Slovenski ŠOLSKI MUZEJ



SCHOOL RULES

EDUCATION IN SLOVENIA THROUGH TIME

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Guide to the Permanent Exhibition
of the Slovenian School Museum



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Permanent exhibition in the School Museum

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Setting up permanent exhibitions is closely linked to the origins and development of museums. A permanent exhibition is thus the direct precursor to a school museum, and displaying objects, just like collecting and preserving them, is a fundamental task of any museum.

A permanent exhibition clearly demonstrates a museum's professional and research work, and a museum without one is not truly a museum. The concept of establishing school museums was inspired by the grand world exhibitions in the second half of the 19th century, while the direct initiatives stemmed from teachers' conferences. It was precisely at these teachers' meetings that, following the first temporary exhibitions, permanent exhibitions of teaching aids, educational materials, and students' schoolwork began to be set up. The school museum emerged as an upgraded version of the permanent exhibition, which primarily helped teachers with their continuing professional development. When the predecessor to the current school museum was established (1898), the permanent exhibition evolved primarily by collecting teaching aids and school supplies and presenting them to teachers. Upon its re-establishment in 1938, the museum faced the challenge of presenting the historical development of education in Slovenia. In addition to historical data and materials, schools also donated artefacts to the museum. The conditions for a permanent exhibition matured after the Slovenian School Museum was relocated to the premises of the former Ursuline school, where the first part was set up in 1988 and the second part between 1999 and 2006.

The installation of the new permanent exhibition, *'School Rules!'*, which is a unique self-contained project, brought to fruition the long-standing efforts of generations of School Museum staff. With financial support from the education ministry, the exhibition in the renovated premises was completed in 2022. However, with the addition of a classroom in the cloud as a continuation of the historical perspective, the reflection on the evolution of the school is now, for the first time, also directed toward its future.

Just as technological developments and digitisation have transformed the way knowledge is transferred in the classroom, so the permanent exhibition, with its innovative approaches, takes visitors on a journey through the school's past and opens up new horizons. The challenge for the future stems from the past, which we uncover not merely for its own sake, but for a future in which a teacher's primary mission can be to recognise students and their potential.

Mag. Stane Okoliš
Museum Director

Guide to the Permanent Exhibition

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Are you interested in informative and engaging content that reflects the cultural development of the Slovenian people? This is exactly what the guide to the Slovenian School Museum's permanent exhibition offers, presenting selected content that reveals the path of education in Slovenia through time, from prehistoric times to the present day.

We call our permanent exhibition *School Rules!* to emphasise that education has been based on legislation since at least the time when Maria Theresa nationalised education and issued the first national primary education law in 1774. At the same time, school is also an intertwining of many personal, unforgettable experiences, and therefore, in the language of young people, it really rules!

The exhibition's central design feature is a long school blackboard, with a long school bench opposite it. However, this blackboard is no ordinary blackboard; it is like a cabinet of wonders, offering a variety of content, ranging from interesting objects to archival, visual, and film materials. The exhibited content is based on the findings of the educational and historical professionals and aligns with contemporary museological guidelines. We have striven to ensure that, alongside a carefully crafted visual presentation, the content is professionally sound and engaging for young people and the most discerning visitors alike. Children have always grown up with toys, which play an important role in education and are therefore also featured in the exhibition. We have included interactive elements, audio recordings, scenes from everyday life, and cute museum characters that have been brought to life using modern technology. We have also considered the needs of people with various disabilities. On top of all this, we have added the dedication and a touch of heart from the entire creative team behind the permanent exhibition.

The Guide includes the exhibition's key thematic highlights, which we hope will encourage you to explore the presented topics in greater depth as you tour the museum.

Watch and learn! is the first thought recorded on the timeline of the permanent exhibition. This idea could have originated in prehistory, yet it remains remarkably relevant even in the modern era of lifelong learning. It encourages us to embrace new knowledge and insights, including those presented on the following pages. We hope you are captivated by the display of the rich heritage of education and general cultural development in Slovenia!

