc.pl/en/course/traseology-archaeology
trbuh	belly	http://www.academia.edu/5277912/Conservation_and_restoration_of_three_amphorae
ulomak	fragment	Archaeological Glossary
uteg	weight	https://hrcak.srce.hr/file/77514
utiskivanje prstom	finger impression	https://hrcak.srce.hr/file/193269
utor	socket	https://hrcak.srce.hr/file/123002
vrat	neck	https://hrcak.srce.hr/file/1521
zapečena zemlje	baked soil	agreed on Omega

They are mostly oval (Pl. 2: 5, 7; Pl. 12: 6, 7). Few of them have a flat base, meaning they have a cone-like shape^{xxxv} (Pl. 2: 6; Pl. 12: 5). Some of them are well-defined cones with perforations on the upper part (Pl. 12: 5, 9). Lastly, some of them have a flat upper surface above the perforation (Pl. 12: 8). In the southern settlement 28 weights of this type were found, making them the least common type in the area. On the other hand, 34 of them were found in the northern settlement, which makes them the most common type of weights in the northern area. Shape of the weights of this type remained unaltered during the entire period of the Starčevo culture, as can be seen from the Čaglin-Ivančevac site.²¹

²¹ Vrkić 2014, Cat. No. 33, 34.

The third type of weights are smaller. They are up to 10 cm in length,^{xxxvi} between 5 and 7 cm in diameter and of irregular and varied shapes.^{xxxvii} They have a smooth surface decorated with finger impressions (Pl. 2: 8, 9) which also vary in shape and depth. Some of the weights are decorated around the middle with somewhat deeper and more regular impressions (Pl. 2: 8).^{xxxviii} The impressions never fully perforate the weights, the same as with the ball shaped weights.^{xxxix} In the southern settlement 35 weights of the third type were found.

Ceramic weights of varied shapes are a common find in the distribution area of the Starčevo culture, e.g. on the Galovo²², Cernička Šagovina, Pepelana i Zadubravlje²³, and Kneževi Vinogradi sites.²⁴ Some archaeologists consider them to be a direct proof that the people of the Starčevo culture used vertical looms.^{xl}

Ceramic spindles

Based on their shape and other characteristics, three types of ceramic spindles have been established:

1. Slightly biconical spindles (17 finds in the southern and 3 in the northern settlement, Pl. 3:1, 3; Pl. 13: 1, 2, 3),
2. Biconical spindles (2 finds in the northern settlement, Pl. 13: 4),
3. Slightly elongated biconical spindles (1 find in the northern settlement, Pl. 13: 5),
4. Spindles with a flat base (5 finds in the southern settlement, Pl. 3: 2),
5. Perforated vessel fragments (2 finds in the southern and 2 finds in the northern settlement, Pl. 3: 4, 5; Pl. 13: 6, 7).

There are 20 finds of slightly biconical spindles. They are crudely shaped and have a smooth surface with a vertical perforation in the middle. They are either asymmetrical (Pl. 3: 1; Pl. 13:3) or almost spherical (Pl. 3: 3; Pl. 13: 1, 2). Slightly biconical spindles are the most common type of spindles found in the both settlements of the Starčevo culture. Similar spindles were also found at the nearby site of Novi Perkovci-Krčavina.²⁵

There are 2 finds of biconical spindles. They are symmetrical, have a smooth surface, and a perforation in the middle (Pl. 13: 4).

²² Minichreiter 2004, 9

²³ Minichreiter 1992a, 12, 18, 31.

²⁴ Šimić 1986, 17; Šimić 1989, 40.

²⁵ Marković, Botić 2008, 18, Pl. 4: 3.

There is only 1 find of a slightly elongated and biconical spindle (Pl. 13: 5). It is elongated, symmetrical, has a smooth surface, and is of a darker reddish-*brown colour*.

There are only 5 finds of spindles with a flat base, all from the southern settlement. They have a smooth surface and a perforation in the middle. Their base was formed by pressing them onto a smooth straight surface before firing (Pl. 3: 2).

There are 2 finds of belly fragments of ceramic vessels on each site. The fragments are shaped like discs and have a perforation in the middle. The finds from the southern settlement are of considerable interest since they show traces of use. Perforation on one of the fragments is deeper on one side due to surface wear which probably occurred from stringing a heavier object to it using some kind of a rope (Pl. 3: 4). The second fragment shows traces of wear along all sides of the perforation (Pl. 3: 5), which points to a different function from the first find. The 2 fragments found in the northern settlement are shaped into irregular discs (Pl. 13: 6, 7). One of the fragments is ochre and the other is reddish-brown. They show the same traces of wear along the perforations as do the fragments from the southern settlement.

Identical findings of perforated fragments of ceramic pots have been noted at the Donja Branjevina site in Vojvodina²⁶ and at the Bregovi nad Bakarama site²⁷ in the northern Bosnia. Four identical finds have also been found at the Galovo site²⁸ in grave pits 2242/2243²⁹ and 2012/2013.³⁰ Similar finds of spindles and “clay discs” are common on sites of the Starčevo culture and are interpreted as spindle flywheels³¹ and sling projectiles.³²

Ceramic anthropomorphic figurines

Common ceramic pottery is not the only find on the Tomšanci-Palača site. The site also yielded a cluster of 12 anthropomorphic figurines³³ depicting a female form. Each settlement yielded 6 figurines that can be divided into two types:

1. Columnar figurines (Pl. 3: 6, 7; Pl. 14: 5, 6),

²⁶ Minichreiter 1999, Pl. 1: 2-5; Minichreiter, Bunčić 2008, 35; Minichreiter 2014; Minichreiter 2014a, 33.

²⁷ Jašarević, Đuričić 2017, Fig. 8.

²⁸ Kamanski 2005, Pl. CVIII: 3-5

²⁹ Minichreiter 2012, 19.

³⁰ Minichreiter 2013, 26; Fig. 6.

³¹ Minichreiter 1999, Pl. 1: 2; Kamanski 2005, Pl. CVII; Pl. CVIII: 3-5; Minichreiter 2008, 12, 13.

³² Minichreiter 2007a, 29.

³³ Eight anthropomorphic figurines have been analysed and the findings published. Only a brief overview of the established types is mentioned here, as well as the four unpublished figurines that were subsequently found when analysing the ceramic material; see: Balen, Gerometta 2011, 89-94; Pl. 2: 1, 2; Pl. 3: 1-6.

2. *Steatopygous figurines* (Pl. 14: 1, 2, 3, 4).

Special religious and cult functions are ascribed to the figurines.^{xli} Columnar figurines have barely marked female attributes, while steatopygous figurines clearly emphasize them. Identical findings of anthropomorphic figurines span the entire period of the Starčevo culture. Some of the sites that yielded anthropomorphic figurines are the Galovo site,³⁴ the Katnica-Rutak site,³⁵ the Novi Perkovci site,³⁶ and the Ivandvor-petlja site.³⁷

Ceramic altars

Three^{xlii} altars³⁸ of different types have been found on the site:

1. An altar with a rectangular base on four short feet and a recipient in the middle (Pl. 4: 1),³⁹
2. An altar with feet protruding from the neck of a conical vessel (Pl. 4: 2),⁴⁰
3. An altar with a rectangular base of emphasised edges on four knobbed feet.⁴¹

Almost identical finds span the entire period of the Starčevo culture and have been found on the Galovo⁴² and Novi Perkovci site.⁴³

Ceramic findings of unknown function

Found fragments suggest that the complete artefacts made some kind of a ring. The function of these artefacts is unknown, but the material properties of ceramics bring a utilitarian one into question; The artefacts were not sturdy enough to handle the weight of heavier objects being strung up on them, or to transport some kind of a load. Locations they were found in also make determining their function difficult because they were found in medium and large-sized pits, and in large pits with kilns and /or baked compressed soil. In other words, they were

³⁴ Minichreiter 2002, Pl. 6: 1.

³⁵ Hršak 2014, 48, columnar Cat. No. 121, 122; *steatopygous* Cat. No. 120.

³⁶ Marković, Botić 2008, Pl. 3: 5

³⁷ Đukić 2014a, Cat. No. 116.

³⁸ The altars have been analysed and the finding published. Only a brief overview of the established types are mentioned here; see: Balen, Gerometta 2011, 86, 90, 92; Pl. 1: 1, 2; Pl. 2: 3.

³⁹ Težak-Gregl 1998, 74; Minichreiter 1992, Pl. 1: 15; Pl. 2: 2; Schubert 1999, Pl. 75: 9.

⁴⁰

⁴¹ Minichreiter 2007, 104; Kalicz 1990, Pl. 11: 2; Karmanski 2005, Pl. LIV.