Mag. Marjetka Balkovec Debevec,
Museum Manager of the Permanent Exhibition


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DRAVSKA BANOVI

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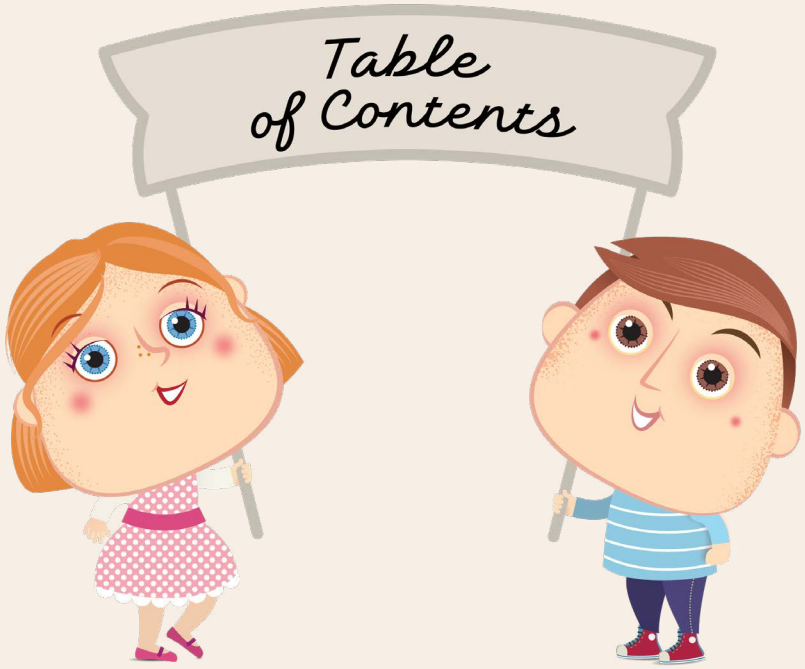
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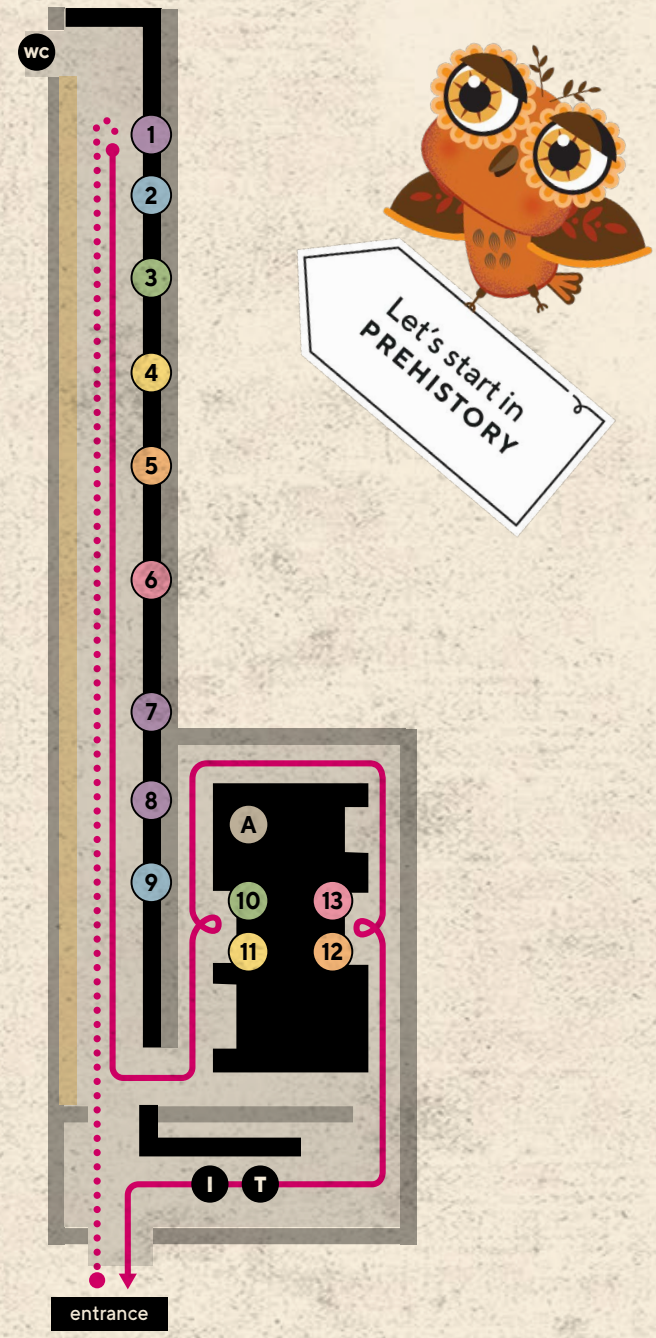
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A School Architecture

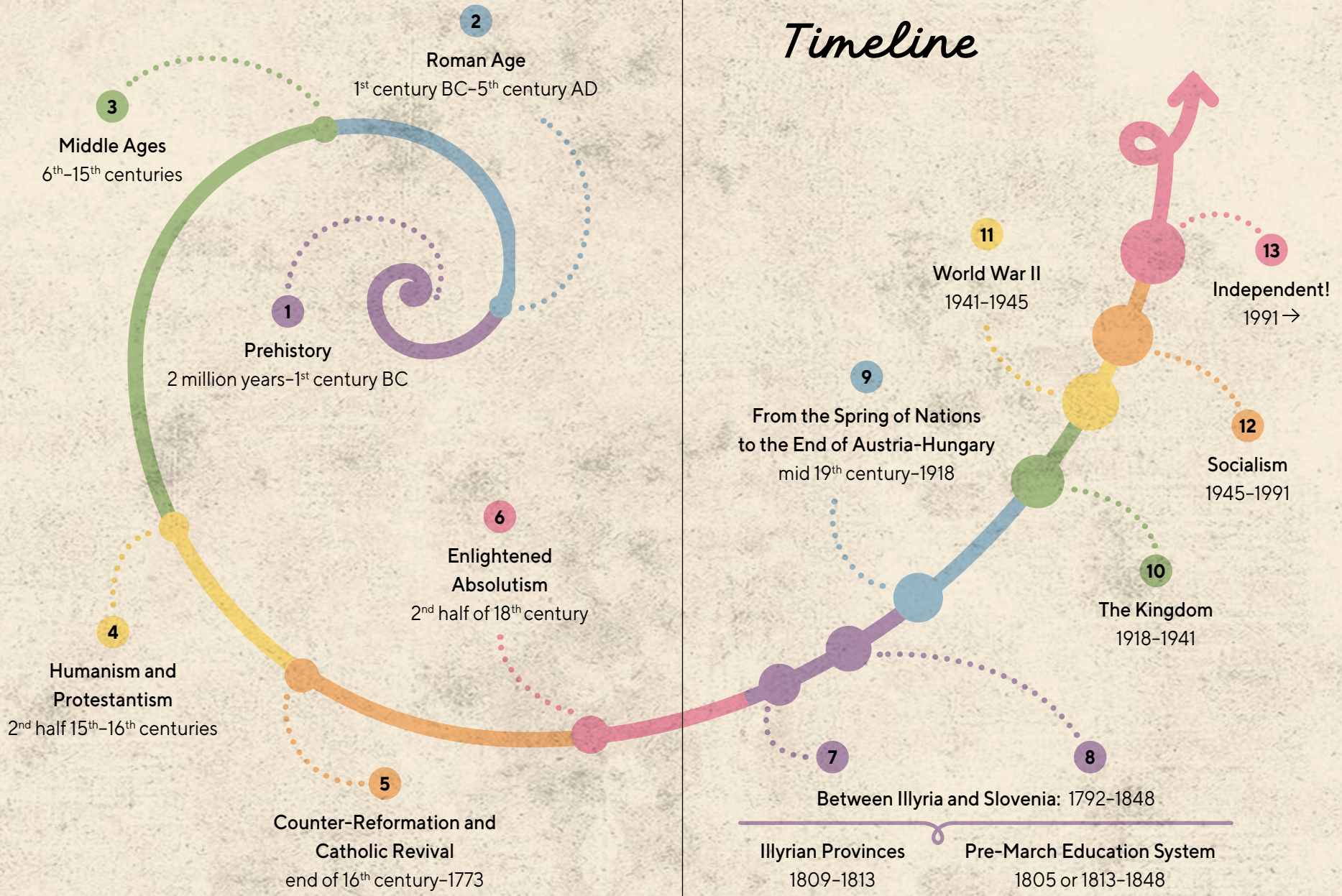
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Timeline


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Prehistory
2 million years–1st century BC
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Roman Age
1st century BC–5th century AD
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Middle Ages
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2nd half 15th–16th centuries
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From the Spring of Nations to the End of Austria-Hungary
mid 19th century–1918
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The Kingdom
1918–1941
11
World War II
1941–1945
12
Socialism
1945–1991
13
Independent!
1991 →