⁴² Minichreiter 2002, Pl. 1: 1, 5.

⁴³ Marković, Botić 2008, 18; Pl. 3: 5.

found in different kinds of archaeological structures along with almost all other types of moveable finds.

Ceramic cones

Two ceramic cones (Pl. 13: 8, 9) were found in the northern settlement in the valley. The principal idea behind the artefacts is the same, although they differ. They are more or less cylindrical and perforated, and despite being similar in shape, they differ in texture and surface. They were also found in different locations.^{xliii} One of them (SF 5) was found in a small pit (NP 318), is cylindrical, of a darker reddish-brown colour, flaky, and has a coarse texture (Pl. 13: 8). The other cone (SF 217) was found in a large pit (NP 1647) alongside a kiln (NP 1645) and baked compressed soil (NP 2100). The cone is ochre, has a smooth surface, and is of irregular cylindrical shape that expands on one end. (Pl. 13: 9). Both cones are perforated, preserved only in part, and suggest a more advanced techniques of firing ceramic vessels, namely blowing air into the furnace during the firing process in order to raise the temperature inside the domed structure.

Polished stone tools

Polished stone tools encompass all stone artefacts finished by polishing and used for any kind of work.⁴⁴ These artefacts are primarily shaped by beating and breaking the material, and then abrading and polishing the surface⁴⁵ using handheld and stationary polishers.⁴⁶

This type of archaeological material can be analysed from several different points of view: petrological, typological, and traseological. Only a complete analysis can provide an insight into the development of technology for the treatment of stone, the possibility of trade routes and trade between settlements, and other achievements and that leave no material trace.⁴⁷ This paper focuses only on the typological aspect of the finds and considers their dimensions, state of preservation, shape, and other special characteristics. Polished stone tools of the Starčevo culture found in the northern Croatia were analysed and three main types of tools were

⁴⁴ Antonović, Đorđević 2003, 47.

⁴⁵ Karavanić, Balen 2003, 50.

⁴⁶ Antonović 2003, 51.

⁴⁷ Antonović 1997; Antonović 2014, 14,15.

established: shoe-last wedges and axes, flat axes, and chisels.⁴⁸ All of them can be categorised as non-perforated tools for plantation. However, perforated polished stone tools were found at one of the sites of the early Starčevo culture, Slavonski Brod-Galovo – the grave pit 9 yielded a wedge fragment with a perforation for the handle. It is the oldest found perforated tool so far.⁴⁹ Considering that the same types of tools appear in every period of the Starčevo culture, we can conclude that on the territory of Croatia polished stone tools appeared already fully developed.⁵⁰ The small number of finds and the lack of standardised typology of polished stone tools on the sites along a wider distribution area of the Starčevo culture, including the Tomašanci-Palača site, do not point toward an existence of a polished stone industry. It is more probable that only individual tools for the basic needs of the local people were made.⁵¹ The irregular distribution of polished stone tools found at the Galovo site also indicates this – the tools were found in units interpreted as living and working spaces.⁵² The Tomašanci-Palača site yielded 11 polished stone tools that were distributed into five different typological categories.^{xliv} There is 1 axe, 1 pick, 1 hammer, 1 chisels, and 3 unclassified finds.

⁴⁸ Težak-Gregl, Burić 2002, 14.

⁴⁹ Težak-Gregl 2007, 164, 168; Bunčić 2009, 299.

⁵⁰ Antonović 2003, 113.

⁵¹ Antonović 2014, 21, 22.

⁵² Bunčić 2009, 4.

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Translation 4

Popović, Sven. 2014. Nebo u kaljuži. PDF. pp 29-34

^{xlv}Ain't no cowboy out of you

“Cracks grow, I grow into them.”

-Repetitor^{xlvi}

Born^{xlvii} at the best of times, I've lost my shadow - not something easily lost. I misplace^{xlviii} my keys, my lighter, notes and books, sometimes I forget a person's name or that I was supposed to meet them, but something like this hasn't happened to me. As I step out into the morning sunlight I realise laws of physics have failed to apply. In disbelief I stare at where my shadow should be, wave my hands and feet, jump around like a monkey, all in the effort to make nature work.

Alright, neighbour? asks an old man sweeping leaves.

I seem to have lost my shadow.

He shrugs. Happens to all the boys who won't grow up.^{xlix}

No, I have really lost my shadow.

He leans on the broom handle. If you want to find something, you better start looking, not flail your arms.

It's early autumn. A light covering of leaves rustles underfoot, not a cloud in the sky, only the song of chirping birds. I've decided there will be no classes for me today. I head out to the local cafe, order coffee, and leaf through the sports news.¹

Dinamo^{li} will lose the next game, prophesises Rale from the next table. Rale is said to be crazy; I think he just sees things differently. He once stopped me to say that I would never

die, that nothing truly dies and that I should not be afraid. The second time he said nothing, just pinched my cheek and pointed towards the sky.

You don't say? Rijeka will crush them?

I've dreamt the results of this round.

Doesn't matter, I don't bet.

Smart. Money is just paper with depictions of national heroes anyway.

So why is everyone so crazy about it?

That I do not know. I know only the results of this round.

My phone rings. It's Modesty.^{lii} It's not her real name, that one she thinks dull so she introduces herself as Modesty. I don't know what a real name is supposed to be. I don't even know what a dull name is. We're dating. She and Maroje are the only ones allowed to read my stories. She'd read them and offer critique, I'd sulk. We agree to meet.

I pay for my and Rale's coffee and step outside.

~

Why?

I feel like I don't know you.

Don't give me that.

You seem like someone from a past life, Elias.

She hasn't even noticed my shadow's missing.

I close my eyes.

~

^{liii}A frenzied ant went round and round. A cloud of smoke I'd puffed at him had him running scared. I pursued him with the tip of my cigar. The sadistic game went on until I touched the cigar to my lips and took a puff. The sun sprang out, shadows curled up, glass windows glittered in the sunlight.^{liv} Muted trams glided along tracks still wet^{lv} from the last night's rain while people manically gripped after the vapor of their dreams, trying to preserve the last vestiges.

I thought it pointless. People's weariness would reach its peak on Fridays, Saturdays would be slept away, Sundays spent watching Formula 1 and trawling through the channels. Hours would tick away, boredom grow, and with it the dread of the coming Monday. I stubbed out my cigar (almost killing the ant) and decided not to dwell on people and their routines.

I got up and rubbed my eyes. I didn't need a mirror, I knew them to be bloodshot and set off by dark rings. I walked along railroad tracks, followed by my shadow, followed by silence and solitude.

Sun crawled in through the shutters illuminating flickering dust particles in the air. Heat combined with boredom had done its part. Numb, I was lying in my bed, trying not to move,

not to breathe. I was of led and my dreams were of led. Words stuck in my throat were of led and thoughts I could not finish were of led.

When the light shied away, when the afternoon shadows curiously peeked out, I got up. Half-asleep I stepped into the shower and let cold water stream down my body. It cracked the led, thoughts finally started to flow, my limbs got lighter. My heart started to beat again, I was back in the land of the living dead.

~

Wet-haired I sat on the balcony and sipped my coffee. This was the night of shadows, shadows that danced like silhouettes on a double exposure photograph. Everything pulsed with life, but me? I was sitting, sipping the cold coffee, and waving off mosquitoes. I grabbed my phone and called Maroje.

Hey, where are you?

The city. What, you got up?

Clearly. Mile in about half an hour?

Half an hour you say? Ok.

Beep beep beep. I got up, pull on a shirt, grabbed some change and stepped out. I looked up at the sky stars had written full of some ancient language. The language of chaos. I didn't know it, but I could hear it. The language of apocalypse. It's made of silence.

I waited for the bus, snuck in through the back door, and collapsed into a seat. Two fourteen, fifteen-year-old girls rocking an alternative lifestyle sat next to me.^{lvi} Black converse shoes, black clothes. One of them wore a T-shirt that was supposed to be Indian but was this season's

style. A string of buttons lined their purses. From anarchy and punk's not dead to peace signs. A schizoid paradox. Dressed in their uniforms, they fought the corporate capitalism by throwing money at it. Further off stood a group of five to six guys, a bit younger than the girls. Polo shirts, baseball caps, white sneakers, vocabulary of a six-year-old. I could see their near future – same vocabulary, same number of books read. Only stronger physiques, deeper voices. They won't be sticking to throwing comments then.^{lvii} Only punches.

~

I felt the first sunrays on my cheek. They did not caress me, they irritated me. My pillow and the whole side of my face were damp with warm drool. I drooled in my sleep sometimes. The reoccurring post-drinking though edged along my consciousness.

I shall never drink again.

Surprisingly, there was no headache. I got up, scrubbed my cheek, mechanically checked the time as if I knew I was late for an appointment. I tried to remember the last night, but it was as if I were underwater, sitting on a sofa, and watching the show play out - characters were murky and sounds barely reached me. I took a shower, made coffee, and sat on the balcony.

I though you didn't like routine, I heard a voice. Female. I turned and it's Modestly. I did not noticed when she came in.

I don't, I just....

...it's easy to fall back into it. I know.

I have a feeling we've had this conversation.

So there's no need for it?

None. Coffee?

She nodded. I grabbed her a cup and poured her coffee.

Milk, no sugar?

She nodded once more and I poured her milk. We sat and sipped our coffee in silence.^{lviii}

Elias, when did you last go for a walk? She broke the silence without looking at me.

Yesterday, actually.

Not to a club, just to walk.

I tried to remember.

Would you like to take one? she looked at me.

~

It's a calm night.^{lix}

I laughed. I didn't know what that meant.

Don't you feel it?

Feel what?

The peacefulness, the emptiness.

I see the empty streets if that's what you mean.

No, no. Don't you feel how different the city air is?

I don't know what you're trying to say, I shrugged, but I feel it will rain.

How do you know?

The smell of the asphalt.

We were strolling through the Zrinjevac park^{lx} when the first drops darkened the asphalt. Soon it was pouring so we ducked into a pavilion and watched the myriad of umbrellas hurrying for shelter.

Modesty?

Yes?

I think I've stopped seeing.^{lxi}

What?

I no longer see things. I look at the sky through treetops and see only that, sky through treetops. I don't see as I used to. It's the same with building fronts or laundry left out to dry. I used to see some beauty in it, a line, a beginning of a story. Lately it's all just freeze frames.

She looked at me. She said nothing, stood up on her toes, and pecked me on the cheek.

The downpour stopped and we headed towards the Central Railway Station.

Wrapped in silence we waited for the traffic light. Modesty was looking at her nails while an old Pips song played in my head, something about the lack of green light.^{lxii} Across the road stood a young married couple with a kid. The kid no older than five twirled a plastic revolver. His parents were arguing and paying no attention to the little Clint Eastwood. The kid spun the revolver faster and faster until it slipped from his finger and fell to the pavement. The parents spared him a second and went on arguing. Green light. While passing each other I said to the Eastwood kid

Too bad, kid. Ain't no cowboy out of you.

~

I open my eyes.

That's it? She didn't give you any other reason?

There were no fireworks and no confetti, if that's what you're asking. No raised voices.

She just left?

Yes. On the same day I've been abandoned by both my girlfriend and my shadow.

Maroje orders two more beers. He and I are alike. We both think (meaning we're wrong) ourselves erudite when it comes to literature and rock 'n roll. The important difference is that he doesn't dirty his hand with ink when writing.^{lxiii}

She's gone, so look to the second-best thing.

And that is?

He takes a sip of his beer. I'm not sure if that's the second best thing, but I take a sip anyway.

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ST	TT	source
adverse effect	štetni učinak	Cochrane glossary 2017
adverse neurodevelopmental outcome	štetni neurorazvojni ishod	https://www.psihologija.hr/vijesti/clanak/neurorazvojni-poremecaji-i-rana-intervencija-simpozij-u-dubrovniku.html
agent	agens	Englesko-hrvatski medicinski rječnik A-L
anaemia	anemija	Englesko-hrvatski medicinski rječnik A-L
anticoagulant	antikoagulans	http://www.ema.europa.eu/docs/hr_HR/document_library/EPAR_-_Product_Information/human/002068/WC500120844.pdf
anticoagulant drug	antikoagulans	Englesko-hrvatski medicinski rječnik A-L
antithrombotic drug	antitrombotski lijek	http://www.kardio.hr/wp-content/uploads/2015/10/Medicus_139-145.pdf
antithrombotic treatment	antitrombotska terapija	http://www.kardio.hr/wp-content/uploads/2015/10/Medicus_139-145.pdf
aortic valve	aortni zalistak	http://www.kbd.hr/odjeli/kirurgija/zavod-za-kardijalnu-i-transplantacijsku-kirurgiju/informacije-za-pacijente/rjecnik-pojmova/
aortic valve disease	bolest aortnog zaliska	http://www.kardio.hr/wp-content/uploads/2009/10/esc_smjernice_za_lijecenje_bolesti_srcanih_zalistaka.pdf
aortic valve replacement	zamjena aortnog zaliska	http://www.msd-prirucnici.placebo.hr/msd-prirucnik/kardiologija/bolesti-srcanih-zalistaka/aortna-stenoza
aortic valve replacement surgery	operacija zamjene aortnog zaliska	http://www.msd-prirucnici.placebo.hr/msd-prirucnik/kardiologija/bolesti-srcanih-zalistaka/aortna-stenoza
background	dosadašnje spoznaje	Cochrane podnaslovi
birth	rođenje	Englesko-hrvatski medicinski rječnik A-L
bleeding	krvarenje	Englesko-hrvatski medicinski rječnik A-L
bleeding complication	komplikacija krvarenja	http://www.msd-prirucnici.placebo.hr/msd-prirucnik/hematologija-i-onkologija/hemostaza/pristup-bolesniku-s-

		hemoraskom-dijatezom
bleeding in the brain	moždano krvarenje	Englesko-hrvatski medicinski rječnik A-L
blood	krv	Englesko-hrvatski medicinski rječnik A-L
blood cloth	krvni ugrušak	http://www.msd-prirucnici.placebo.hr/msd-za-pacijente/bolesti-pluca-i-disnih-putova/plucna-embolija
blood donor	davatelj krvi	Englesko-hrvatski medicinski rječnik A-L
blood loss	gubitak krvi	Englesko-hrvatski medicinski rječnik A-L
blood vessel	krvna žila	Englesko-hrvatski rječnik medicinskog nazivlja
blood-thinning drug	lijek protiv zgrušavanja krvi ^{lxiv}	http://www.msd-prirucnici.placebo.hr/msd-za-pacijente/specifne-bolesti-zena/uzimanje-lijekova
body	tijelo	Englesko-hrvatski medicinski rječnik A-L
brain	mozak	Englesko-hrvatski medicinski rječnik A-L
breastbone	prsna kost	Englesko-hrvatski medicinski rječnik A-L
cause	uzrok	Englesko-hrvatski medicinski rječnik A-L
circulation	optok krvi	Englesko-hrvatski medicinski rječnik A-L
clinical condition	kliničko stanje	Englesko-hrvatski medicinski rječnik A-L
clinical outcome event	klinički ishod	Englesko-hrvatski medicinski rječnik A-L
clinically important	od kliničkog značaja	http://www.msd-prirucnici.placebo.hr/msd-prirucnik/bolesti-jetre-i-zuci/lijekovi-i-jetra/kronicno-ostecenje-jetre
clot	ugrušak	Englesko-hrvatski medicinski rječnik A-L
clot formation	stvaranje ugrušaka	Englesko-hrvatski medicinski rječnik A-L
combined risk	kombinirani rizik	https://hrcak.srce.hr/file/98677
complication	komplikacija	Englesko-hrvatski medicinski rječnik A-L
damage	oštećenje	Englesko-hrvatski medicinski rječnik A-L
damage to the gut	oštećenje crijeva	http://www.msd-prirucnici.placebo.hr/msd-prirucnik/poremecaji-prehrane/manjak-i-toksicnost-minerala/zeljezo

darbepoetin	darbepoetin	https://mediately.co/hr/drugs/?q=darbepoetin
death	smrtni ishod	Englesko-hrvatski medicinski rječnik A-L
delivered by injection	unos lijeka injekcijom	http://neuron.mefst.hr/docs/katedre/anesteziologija/MODUL%20F_Carev_final%20final%206.02.2011.pdf
difference in practice	razlika u praksi	https://hrcak.srce.hr/file/243637
donor exposure	moćnost zaraze krvlju prenosivom bolesti ^{lxv}	http://www.msd-prirucnici.placebo.hr/msd-prirucnik/hematologija-i-onkologija/transfuzijska-medicina/transfuzijske-komplikacije
enoxaparin	enoksaparin	https://mediately.co/hr/atcs/B01AB05/enoksaparin
EPO	EPO	Englesko-hrvatski medicinski rječnik M-Z
equipment	oprema	Englesko-hrvatski rječnik medicinskog nazivlja
erythropoiesis	eritropoeza	Englesko-hrvatski rječnik medicinskog nazivlja
erythropoiesis-stimulating agents	agens koji stimulira eritropoezu	http://www.msd-prirucnici.placebo.hr/msd-prirucnik/imunologija-i-alergije/biologija-imunosustava/immunoterapija
erythropoietin	eritropoetin	Englesko-hrvatski rječnik medicinskog nazivlja
evidence	dokaz	Cochrane glossary 2017
fatality	smrtni ishod	Englesko-hrvatski medicinski rječnik A-L
full cut	potpuni rez	Englesko-hrvatski medicinski rječnik A-L
GRADE	GRADE procjena kvalitete dokaza	http://kohom.hr/mm/?p=5617
group	skupina	Englesko-hrvatski medicinski rječnik A-L
gut	crijevo	Englesko-hrvatski medicinski rječnik A-L
heart	srce	Cochrane glossary 2017
heart surgery	operacija srca	Englesko-hrvatski medicinski rječnik A-L
heart-lung machine	stroj srce-pluća	Englesko-hrvatski medicinski rječnik A-L
heparin	heparin	Englesko-hrvatski medicinski rječnik A-L
hospital	bolnica	Englesko-hrvatski medicinski rječnik A-L