1st century BC

3,500 BC
Cradle of civilisation

30,000 BC
First examples of Palaeolithic visual art

2–1.5 million years ago
Appearance of first humans

2 million years



1

Watch and Learn

~

PREHISTORY

2 million years–1st century BC

Even in prehistoric times, when no schools had been built and no education laws had been written, children still learned a great deal. They learned how to live and survive. Although they did not know letters or numbers, they could still communicate and do calculations. They drew with charcoal, soil, and animal blood, and probably used pebbles for calculations. They also played a lot. All forms of learning took place through the example and imitation of adults, and knowledge was passed down from generation to generation. Thanks to their ingenuity, people overcame various life challenges and invented new ways of working and new tools. One of the oldest inventions was the use of fire, which had a transformative effect on life in prehistoric times.

An Example Is Worth More Than a Hundred Words

In the Stone Age, children would play by dragging each other around on animal hides near their dwellings, imitating adults at work. Observing and imitating their elders was the main form of learning. From a young age, they followed their mothers as they performed the household chores of the time. Mothers took them along when they went out to gather edible fruits or when they went to fetch water. In this way, girls learned from the outset which plants, fruits and berries were suitable to bring back to the family gathering place. Their mothers made them a leather pouch for this purpose.

Boys soon received a small bow and some blunt arrows to play with, but also to prepare for their future roles in the community. Sometimes, they accompanied adult men on short hunting trips. In this way children became familiar with the work of adults and





Greek Owl Skyphos

Knowledge also gradually spread through the exchange of goods. A fine example is the Greek owl skyphos, a cup made on a potter's wheel using the Greek red-figure technique. It is decorated with an owl, a symbol of wisdom, which is flanked on both sides by olive branches, symbols of peace and reconciliation.

Greek owl skyphos: an owl, a symbol of wisdom, on a cup from Most na Soči, late 5th century BC.

acquired survival skills. All crafts were passed down from generation to generation, with knowledge transmitted by example, the young learning from the old. When they reached the age of 13–15, the young were accepted into adult society.

Various archaeological finds, ranging from famous cave paintings to various objects, bear witness to the acquisition of new behaviours, skills, and knowledge during this earliest period. One such notable find is the Neanderthal flute discovered in the Divje Babe Cave above the Idrijca River. Dating back approximately 60,000 years, it is considered the oldest musical instrument of its kind. In the Ljubljana Marshes, where pile-dwellers once lived, the world's oldest wooden wheel with an axle was discovered, dating back 5,200 years.

An important Palaeolithic site, Potočka Zijalka yielded a 35,000-year-old bone needle, known as a 'protoneedle', among other artefacts. The cave, named after its former owner, Potočnik, lies beneath Mount Olševa above Solčava.

Bone needle, the so-called protoneedle.



Towards the end of the Iron Age, the first inscriptions, usually names, appeared in our territory. An example of this is a silver votive plaque from the Vrh Gradu site near Pečine on the Šentvid Plateau, which dates to the 2nd–1st centuries BC. The oldest inscriptions in our territory are mostly written in the Venetic script. Preserved on Iron Age finds, they demonstrate that individuals, likely priests, already knew how to read and write.





What could have been written on the plaque?

Silver votive plaque.

Play has always had an important role in learning and education. Some interesting archaeological finds, such as pottery figurines of horses and a bird-shaped rattle, originate from Kučar near Podzemelj in the Bela Krajina region, and date back around 2,500 years. Perhaps many children were entertained by a toy horse like this in prehistoric times.

Horse figurine from Kučar near Podzemelj in Bela Krajina. Made of baked clay, it is around 2,500 years old.



5th century

476
The fall of the Western Roman Empire

1st century
The founding of the first Roman cities in Slovenia

The beginning of the calendar
The birth of Christ

1st century BC



2

*Non scholae sed vitae discimus**

~

ROMAN AGE

1st century BC–5th century AD

The Romans modelled their educational system on that of the Greeks. Conducted in Latin, instruction was optional and primarily intended for boys. It was mostly private: at the child's home, at the teacher's home, or in a space rented by the teacher.

The goal of the education was to learn rhetoric. Classes began by candlelight before sunrise, and after a lunch break, a shorter afternoon session followed. On Slovenian soil, teachers primarily provided primary-level education.

* We learn not for school, but for life.

School – a Privilege of the Wealthy

Education was never compulsory in the Roman Empire, and school buildings were initially unheard of. The main purpose of schooling was to study rhetoric. In cities, there were teachers who provided primary education. Most of them were Greek slaves or so-called freedmen who taught children in various locations. Some visited the children at home, while others provided their own space for instruction. The wealthier teachers held classes in their own homes. Most of the poorer teachers rented space, while the poorest simply held classes on a street corner or in a secluded part of the town square. As the teachers were paid by the pupils' parents, only the children from the wealthiest families attended classes. The lessons, which were mainly attended by boys, were led by a teacher called a 'magister', who taught history and literature, as well as teaching the children to read and write. The children read works by ancient authors, mostly using scrolls of fiction, particularly poetry. Harsh punishments were a part of everyday school life at the time. The main learning tool was a wax tablet, on which they wrote with a metal stylus. Since the tablet was erased as they went along, they had to commit much more material to memory, so they learned a lot by heart.