ICH	ICH	Englesko-hrvatski medicinski rječnik A-L
identify	identificirati	Englesko-hrvatski medicinski rječnik A-L
immobility	nepokretnost	Englesko-hrvatski medicinski rječnik A-L
incision	rez	Cochrane glossary 2017
infant	dojenče	Englesko-hrvatski medicinski rječnik A-L
infection	infekcija	Englesko-hrvatski medicinski rječnik A-L
intensive care unit	odjel intenzivne skrbi	http://www.msd-prirucnici.placebo.hr/msd-za-pacijente/hormonski-poremecaji/secerna-bolest
intracerebral haemorrhage	intracerebralno krvarenje	Englesko-hrvatski medicinski rječnik A-L
irregular heart rhythm	nepравilan rad srca	Englesko-hrvatski medicinski rječnik A-L
ischaemic stroke	ishemični moždani udar	Englesko-hrvatski medicinski rječnik A-L
key result	ključni rezultat	Cochrane podnaslovi
keyhole operation	operacija kroz mali rez	http://www.msd-prirucnici.placebo.hr/msd-za-pacijente/specifodne-bolesti-zena/planiranje-obitelji/sterilizacija
low birth weight infant	dojenče niske porođajne težine	Englesko-hrvatski medicinski rječnik M-Z
lungs	pluća	Englesko-hrvatski medicinski rječnik A-L
median sternotomy	medijalna sternotomija	https://www.bib.irb.hr/666410
medical condition	bolest ^{lxvi}	Englesko-hrvatski medicinski rječnik A-L
medication	primjena lijeka	Englesko-hrvatski medicinski rječnik M-Z
mental ability	mentalne sposobnost	Englesko-hrvatski medicinski rječnik M-Z
minimally invasive operation	minimalno invazivna operacija	http://www.kbd.hr/odjeli/kirurgija/zavod-za-kardijalnu-i-transplantacijsku-kirurgiju/informacije-za-pacijente/rjecnik-pojmova/
monitor	pratiti	Englesko-hrvatski medicinski rječnik M-Z
necrotising enterocolitis	nekrotizirajući enterokolitis	Englesko-hrvatski medicinski rječnik M-Z

neuro protective function	neuroprotektivno djelovanje	http://www.msd-prirucnici.placebo.hr/msd-prirucnik/neurologija/diskinezije-i-bolesti-malog-mozga/parkinsonova-bolest
neurological damage	neurološko oštećenje	http://www.msd-prirucnici.placebo.hr/msd-za-pacijente/specifne-bolesti-muskaraca/poremecaji-penisa-prostate-i-sjemenika/prijapizam
newborn infant	novorođenče	Englesko-hrvatski medicinski rječnik M-Z
operation	operacija	Englesko-hrvatski medicinski rječnik M-Z
organ	organ	Englesko-hrvatski medicinski rječnik M-Z
outcome	ishod	Cochrane glossary 2017
partial sternotomy	parcijalna sternotomija	https://www.medicinski.info/znacenje/sternotomija.html
participant	sudionik	Cochrane podnaslovi
preterm infant	nedonošče	Englesko-hrvatski medicinski rječnik M-Z
prevent	prevenirati	Englesko-hrvatski medicinski rječnik M-Z
primary outcome	primarni ishod	Englesko-hrvatski medicinski rječnik M-Z
quality of evidence	kvaliteta dokaza	Cochrane podnaslovi
randomised controlled trials	randomizirani kontrolirani pokus	Englesko-hrvatski medicinski rječnik M-Z
RCT	RCT	Englesko-hrvatski medicinski rječnik M-Z
recovery	oporavak	Englesko-hrvatski medicinski rječnik M-Z
red blood cell	crvena krvna stanica	Englesko-hrvatski medicinski rječnik M-Z
red blood cell production	proizvodnja crvenih krvnih stanica	http://www.msd-prirucnici.placebo.hr/msd-za-pacijente/bolesti-krvi-i-krvotoka/anemije/povecano-razaranje-crvenih-krvnih-stanica
reduce risk	smanjiti rizik	http://www.msd-prirucnici.placebo.hr/msd-za-pacijente/bolesti-srca-i-krvnih-zila/visoki-krvni-tlak
reoperation	ponovni kirurški zahvat	Englesko-hrvatski medicinski rječnik M-Z

report	izvješće	Englesko-hrvatski medicinski rječnik M-Z
retinopathy of prematurity	retinopatija kod nedonoščadi	Englesko-hrvatski medicinski rječnik M-Z
review	istraživanje	Cochrane podnaslovi
review question	istraživačko pitanje	Cochrane podnaslovi
risk of death	rizik od smrtnog ishoda	http://www.msd-prirucnici.placebo.hr/msd-za-pacijente/bolesti-srca-i-krvnih-zila/dijagnostika-bolesti-srca/dijagnosticki-testovi
scar	ožiljak	Englesko-hrvatski medicinski rječnik M-Z
serious illness	ozbiljna bolest	Englesko-hrvatski medicinski rječnik A-L
sternotomy	sternotomija	Englesko-hrvatski medicinski rječnik M-Z
stimulate	stimulirati	Englesko-hrvatski medicinski rječnik M-Z
stimulating	stimulirajući	Englesko-hrvatski medicinski rječnik M-Z
stroke	moždani udar	Englesko-hrvatski medicinski rječnik M-Z
study	istraživanje	Cochrane podnaslovi
study characteristic	obilježje uključenog istraživanja	Cochrane podnaslovi
substance	tvar	Englesko-hrvatski medicinski rječnik M-Z
surgeon	kirurg	Englesko-hrvatski medicinski rječnik M-Z
transfusion	transfuzija	Englesko-hrvatski medicinski rječnik M-Z
treat	liječiti	Englesko-hrvatski medicinski rječnik M-Z
treatment	terapija	Englesko-hrvatski rječnik medicinskog nazivlja
ventilator	ventilator	http://www.msd-prirucnici.placebo.hr/msd-prirucnik/kriticna-stanja/zatajivanje-disanja-i-mehanicna-ventilacija/pregled-mehanicke-ventilacije
withdrawal of blood	vađenje krvi	Englesko-hrvatski medicinski rječnik M-Z

Usporedba djelomične i potpune sternotomije kod zamjene aortnog zaliska CD011793

Usporedba malog i velikog reza po sredini prsnog koša kod operacije srca pri kojoj se zamjenjuje aortni zalistak.

Na koje smo pitanje pokušali dati odgovor?^{lxvii}

Proučili smo dokaze o učinku manjeg reza^{lxviii} (za razliku od uobičajenog potpunog reza cijelom dužinom cijele prsne kosti) pri operaciji zamjene aortnog zaliska kod odraslih.^{lxix} Cilj istraživanja bio je ustanoviti jesu li oba tipa reza jednako sigurna i učinkovita.

Zašto je to važno?

Aortni zalistak omogućava jednosmjerni protok krvi aortom iz smjera srca prema drugim dijelovima tijela, odnosno sprječava povratak krvi u srce putem aorte.^{lxx} Bolest srčanog zaliska česta je i najuspješnije se liječi operacijom srca. Kod uobičajenog operacijskog postupka srcu se pristupa rezom koji prsnu kost dijeli cijelom dužinom. Ovaj je postupak bolan te remeti oporavak i funkciju organizma.^{lxxi} Zbog toga neki kirurzi već gotovo 20 godina operaciju izvode kroz manji rez, odnosno prsnu kost ne dijele cijelom dužinom, nego ju prerežu samo djelomično. Time se smanjuje veličina ožiljka, ali i otežava samo izvođenje operacije jer je kroz manji rez teže vidjeti i dosegnuti srce. Zbog toga je operacija kroz mali rez dulja i opasnija, iako se doima jednostavnijom.

Koja su istraživanja uključena u ovaj pregled literature?

U pregled literature uključena su objavljena i neobjavljena istraživanja iz znanstvenih baza podataka u kojima je uspoređen potpun i djelomičan rez prsne kosti (odnosno “medijalna sternotomija” i “minimalno invazivna” ili “parcijalna” sternotomija) pri izvođenju operacije

zamjene aortnog zaliska. U ovaj Cochrane sustavni pregled literature uključeno je sedam istraživanja koja su provedena do srpnja 2016. godine. U njima je sudjelovalo 511 osoba.

Kako su istraživanja zamišljena i provedena?

Istraživanja su provedena u zemljama Europe i sjeverne Afrike. U njima je sudjelovalo 511 osoba kojima je zbog različitih bolesti bila potrebna zamjena aortnog zaliska. Većina je sudionika bila između 60 i 70 godina starosti, a otprilike polovicu činili su muškarci. Obje skupine sudionika imale su podjednake karakteristike. Jedno od istraživanja financiralo je poduzeće koje proizvodi opremu za minimalno invazivne operacije.

Što su istraživanja pokazala?

Istraživanja su pokazala kako između dviju skupina nema razlike u broju smrtnih ishoda kao posljedice operacije. Operacija u kojoj se prsni koš otvara u cijelosti rezultira smrtnim ishodom u 23 na 1000 slučajeva. Operacijom kroz manji rez u prosjeku premine 24 (negdje između 8 i 66) na 1000 osoba. S obzirom na to da broj smrtnih ishoda varira od trostruko većeg do trostruko manjeg, teško je zaključiti koji je pristup u konačnici bolji ili lošiji.

Kod obaju pristupa kirurškom zahvatu nije bilo razlike u vremenu korištenja uređaja srce-pluća koji nadomješta rad srca i pluća^{lxxii} za vrijeme operacijskog zahvata. Također, nema razlike ni u vremenu na koje je srce za vrijeme operacije bilo u potpunosti zaustavljeno.

Vrijeme koje su sudionici istraživanja iz obje skupine proveli priključeni na ventilator ili u bolnici također se nije bitno razlikovalo, iako su sudionici iz skupine s manjim rezom proveli otprilike pola dana manje na odjelu za intenzivnu skrb. Ozbiljne komplikacije nakon operacije (infekcije u području oko srca, nepravilan rad srca, potreba za ponovnim kirurškim zahvatom zbog krvarenja) javljale su se u jednakom omjeru u oba skupinama. U skupini s minimalno invazivnim zahvatom bilo je manje krvarenja, odnosno kod manjih rezova prosječan gubitak krvi iznosio je 158 ml ili manje.

Kvaliteta dokaza

Dokazi su niske do umjerene kvalitete. Jedan od glavnih nedostataka uključenih istraživanja jest što su ona manjeg opsega te stoga možda ne pokazuju suptilne razlike između skupina. Kako komplikacije nakon operacije srca nisu učestale, potrebno je provesti istraživanja većeg opsega s mnogo većim brojem sudionika kako bi uočili manje razlike. Nedostatak je i što kirurzi imaju različite načine izvođenja operacija. Tu su i razlike u praksi, odnosno moguće je da istraživanja nisu provedena na isti način te da su elementi istraživanja mjereni na različite načine i u različito vrijeme. Stoga moramo biti oprezni pri donošenju zaključaka o tome koje razlike između dviju ispitnih skupina možemo pripisati manjem rezu, a koje drugim faktorima.

Rana primjena agensa koji stimuliraju eritropoezu kod nedonoščadi i dojenčadi niske porođajne težine CD004863

Rana primjena agensa koji stimuliraju eritropoezu kod nedonoščadi i dojenčadi niske porođajne težine

Istraživačka pitanja:^{lxxiii} Koliko je kod nedonoščadi i dojenčadi niske porođajne težine učinkovita i sigurna rana primjena eritropoetina i darbepoetina (započeta prije navršenih osam dana) kako bi se smanjila potreba za transfuzijom crvenih krvnih stanica? Ima li rana primjena eritropoetina i darbepoetina neuroprotektivnu funkciju? Sprječavaju li ti hormoni nekrotizirajući enterokolitis?

Dosadašnje spoznaje: Kod novorođenčadi broj crvenih krvnih stanica u optoku krvi pada nakon rođenja. Kod nedonoščadi tome pridonosi i učestalo vađenje krvi koje je ponekad potrebno kako bi se pratilo njihovo kliničko stanje. Zbog toga su nedonoščadi često potrebne transfuzije crvenih krvnih stanica. Niska razina eritropoetina (EPO), tvari u krvi koja stimulira

proizvodnju crvenih krvnih stanica kod nedonoščadi, upućuje na potrebu njegovog dodatnog unosa u svrhu prevencije ili liječenja anemije. EPO može bit davan “rano” (prije nego dojenče navrší osam dana) kako bi se prevenirala ili smanjila učestalost transfuzija crvenih krvnih stanica. Također, sve je više dokaza koji upućuju na to da EPO možda sprječava neurološka i crijevna oštećenja.

Obilježja uključenih istraživanja: Pronađeno je 34 istraživanja u kojima je ukupno 3643 nedonoščadi davan EPO prije navršenih osam dana. Istraživanja su različite kvalitete i provedena u više različitih zemalja.

Ključni rezultati: Ranom primjenom EPO terapije smanjena je količina transfuzija crvenih krvnih stanica i mogućnost zaraze krvlju prenosivim bolestima. Potrebno je istaknuti i kako općenita učinkovitost EPO terapije možda nije od kliničkog značaja jer su mnoga dojenčad prije uključivanja u istraživanje^{lxxiv} već primila transfuzije crvenih krvnih stanica. Rano započeta EPO terapija ne utječe na rizik od smrti i retinopatije nedonoščadi, ali postoje indikacije da možda smanjuje rizik od neuroloških i crijevnih oštećenja te poboljšava dugoročne ishode.

Kvaliteta dokaza: Prema GRADE pristupu procjeni kvalitete dokaza, kvaliteta ključnih rezultata kreće se od visoke do niske.

Zaključak: Prema dosadašnjim rezultatima, rana rutinska primjena eritropoietina kod nedonoščadi nije preporučljiva. Istraživanja koja se trenutno provode možda će ukazati na mogućnost primjene eritropoetina kako bi se smanjio rizik od štetnih neurorazvojnih ishoda i nekrotizirajućeg enterokolitisa.

Antitrombotska terapija nakon moždanog udara uzrokovanog intracerebralnim krvarenjem CD012144

Lijekovi za prevenciju ugrušaka nakon moždanog krvarenja

Istraživačko pitanje

Kakva je kratkoročna i dugoročna učinkovitost i sigurnost primjene lijekova koji sprječavaju stvaranje ugrušaka (antitrombotske terapije) kod osoba koje su doživjele moždano krvarenje (intracerebralno krvarenje)?

Dosadašnje spoznaje

Kod osoba koje su doživjele moždani udar uzrokovan moždanim krvarenjem (intracerebralnim krvarenjem, ICH) veća je vjerojatnost stvaranja ugrušaka u krvnim žilama zbog nepokretnosti (kratkoročno) te drugih zdravstvenih stanja (dugoročno). Krvni ugrušci u plućima, mozgu i drugim organima mogu uzrokovati ozbiljne bolesti ili smrt. Lijekovi koji sprječavaju nastanak ugrušaka (antitrombotski lijekovi) mogli bi se uspješno koristiti za sprječavanje stvaranja ugrušaka kod ljudi koji su doživjeli intracerebralno krvarenje.^{lxxv} Nedostatak tih lijekova jest što mogu uzrokovati ozbiljne komplikacije krvarenja.

Obilježja uključenih istraživanja

U opsežnoj pretrazi provedenoj 8. ožujka 2017. godine pronađena su dva relevantna randomizirana kontrolirana pokusa (RCT). U tom optimalnom načinu ispitivanja terapije sudjelovale su 121 osoba. U pokusima se uspoređivala primjena lijekova protiv zgrušavanja krvi, odnosno antikoagulanasa (u jednom pokusu se primjenjivao heparin, a u drugom enksaparin), unesenih potkožnim injekcijama s izostankom primjene antikoagulanasa nedugo nakon intracerebralnog krvarenja.