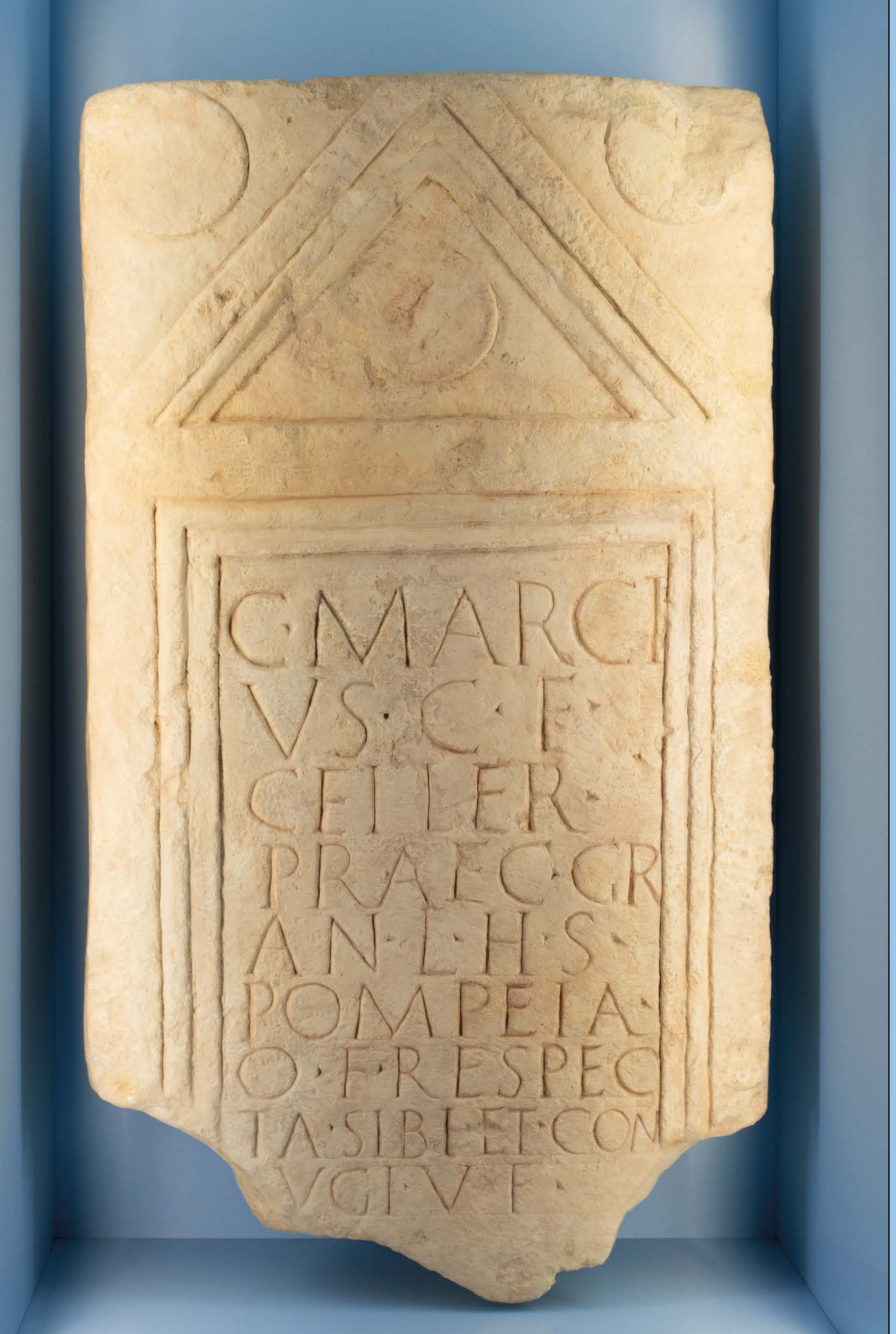


A tablet (wooden, coated with wax) and a stylus (metal pen).



Aristotle • *384–322 BC*

Philosopher, student of Plato, teacher of Alexander the Great. He wrote and taught on a variety of subjects, including philosophy, physics, poetry, biology, logic, rhetoric, politics, and music. His philosophical thought had a profound influence on education as we know it today. "Those who educate children well are more to be honoured than they who produce them; for these only gave them life, those the art of living well."



Tombstone

A tombstone from the Flavian municipium of Neviodunum (Drnovo near Krško) is evidence of schooling in our territory during the Roman Empire. The only one of its kind from this period, the tombstone confirms that a teacher worked on our soil. The abbreviation GR may stand for the title 'grammaticus', meaning a primary or secondary school teacher. Alternatively, it may represent the term 'Graecus' or 'Graeci', in which case Marcius would have been a Greek teacher who taught in the town of Neviodunum.

C(AIUS) MARCI- • US C(AI) F(ILIUS) • CEILER • PRAEC(EPTOR) GR(AMMATICUS?, AECUS?) • AN(ORUM) L. H(IC) S(ITUS). • POMPEIA • Q(UINTI) F(ILIA) RESPEC- • TA SIBI ET CON- • [I]UGI V(IVA) F(ECIT).

Translation:

Gaius Marcius Ceiler, son of Gaius, teacher of grammar/Greek, aged 50, lies here. Pompeia Respekta, daughter of Quintus, erected this during her lifetime for herself and her husband.



Vestal Virgins

A special school for Vestal Virgins is known to have existed in ancient times. It operated until 394, the year that Emperor Theodosius achieved his final victory over paganism by defeating Eugenius. Vestal Virgins were girls who were chosen for this role for 30 years and took an oath renouncing marriage. Their most well-known duty was to maintain the sacred fire.

Ancient Toys

Children in Roman times also delighted in toys. They played strategy games (e.g. latrunculi) and dice games. Rocking horses and dolls (with moveable arms and legs) were also popular toys. Upon marriage, which took place from the age of 12 for girls and 14 for boys, children parted with their toys, which marked the end of childhood.



Doll: an irreplaceable toy for girls, 2nd half of 3rd century







Wooden horse: a source of great joy for boys, used to re-enact military battles or gladiatorial games. Examples of this type date to the 10th century BC.
Latrunculi: Probably the most popular strategy game played in the Roman Empire, dating from the 2nd–3rd centuries.
Dice: Used throughout the Roman period for children's games and games of chance. The first ones were created in the 4th century BC.

Did You Know... that the word 'school' actually means 'leisure'?

The Latin word 'schola' is derived from the Greek word 'skhole,' which originally referred to free time, leisure, or what someone does in their free time. The word could also refer to a lecture or an educational discussion.