Ključni rezultati

Primarni ishod ovog istraživanja bio je procijeniti kombinirani rizik od nekoliko važnih kliničkih ishoda (poput ponovnog intracerebralnog krvarenja, ishemičnog moždanog udara ili smrti od kardiovaskularnog uzroka). Na temelju uključenih istraživanja primarni ishod nije određen. Niti jedan randomizirani kontrolirani pokus nije uključivao izvještaj o poboljšanju mentalnih sposobnosti sudionika i njihovoj neovisnosti o tuđoj pomoći. U jednom od pokusa u kojem je sudjelovalo 46 sudionika stoji izvještaj o smrtnim ishodima povezanim s kratkotrajnom antitrombotskom terapijom prema kojem smrtni ishodi nisu od statističkog značaja. Moguće procjene rizika primjene antitrombotske terapije neprecizne su i neodređene. Iz tih su razloga potencijalne prednosti i nedostaci primjene antitrombotskih lijekova nedugo nakon moždanog udara uzrokovanog moždanim krvarenjem i dalje nepoznate. Potrebni su novi i kvalitetni randomizirani kontrolirani pokusi koji će ispitati učinkovitost primjene antitrombotske terapije nakon moždanog udara uzrokovanog intracerebralnim krvarenjem.

Kvaliteta dokaza

Općenita kvaliteta dokaza je niska. Uzrok tome je način na koji su uključena istraživanja provedena i napisana, kao i mali broj sudionika na temelju kojeg se možda nisu mogle uočiti male razlike između primjene i izostanka antitrombotske terapije.

Resources

A) Monolingual dictionaries:

- Anić, Vladimir. Rječnik hrvatskoga jezika. Novi Liber, 1994.

B) Bilingual dictionaries:

- Bujas, Željko. Veliki hrvatsko-engleski rječnik. Zavod Globus, 2008.
- Jernej, Branimir. Englesko-hrvatski rječnik medicinskog nazivlja. Školska knjiga, 2008.
- Jernej, Branimir. Englesko-hrvatski medicinski rječnik, Sv. 1., A-L. Školska knjiga, 2006.
- Jernej, Branimir. Englesko-hrvatski medicinski rječnik, Sv.2., M-Z. Školska knjiga, 2009.

C) Online dictionaries and termbases:

- Cochrane podnaslovi (OMEGA)
- Cochrane glossary 2017 (OMEGA)
- <http://www.enciklopedija.hr/>

D) Scientific articles:

- Dulić, Grgur, Biomehanička svojstva dviju metoda osteosinteze nakon medijalne sternotomije <https://www.bib.irb.hr/666410>
- Tišlarić-Medenjak, Dubravka; Zec, Ivana; Kočec, Vesna; Ivičević-Bakulić, Tomislav; Kuna, Krunoslav; Herman, Radoslav; Butorac, Dražan; Bolanča, Ivan; Ujević, Martina; Radonči, Erden; Boras-Silvar Sanja; Šemnički, Nataša; Tonković-Đurišević, Ivana; Kralik-Ogulić, Saša; Lovriž, Boris. Kombinirani ultrazvučno-biokemijski probir fetalnih trisomija u prvom i dvostrukom biokemijski probir u drugom tromjesečju u neugroženim trudnoćama. <https://hrcak.srce.hr/file/98677>
- Turčić, Petra; Benković, Vanesa; Brborović, Ognjen; Valent, Anđa. Farmakoekonomika - Izazovi za zdravstvene djelatnike <https://hrcak.srce.hr/165170>

E) Web pages:

- <http://www.cochrane.org/hr/evidence>
- <http://www.cochrane.org/>
- <http://neuron.mefst.hr>

- <http://www.msd-prirucnici.placebo.hr>
- <https://www.psihologija.hr>
- <http://www.kbd.hr>
- <http://www.ema.europa.eu>
- <https://mediately.co/hr>
- <http://kohom.hr>
- <https://www.medicinski.info>

ⁱ The issue of terminology – I was hard pressed to find a suitable translation into Croatian and have even posed a question of the forum regarding this term. I base my decision to translate “expatriate manager” as “menadžer poslan na rad u inozemstvo” on the following: “expatriate” denotes a person who has left their native country to live elsewhere or a person simply living in a foreign land (often temporarily on a business agreement) and the term should not be confused with an “immigrant” - a person who comes to a country to take permanent residence. (source: <http://globalcoachcenter.com/expatriate-vs-immigrant-whats-the-difference/>). There is a colloquial term “gastarbajter/ Gastarbeiter”, however it mostly refers to uneducated workforce, while expatriates are mostly well-educated and sent to educate and lead teams in other countries. “Ekspatrijat” as a direct borrowing from the English appears in a few scientific papers, however, “radnik upućen na rad u inozemstvo” seems to be a preferred term used by the Croatian legal system. Because of this and to ease the understanding I decided to use a more descriptive translation: “Menadžeri upućeni na rad u inozemstvo.”

ⁱⁱ While “leave” is a general term to describe time off, either *paid or unpaid*, in Croatia an equivalent term does not exist, but only hyponyms *paid or unpaid leave* (*plaćeni, that is neplaćeni dopust*).

ⁱⁱⁱ I merged the two sentences in order to contribute to cohesion. While it is not uncommon to use short sentences without linking verbs in the English language, especially to add emphatic meaning, it is decisively less so in Croatian.

^{iv} I had to look up Javanese noble families to see whether they really existed or was the “noble” to indicate their financial security and good standing in society. By looking up the name Hadjiwibowe I found them to be an actual class of Javanese nobles.

^v Once more, merging of two short sentences.

^{vi} I decided to translate “visitors” as “gosti” and not as “posjetitelji” because gosti communicates the personal and intimate aspect of the visit, something that the more general term “posjetitelji” need not imply.

^{vii} I changed the order of “opinions and news” into “novosti i mišljenja” because it seemed a more logical order of things. First you give the news then you exchange opinions.

^{viii} I omitted the latter part of the ST sentence: “My home is my castle” is a saying from individualist Britain.” I did this because the idiom “my home is my castle” has a Croatian equivalent of similar context but different form: “Kod kuće je najljepše” However, once the idiom that embellishes the text a little has been translated, the latter part of the sentence loses meaning. Since it carries no key information, I decided to omit it and keep the idiom.

^{ix} I couple of places I added linking words in order to mediate and ease the understating and the following of the text.

^x In the source text the term was “social scientist”, for which I did not find one established and generally accepted translation. Since the author references a very specific social scientist in the text, I decided to look up the scientist rather than coming up with a general equivalent.

^{xi} I omitted a part of the sentence: “Which is as essential to a person (and that person’s family) as the front part of his or her head.” I decided against finding a Croatian equivalent because it gave the sentence a blocky structure and seemed out of place. I was thinking that the few informal turns of phrase could be substituted at a later time. In my part of the text I did not find a really suitable opportunity to do so and not sound too informal, but in general I have relied on what we learned during the course on the theory of translation – a more formal register is always a better choice than a too informal one.

^{xii} I add some additional information and repeated the known information in order to make it easier to follow the text.

^{xiii} Translation of foreign words and terms has been handled as discussed on the forum.

^{xiv} Citation format for footnotes is taken from the online version of *Hrvatski pravopis*

^{xv} Since I have decided to use a more neutral language in the rest of the translation, I tried to compensate and convey some informality in the way of a subheading.

^{xvi} Citation format for footnotes is taken from the instructions by Department of Information and Communication Sciences, Faculty of Humanities and Social Sciences (FHSS), University of Zagreb.
http://iz.unizd.hr/Portals/70/docs_stari_web/Obrasci%20i%20upute/UPUTE-ZA-CITIRANJE_OIZ.pdf

^{xvii} I had trouble grasping the overall register of this text. At times the author uses informal and jocular language and directly addressed the reader, establishing a semi-personal connection (“or we would think an epidemic had broken out and nobody had bothered to tell us”), while also using specific terminology and referencing without an explanation a new *riddle* of induction (“a very tricky philosophical puzzle”) that the general audience is probably not familiar with. This incongruity and the constant shift in formality make it hard to easily follow the text in depth. Because of this I often employed a more formal language while translating and evened out some more emphatic phrases such as „economists are remorseless and deploy the tools of economics“ into “ekonomisti bez diskriminacije...”

^{xviii} As already stated the level of formality in general and the level of familiarity with the reader in particular presented an issue. Since even the *popular science texts in Croatian rarely address the reader directly, and in light of what we have studied in the Theory of Translation class, I tried to keep a more formal tone rather than risk sounding too informal to the target readers*. In the first paragraph I used the collective “we” (“možemo pretpostaviti”) and in other instances later on (“getting your CV onto the desk...”)I tried to avoid addressing the reader directly.