15th century

1408
The beginning of Turkish incursions into Slovenian territory

1347
The beginning of the plague (Black Death) epidemic in Europe

ca 1285
The invention of the first glasses in northern Italy

1088
The foundation of the University of Bologna – the oldest university in Europe

ca 631
The first known Duke of Carantania, Valuk

6th century



3

Ora et labora*

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MIDDLE AGES

6th–15th centuries

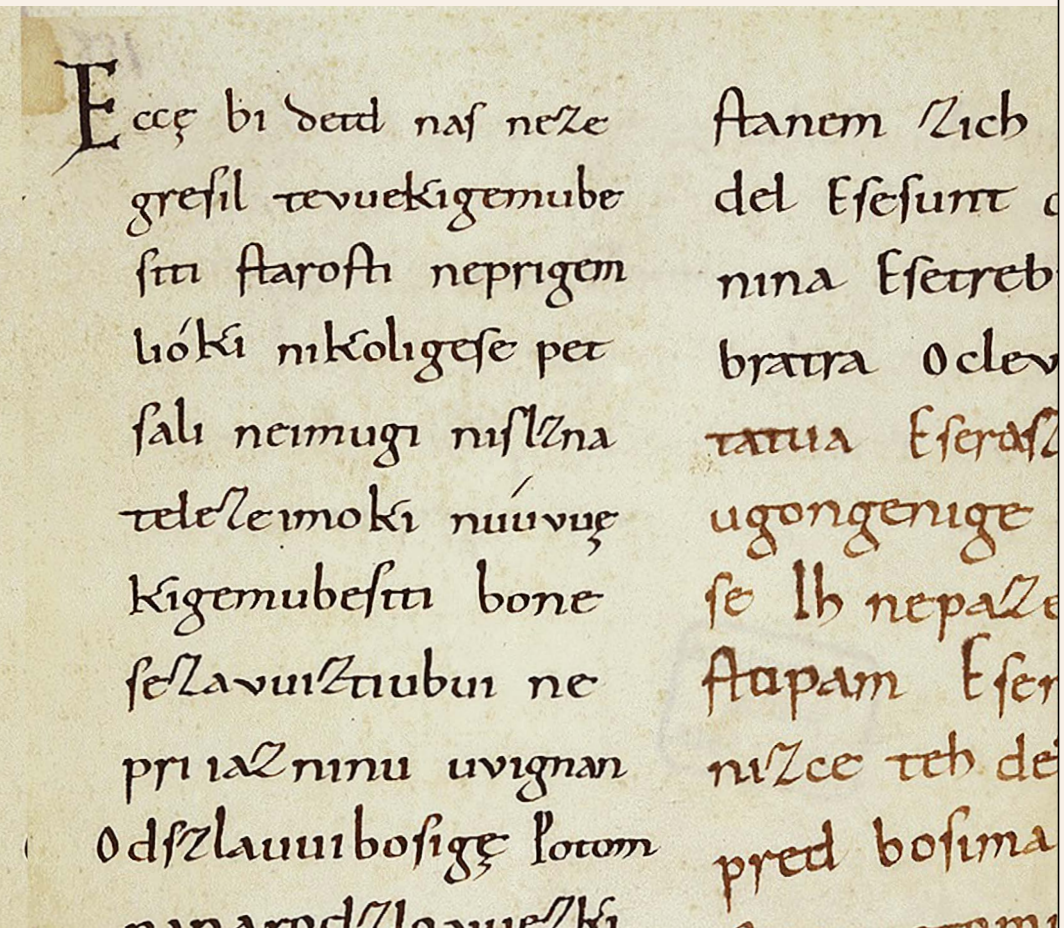
In the Middle Ages, schooling operated almost entirely within the Church. Initially, only monasteries and dioceses had their own schools, but later some parishes and towns did too. Lessons were taught in Latin, which was the language of the Church and science at the time. The primary purpose of teaching was to educate future monks and priests, who would then educate and instruct people in the faith. As well as Latin and, later, German texts, the oldest traces of Slovenian instruction have also been preserved. As developing cities led to a greater need for practical knowledge of trade and crafts among the townspeople, vocational guild education also developed alongside the Latin town schools.

* Pray and work

Hell or Heaven?

In the Middle Ages, education and knowledge were not merely the foundation of life on Earth; they were also intended to help people achieve eternal life after death. Ordinary people could learn how to achieve this and how to live a proper Christian life through the depictions in church frescoes. Dating from this period are the Freising Manuscripts, the oldest preserved records in the Slovenian language and the earliest Slavic text written in the Latin alphabet (Carolingian minuscule).

The beginning of the second Freising manuscript: [Etje bi det naš nes grešil, te u weki jemu be žiti …], circa 1000.



Medieval Thinkers

The development of medieval thought was shaped by various medieval figures, philosophers, scholars, and missionaries. The English theologian and scholar **Alcuin** (735–804), for example, served as Charlemagne's advisor on education and was the architect of the Carolingian Renaissance programme. He also issued guidelines for the Christianisation of the ancestors of the Slovenians.

The Christian theologians and missionaries from Thessaloniki, the brothers **St Cyril** and **St Methodius** (826–869 • 815–885), advocated for the right of every nation to worship God in its own language. Cyril invented the first Slavic alphabet, the Glagolitic script. They translated biblical texts and liturgical books into Old Slavonic. They also travelled through our lands, stopping at Duke Kocel's court in Lower Pannonia.



Alcuin and the brothers St Cyril and St Methodius.

School for the Wealthy, Useless for Peasants

The medieval curriculum was rooted in the ancient heritage transmitted by the Church from the fallen Roman Empire to the new



Christine de Pizan teaching four men.

peoples. Elementary education covered reading, writing, singing, and arithmetic. This three-year programme was intended for boys aged seven and over. Strict discipline was enforced. Initially, only the children of nobles were educated, but later an increasing number of burgher children as well.

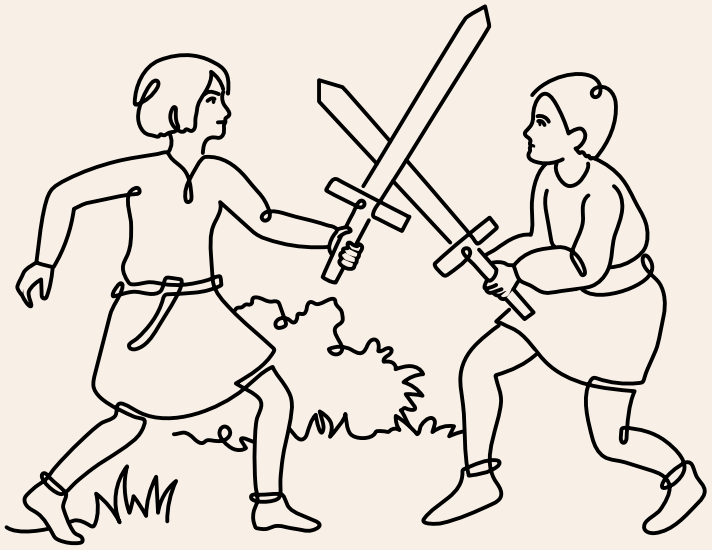
Access to school was difficult for peasant children, and as it was, it was entirely useless for peasants at the time. Girls could only receive an education in women's convents, where they also learned spinning, weaving, sewing, and embroidery. From the 12th century onwards, girls from wealthier families were taught at home by private tutors. Good manners became one of the main subjects of instruction.