^{xix} Since this is a book intended for general audience, in many parts of the text, especially with cultural-specific term are concerned, I tried to add short explanations and additional information that would not interfere with the rest of the text and would hopefully facilitate understanding. One of these instances was identifying the Coalition Government as the UK Government.

^{xx} According to graduate students of Croatian, the term “protagonist” used in the ST cannot be used in the scientific sense in Croatian since “protagonist” can only be a main character in a literary piece of a TV show.

^{xxi} A *campus novel*, or an *academic novel*, is a novel whose main action is set in and around the campus of a university. The genre dates back to the early 1950s and is relatively unfamiliar in Croatia. I have come across a few descriptive explanations of the genre and a relatively recent paper from 2013 that deals with the subject of familiarizing Croatian students with the concept of a campus novel (<https://hrcak.srce.hr/112202>). Given that the paper trying to promote the genre uses “akademski roman” and that the term is also mostly explained in the following sentence in the ST, I decided to use the term “akademski roman” as well.

^{xxii} The part that is quoted from *Lucky Jim* is copied from the Croatian translation of the novel; *Sretni Jim*, translated by Zlatko Crnković and published by Zora in Zagreb in 1962.

^{xxiii} This appears to be sarcasm to me, which is lost in translation if the ST lexemes are retained.

^{xxiv} In order to be consistent with the additional translation of terms and titles in parenthesis I decided to offer Croatian translations in parenthesis in the instances of “goes” and “its” and Alison’s book *Does Education Matter?* This is based on the following: firstly, it would make no logical sense to use TT equivalents of “goes” and “its” because Amis is distinctly referring to the English education and language, nor would this sentence be understood by the target audience without a longer additional explanation, possibly in the form of a footnote; Secondly, Alison’s book is not translated into Croatian and any translation I can offer is only for the purposes of facilitating the understating of these few paragraphs.

^{xxv} „Slikovito izrazio“ is quite informal in Croatian, but I kept it in order to compensate for neutralizing the rest of the text

^{xxvi} I was unable to find a source detailing this information and could not find whether these statistics refer to the population of England, Britain or the UK.

^{xxvii} Lack of linking words attributed to general lack of cohesion and coherence. In order to facilitate understating, I mitigated and tried adding some linking words.

^{xxviii} The term was discussed in the group forum.

^{xxix} The Robbins Report was commissioned by the British government, published in 1963 and recommended immediate expansion of universities. This piece of information is not general knowledge to the target audience, and since it seemed relevant to the topic of the paragraph, I added it.

^{xxx} I had major trouble with trying to translate this and at getting the meaning of the reference. The reference to Nelson Goodman and his new *riddle* of induction seems like a too obscure and out of place reference for a text that is aimed at general audience. While I personally do not think anything would be lost by omitting it, it would be quite unprofessional so I tried to keep it and make at least the gist of it understandable.

^{xxxi} I admit I had a lot of trouble understanding some of the authors thesis and arguments. I do not know how much this is due to his clumsy wording, but once I have finished translating while staying closely oriented towards the ST I found some of the sentences unclear and intelligible. In few places I tried to add some explanations that would make it easier to follow, such as describing the signalisation thesis as „form“ to distinguish it from content that is education.

^{xxxii} In order to achieve consistency and make the text easier to follow I mostly used “teorija signalizacije“ even when the terms “thesis“ and “dissertation” appeared in the ST.

^{xxxiii} A lot of this paragraph and the accompanied footnote is unclear to me. It wasn't so much an issue of getting the gist of it but of understanding what exactly he is saying in which sentence. I tried to simplify it and at least offer an interpretation that I hope is correct. I especially had trouble with the footnote and at one point thought of omitting it. I consulted my colleagues and none of us could get to the bottom of what was meant by it. I understand that leaving it translated as it currently is is not helpful to anyone reading the TT, and for that, I apologise.

^{xxxiv} An abbreviation I did not find discussed on the forum and have noticed too late to start a discussion (I attended an Art History academic excursion from 15th to 22nd of April and have been unable to participate in forum discussions during that period). Since the abbreviation refers to grave pits in the northern settlement, I consulted professor Jurković on whether it would be acceptable to use a descriptive translation and abbreviation (northern pit – NP) and whether the meaning would be clear. Leaving it untranslated did not seem like an option, seeing how all other descriptions and abbreviations are translated. I apologise if I've failed to notice the term discussed on the forum and if it breaks consistency.

^{xxxv} I had some trouble differentiating between general descriptions of artefacts and terminology, that is, deciding when an adjective becomes a term. I had to go through many archaeological texts to get a sense of it. From what I've gathered, compound adjectives are quite common, although they are rarely treated as terms since the description of the same artefacts vary greatly (e.g. descriptions of amphoras).

^{xxxvi} While *The Chicago Manual of Style* (16th Edition) advises spelling out whole numbers from zero through one

hundred in nontechnical texts, I believe this to be quite a technical text and opted for using numbers when the quantity of finds is concerned in order to be consistent and avoid confusion.

^{xxxvii} Translator's intervention. I omitted the last part of the sentence and merged it with the last sentence in the paragraph. (“[...] kakvi su definirani isključivo u južnom naselju starčevačke kulture na lokalitetu Tomašanci-Palača“, and „Ovom tipu utega pripisano je 35 nalaza iz južnog naselja.“). They both carry the same meaning, and the first time the information is presented it breaks the formal description of the weights, making the description harder to follow.

^{xxxviii} I changed the order of sentences and information in order to make the formal analysis, that is the description of the weights, easier to follow.

^{xxxix} I have been unable to find the source or any kind of mention of “gvaljasti uteg” online or in the archaeological articles. I tried consulting archaeology students and professors but none of them could provide me with an answer. With this kind of a descriptive definition it is impossible to guess at what it is meant by it without an image. The general consensus seems to be to translate it as “ball shaped weight” with which I do not agree (I believe it has something to do with texture, mass, or compression) but I settled on the group decision in order to maintain consistency.

^{xli} I changed the order of sentences in order to achieve consistency in paragraph structure and information sequence

^{xlii} In my opinion, the structure and the coherence of the whole text is not ideal. There is much repetition and unclear references. I have tried to simplify as much as I could, to avoid repeating the same information and some unnecessary text inflation (e.g. „...kojima se u literaturi pridaju...“)

^{xliii} *The Chicago Manual of Style* noted that the number must be spelled out if the sentence begins with it.

^{xliiii} The ST says different types of structures and then proceeds to describe pits, which would not really be a kind of structures that are mentioned later in the text, so I translated it as “locations”. Again, I omitted a sentence that brought the same information twice because it interrupted the logical information flow and obstructed the cohesion and coherence of the text.

^{xlv} My strategy for this translation:

Since the source text is a literary piece and an expressive text, I decided on a more source-oriented translation that aims towards producing an analogous stylistic effect. Any translation is a rewrite and the translator’s interpretation of the piece, but hopefully this one will be as close to the source as possible.

I aimed toward foreignization - for example leaving the names of soccer teams so that the reader would register the specifics of the culture in the text, and the author’s personal writing style which seems to be fragmented and consists of short pointed sentences which almost emulate a stream of consciousness but are well-rounded in both form and thought. Well-established symbolism is used (train tracks, mornings, nights, shadows...), and I tried to emulate it along with the literary devices and their effects, the leitmotifs, and the typical characters which are almost stock-like (a misunderstood protagonist, his best buddy, a crazy but benign local prophet...).

^{xlvi} Most chapters begin with a reference to a song. I was thinking of “twine into the cracks” – which provides a nice visual imagery of something filling the cracks. However I decided to repeat the verb “grow” because it corresponds nicely with the band name – *Repetitor*, which is clearly understood even in English (a repetition, here on a more literal level thought).

^{xlvii} The biggest issue I had with this text were the tenses which often shift and are in general more fluid and relaxed in Croatian than in English. In Croatian frequent jumps from past to present (even future) do not sound as unnatural as they do in English, and often occur in this chapter – often a chapter would begin with a present tense and continue with the past. In order to try to achieve some coherence of this (purposely) fragmented text I relied mostly on other stories which are predominantly written in the present tense. Based on them, I decided to keep what I presumed to be the main plot line in the present tense. The use of present tense in prose is not as common in English, and although it goes against expectancy norm (stories have happened in the past and should therefore be written in the past tense), it stays true to the author’s distinctive style and aesthetics.

^{xlviii} Simple present for habits.

^{xlix} “boys who won’t grow up” is a Peter Pan reference

¹ One place I glossed over a specific cultural term because adding an additional explanation turned the whole sentence ironic and blocky. So instead of a name of a specific magazine, I used a more general term. Although to be fair, the name of the magazine itself is very generic.

^{li} This seems to be one of the few examples of a more culturally specific reference. Although the story is general set (mainly) in Zagreb, the overall aesthetic and references in the rest of the text are more international and Anglo-specific than Croatian. I do not think much would be lost by adapting the names of soccer teams into something more recognizable to the readers in the Anglophone countries. I also do not find it necessary. As I’ve mentioned, the story is set in Zagreb and the specific source culture references add some cultural flavour. So I decided to keep them and if deemed necessary, add a short explanation. This specific one seems to primarily ground the story in Croatia. I don’t think it carries some greater symbolic meaning nor that it is crucial for the plot. I thought about adding a short explanation in the line of “football” next to the name of one of the teams, but it sounded too forced, and not like something that would be said in a conversation, especially this kind of a stylised one.

^{lii} I guess that to achieve the same effect one would have to translate the name into Croatian (Skromna), but I don’t think it necessary. It is a chosen name that defines her character and is indicative of her personality, which can be understood quite well from “Modesty”.

^{liii} I'm not sure if my interpretation of this part is correct, but to me it seems that the section of the text from “I close my eyes” to “I open my eyes” is a flashback and refers to a time before the main plot line (the break up and the beer afterwards). In my opinion it could go either way – it could be Elias remembering the events preceding the breakup, or the plot could be entirely linear and Elias going out and Modesty showing up at his place after the breakup could signal how stuck they both are in their routines. Since I had to make a decision I chose the former. There are a few elements that I think go in favour of my interpretation. Elias says to Maroje that Modesty said nothing and ‘only left’, which corresponds to the part when Elias confides in Modesty about not “seeing” and she says nothing, only pecks his cheek. Also, Elias mentions that he has been abandoned by Modesty and his shadow on the same day, which would mean that not everything between “closing” and “opening” of the eyes could have happened on that day. Maybe some of it did happen, but the text is quite fragmented and can be seen as open to interpretation (to a degree).

^{liv} I added a more elaborate description because I was unable to find a satisfactory translation of “titraju”. I think this is what was meant by it.

^{lv} Not as lyrically rendered as in the ST, but the “glittering tracks” clashed with the “glittering windows” from the previous sentence. I’ve also cut the sentence short because the long listing was hard to follow in English.

^{lvi} Alternativke – there is really no ideal translation for this since it is both colloquial and culturally specific. I translated it as “rocking the alternative lifestyle” because I think the “rock” part adds a sense of rock and roll culture (at least formally), and “alternative lifestyles” seems to be a collocation gaining more and more popularity in respect, and in opposition to the “mainstream”.

^{lvii} I wasn't completely sure what exactly is meant by “dovikivati” – catcalling the girls or a more general sense of striding around, puffing out their chests, and bothering people around them. I decided to go with a more general “throw comments” which might sound a tad clumsy but can cover both of these things.

^{lviii} I purposely did not vary the verbs like “sit”, “sip”, “nod”, “pour” in order to signal the routine Elias fell into.
^{lix} “Calm” is not the ideal translation of “meka” but it covers some of the connotations and has an added element of “calm before the storm” that comes later during their walk in the form of a literal storm. This way it implies Modesty feels the calmer aspects of the weather, while Elias detects the negative potential of it, which also says a lot about their personalities.

^{lx} Added explanation - park

^{lxi} Seeing as understanding on a deeper level, as opposed to just looking as registering or perceiving.

^{lxii} I intervened here since the Psihomodo Pop's song would be unfamiliar to the target audience. The intervention is minimal since I’ve just transferred the green light from the previous sentence into this one.

^{lxiii} I’m guessing that this means Elias is lefthanded, while Maroje is righthanded.

^{lxiv} In the ST the drug is described as “blood-thinning”, and the TT equivalent of that would be “lijek koji razrjeđuje krv”. Although this is quite a common description, I translated it as “lijek protiv zgrušavanja krvi” because of the following explanation: “Druga vrsta lijeka, antikoagulans (sredstvo protiv zgrušavanja krvi), smanjuje sklonost krvi da se zgruša sprječavanjem (inhibiranjem ili kočenjem) djelovanja faktora zgrušavanja. Premda često zvani razrjeđivačima krvi, antikoagulansi u stvarnosti ne razrjeđuju krv.” (<http://www.msd-prirucnici.placebo.hr/msd-za-pacijente/bolesti-krvi-i-krvotoka/poremecaji-s-krvarenjem/lijekovi-koji-utjecu-na-zgrusavanje>) In the light of that explanation, and since the informative aspect seems to be emphasised in these reviews, I wanted to provide the most accurate information possible and not contribute to the common misconception that the blood can be literally “razrijeđena”.

^{lxv} I had some trouble when trying to find the matching term in Croatian since there seemed to be no established term that would neatly and concisely carry the same meaning. A descriptive solution always seems to be more common in Croatian and a great help here and with many other dilemmas was the following site: <http://www.msd-prirucnici.placebo.hr>. The texts on it are written by the Croatian Medical Association in collaboration with the MSD pharmaceutical company, and although it may be biased because of the latter, it still seems like a reliable source of medical jargon.

^{lxvi} According to the fourth-year medical students, “medical condition” signifies an actual illness and is more specific than the general “zdravstveno stanje” that was my first choice of translation-

^{lxvii} Unlike the second two reviews which use the 'standard' Cochrane format and subheadings, the first review moves away from that and seems to be, technically speaking, written more informally: it uses less official scientific terminology, headlines are formed as questions, the first person plural is used... As I’ve mention on the forum, this ‘informal’ approach is commonly used in Cochrane translations, so I chose to keep it in this review.

^{lxviii} In the ST the descriptive term used here is ““keyhole”-type cut.” Although the quotation marks seem to point towards it being a description and not a real term that is widely used, in other Cochrane reviews I have found the keyhole type cut to be connected with laparoscopic operations

(<http://www.cochrane.org/search/site/keyhole>) and usually translated just as “manji rez” (<http://www.msd->

prirucnici.placebo.hr/msd-prirucnik/bolesti-probave/dijagnosticki-i-terapijski-postupci-u-gastroenterologiji/laparoskopija i <http://www.cochrane.org/hr/CD009323/dijagnosticka-tocnost-laparoskopske-procjene-stadija-tumora-nakon-ct-u-pacijenata-s-karcinomom>). Aside from that, “manji rez” seemed perfectly understandable and acceptable in this context, unlike other, more visually and formally closer translations that I have also seen used, such as “ubodni rez”.

^{lxi} Not the formal equivalent of the ST, but the phrase “cilj istraživanja” is the semantic and dynamic equivalent that frequently appears in Cochrane reviews and will therefore attribute to the consistency and the target audience expectations.

^{lxx} A translation that included formal equivalence sounded clumsy and unprofessional, so I tried to offer and add an explanation that would be simple, short, and easily understood. It does contain some more additional information that is not in the ST, but I do not think it is too much intervention into the text on the part of the translator since these translations are aimed at the general public and their purpose is supposed to be informative. Additionally, on the Cochrane site with tips for translation, it is said that adding explanations is acceptable.

^{lxxi} The adjective used in the ST is “disruptive”. It is all-encompassing in a sense and can be interpreted as disruptive to the whole organism, to the recovery from the operation, or as simply being too invasive for the body. I tried to catch all of those meanings by offering a more descriptive and general translation.

^{lxxii} I have additional information that the machine supports the lungs as well as the heart in order to make the implication in the name of the machine explicit. I also wanted to add a description of what this support entails (oxygenation and maintaining the blood flow), but decided against it since it is not the main focus of this review and would present unnecessary information that could overwhelm the reader.

^{lxxiii} I have wondered whether to bold or not to bold the subheadings, since they are bolded in the online reviews. In the end I have left them as they are in the ST, supposing that the additional formatting is done later on.

^{lxxiv} Although the term in the ST is “trial” and the formal equivalent that is consistent with the randomised controlled trial (RCT) is “pokus”, I translated it as “istraživanje” because “sudjelovati u istraživanju” is a much more common collocation than “sudjelovati u pokusu”, and because “sudjelovanje beba u pokusu” might carry some unintended connotations.

^{lxxv} Although the abbreviation was introduced in the text, I chose to use full term as suggested in the *Englesko-hrvatski medicinski rječnik M-Z* and to avoid declination of abbreviations.