Charlemagne · *747/748–814*

As Roman Emperor, he sought to unify the empire in all areas of life (the Carolingian Renaissance) devoting particular attention to education. During his reign, the number of monastic schools and scriptoria increased significantly.

The greatest scholars in Europe at the time worked at Charlemagne's court. He entrusted education to the Church. He demanded the establishment of schools in which boys would learn psalms, reading, singing, and arithmetic in Latin.



Chivalric Education

More capable students could continue their education at the secondary level, which typically lasted eight years and included studying the seven liberal arts (septem artes liberales). At the more prominent noble courts, young knights received a chivalric education.

Practice Makes Perfect

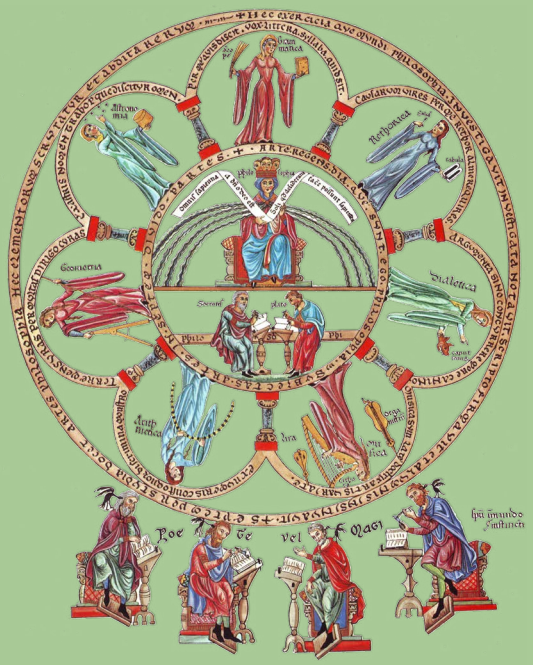
In the 12th century, cities experienced rapid economic and social growth, and this growth created an increased demand for laypeople who could read and write. In the 13th century, parish town schools evolved into so-called Latin schools, which taught basic literacy and Latin. From the mid-14th century and into the 15th century, various schools teaching reading, writing, and arithmetic began to spread, imparting knowledge in the mother tongue. Within medieval towns, artisans of the same trade joined together in special associations known as guilds, which established vocational guild training. The highest rank was that of master, which a craftsman could attain by producing a flawless product and passing a master's examination.



Seal of the potters' guild in Škofja Loka.

On the Path to Divine Wisdom

The Middle Ages were characterised by the absence of the multi-tier education system that we know today. While all medieval schools were elementary, some also offered secondary-level



Illumination from the *Hortus deliciarum* manuscript, ca 1180.

The Desk of a Medieval Scribe

The Benedictine motto “Ora et labora” also encompasses not only prayer, contemplation, and manual labour, but also the need to copy texts and write books, which in the Middle Ages became just as important. Monks did not limit themselves to copying Christian texts but also transcribed works by ancient authors. They thus became the mediators of the spiritual values of antiquity. In addition to the desk, their writing utensils included writing tools (calami and quill feathers), parchment for writing on, and an inkwell containing ink.

The medieval inkwell was made from animal horn.
Calamus (Latin: calamus) is an ancient Greek word meaning ‘reed’ or ‘reed pen’.
Parchment is a thin writing surface, most often made from the skin of calves, sheep, goats or donkeys.



studies, which typically lasted eight years. At this level, students were introduced to the subjects of the so-called seven liberal arts, as defined in late antiquity by the Roman writer Capella.

Medieval Universities

The emancipation of science and the adoption of Roman law at the end of the 11th century led to the establishment of the first medieval universities. Rulers and popes used their power and authority to protect them as independent centres of study and research. A medieval university consisted of four faculties: arts (philosophy), law, medicine, and theology. In the Middle Ages, over 2,000 students from the Slovenian ethnic territory studied at the University of Vienna (founded in 1365) and other (mainly Italian) universities.



A medieval university lecture on Aristotle by Henricus de Alemannia, painting from 2nd half of 14th century.

Did You Know... that chess was a popular board game in medieval Europe?

Between the 11th and 15th centuries, it formed an important part of the so-called chivalric education which was received by noble boys. It was based on the seven chivalric arts (riding, swimming, archery, combat, hunting, chess, and poetry). Girls, too, passed the time playing chess, in addition to embroidery.



Replicas of Leonardo da Vinci's chess pieces from the late Middle Ages and modern chess pieces for children.



16th century

1569
The first public library in Slovenia

1517
Publication of Luther's Theses – launch of Protestantism

ca 1509
Copernicus: heliocentrism – the Earth revolves around the Sun!

ca 1490
Leonardo da Vinci
The Golden Ratio

ca 1455
Publication of the Gutenberg Bible – the beginning of the printing press

2nd half of 15th century



4

Dear Slovenians

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HUMANISM AND PROTESTANTISM

2nd half of 15th century and 16th century

Protestantism, with Trubar, marked a turning point in the development of Slovenian education. For the first time, a call for primary schooling was set down in writing. The distinction between primary and secondary education was made, and an estates school offering a grammar school education was established. The first Slovenian printed book appeared, which was also the first Slovenian textbook. Dalmatin secured the first translation of the Bible into Slovenian. Frischlin's school regulations for the Protestant estates school provide insight into the lives of pupils in the 16th century.

To Stand and Withstand

The path to Protestantism was paved by humanism, which originated in 14th-century Italy and spread throughout Central Europe primarily through university centres and royal courts. The revival of interest in antiquity and its ideals led to a different attitude towards humanity's role in the world, and , consequently, towards the importance of education. The most prominent figure of Central European humanism, who exerted a significant influence on the Reformation, including in Slovenia, was Erasmus of Rotterdam (1466–1536).



Erasmus of Rotterdam, Hans Holbein, In Praise of Folly, Ljubljana, 1952.

By the 16th century, Protestantism had spread across most of the Slovenian territory and marked a turning point not only in the religious and literary spheres but also in education and culture in general. Slovenian Protestant writers such as Primož Trubar, Adam Bohorič, Sebastjan Krelj and Jurij Dalmatin were not lagging behind their German counterparts (Luther, Melanchthon) in their views on education. Although they were primarily religious reformers and their cultural efforts, including within education, were tied to religious renewal, they consciously sought to help the Slovenian language gain greater prominence.

First Writings on Primary School

Trubar's *Abecedarium* and *Catechismus* were the first books printed in the Slovenian language, published in 1550 in Tübingen, Germany. This was a decisive first step for Slovenian literature and for the possibility of primary education in the native language.



Primož Trubar, *Abecedarium*, 1550, and *Catechismus*, 1550, title pages.

The Origins of Grammar Schools

Since Protestants required an educated clergy, or preachers (predicants), teachers, and officials, German and Latin schools were established. In Ljubljana, they founded a Protestant estates school (1563–1598) offering a grammar school education, i.e. a level of education that prepared students to be admitted directly to university. This marked the first separation of secondary education from primary education.



Classes at a Protestant school in the 16th century.

School Ordinance

"At school, pupils should be well-behaved and disciplined..." We gain the best insight into the Ljubljana Protestant estates school through its school ordinance, which reveals the organisation and content of instruction as well as the daily lives of the pupils. Drafts of Bohorič's second (1575) and Frischlin's third (1584) school ordinances have been preserved. The curriculum was comprehensive, precisely describing the content of instruction, the syllabus, the list of textbooks, teaching methods, and rules of conduct.

Rewards and Punishments

Punishments were frequent in the Protestant estates school, while rewards were rare. Corporal punishment was an integral part of education. It was believed that the cane was the teacher's sceptre. Only the best students earned rewards. Those who excelled in the transfer exams from the lower to the higher year received an award medal.



Award medal for the best students at the estates school in Ljubljana, 1584.



Incunabulum

The Slovenian School Museum also houses an incunabulum,* the oldest book in its collection. It is one of the earliest modern Latin grammars, the work of the renowned Italian linguist Perotti (1429–1480).

* An incunabulum is a book, a single page, or an image that was printed in Europe between the mid-15th century and the year 1500. Preserved examples are very rare and valuable.

The *Bohorizhiza* Alphabet

The Protestant estates school was staffed by educated teachers and led by prominent Protestant-humanist scholars of the time, such as Adam Bohorič and Nikodem Frischlin. Bohorič was also the first grammarian of the Slovenian language. In Wittenberg, Germany, in 1584, he published the first Slovenian grammar book, *Arcticae horulae succisivae* (Winter Lessons), which was written in Latin. It was intended to teach correct Slovenian speaking and writing. The script, named the Bohorič alphabet (*Bohorizhiza*) after him, was in use for nearly three centuries.



Coats of arms of the three provinces (Carinthia, Styria, Carniola) in the 'Winter Lessons', 1584.



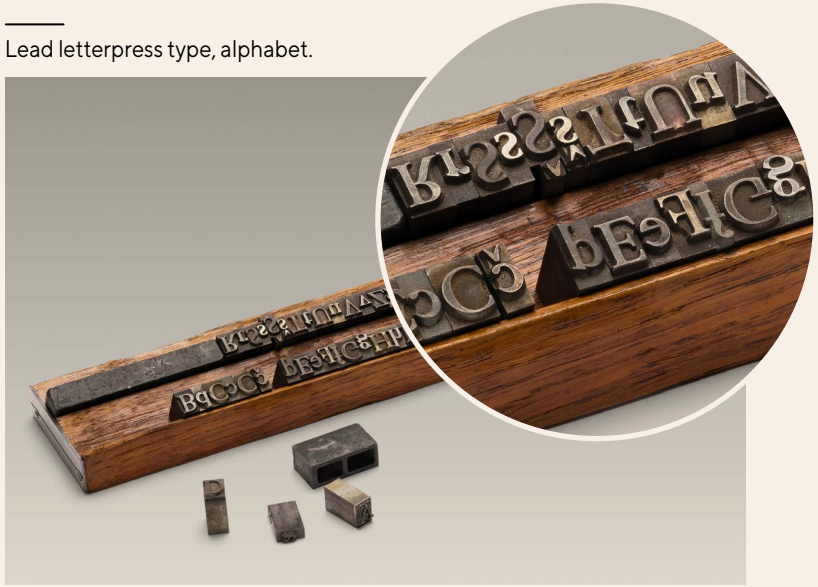
Primož Trubar · 1508–1586

Trubar is the most important figure in Slovenian Protestantism. He was a writer, translator, and Protestant priest. He wrote the first Slovenian book, thereby founding the Slovenian literary language and literature. As the conceptual founder of primary education in Slovenia, he strove to ensure that all believers could read the Bible for themselves. He wrote, adapted, or translated around 30 Slovenian books. His extensive library was bequeathed to the estates in Ljubljana and is considered to be the first public library in Slovenia.

The Emergence of Printing

Printing played a decisive role in disseminating knowledge more widely and making it more accessible. Printing on paper was cheaper than hand-copying onto parchment, making books far more accessible even to the lower classes. Janez Mandelc, the first Slovenian printer, established a printing press in Ljubljana in 1575, where he printed the first Slovenian book in Slovenia (Dalmatin's translation of the biblical Book of Sirach). However, two years earlier, the first book to be printed on Slovenian territory, but in Hungarian, had been printed in Dolnja Lendava. It is also said that the first Protestant school operated there in the period 1544–1595. In Prekmurje, which was then part of Hungary, the development of Protestantism had certain distinctive features. The Counter-Reformation was also not carried out as thoroughly there as in the Austrian part, which is why Protestantism has survived there to this day. The 'manor house' in Petanjci was also a centre for new religious ideas.

Lead letterpress type, alphabet.



A pupil with a donkey's head on his back, illustration by Hinko Smrekar.

Did You Know... where the name 'donkey desk' comes from?

Frischlin's school ordinance from 1584 mentions secret informants and a wooden donkey that was used as a humiliating punishment. The punished pupil had to carry the picture of a donkey home on his back, keep it overnight, and return it to school the next day. This punishment was usually given for misbehaviour or for not using Latin consistently (e.g. speaking Slovenian or German in higher grades). From then on, symbolic representations of the donkey (including the 'donkey desk') were used as a form of punishment in education.

*St Nicholas placed walnuts, dried apples, and a toy in a little basket. Which do you think it is?**



* Trubar first mentioned the word 'toy' in the Slovenian language in 1575, when the custom of St Nicholas was also first mentioned.

1773

1719
Daniel Defoe: Robinson Crusoe, the most successful novel in Western literature

1683
The Turks at the gates of Vienna: the end of the Ottoman conquest of Europe

1668
Jean de La Fontaine: Fables, popular animal stories based on ancient themes

1605
Cervantes: Don Quixote, the first modern European novel

end of 16th century



5

Virtuti & musis*

~

COUNTER-REFORMATION AND CATHOLIC REVIVAL

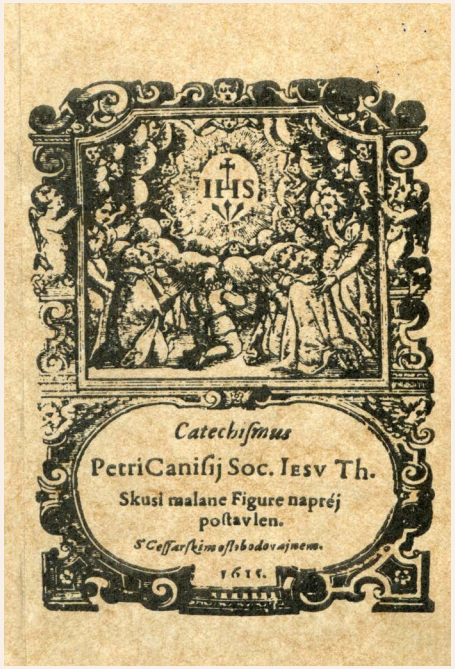
from end of 16th century to 1773

Knowledge was passed down from parents to children, with private tutors teaching a select few individuals and guild training being intended for apprentices and assistants. Due to near-universal illiteracy, knowledge was conveyed through the spoken word, for example, religious instruction through sermons. Only a few young men, and even fewer young women, embarked on the path to formal schooling in primary schools. However, the education of individual boys and young men was provided by Latin schools, which offered a humanistic education, a Catholic upbringing and educated teachers, mostly Jesuit monks.

* Inscription above the entrance to the Collegium Carolinum/ Seminary in Ljubljana. 'To virtue and the muses' – meaning education.

Between the Catholic Revival and the Beginnings of the National Awakening

Young people learned skills and trades through work and embraced tradition through examples and storytelling. The brevity of life, wars, illness and accidents fostered a general sense of uncertainty that also affected religious education, which took the form of catechisms, sermons, church hymns, pilgrimages and Passion processions. Religious instruction was vividly focused on the issues of sin and death, as well as the longing for the beauty of heaven. To help young people understand the text of the catechism, the content was explained through illustrations.



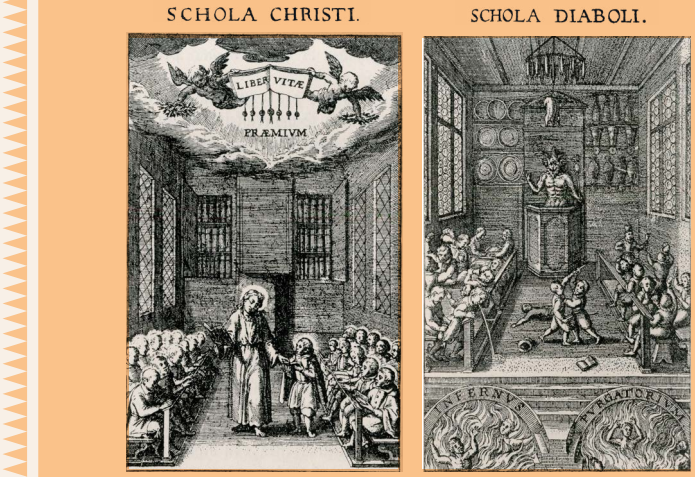
Cover of the illustrated Slovenian small catechism, *Catechismus*, 1615.



Statue of the Capuchin preacher Father John Baptist of Sveti Križ, Vipavski Križ, Maria Grazia Collini, 1994.

The Capuchins, with their monasteries even in smaller towns, supported the religious and moral education of ordinary people in towns and rural areas. They educated people through Slovenian sermons based on the Holy Scriptures, particularly the Gospels. Some sermons were printed as sermon manuals.

But what about the first school lessons? There were private teachers and primary schools in towns, parishes, and monasteries. Only a few children attended these initial classes.



The good and the bad schools. From a Latin school textbook for young people: *Alphabetum Christi*, *Alphabetum Diaboli*, 1618.

Around 1700, a few children were able to learn to read German with the help of an illustrated alphabet book, and likewise to read Slovenian. This was made possible by independently printed alphabet sheets, such as ‘Tabla teh pushtabov’ (Tablet of these Letters). Such texts for reading, and from 1745 onward also for calculation, were also included in Slovenian Catholic religious books. The ABC tablet with a holder was a teaching aid that was also offered by travelling booksellers at fairs. In 1765, Father Marko Pohlin compiled the Slovenian alphabet book *Abecedika*, which was published several times, as late as 1813.



ABC tablet.



J. A. Komenský – Comenius .

1592–1670

An educated Czech Protestant from the era of religious wars and exile, he is renowned internationally as an educator to this day thanks to his work. He advocated teaching in the mother tongue and, in instruction, for the principles of clarity, gradual progression, and systemisation. Thanks to his pedagogical books (such as *The Great Didactic – Didactica Magna*), and especially his work *The Visible World in Pictures* (*Orbis Pictus*, 1658), his influence on children’s education has been enduring.

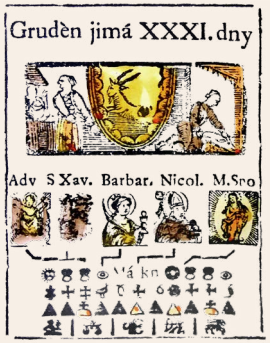
Joh. A. Comenius.



School building in Škofja Loka with a 1627 plaque.

Town Schools

In towns, private teachers and primary schools offered instruction in reading, writing, languages, and music. Such schools were established in Ljubljana (in collaboration with the diocese), Kranj, Škofja Loka, and other towns. In some places, parish priests provided primary instruction; for example, Baron Maximilian Leopold Rasp established a school for boys and girls in Kamnik after 1700. Peasant families had a printed almanac with names before they had a Slovenian prayer book or textbook, and they also learned to read from such printed materials.



'Nova crainska pratica Na Lejtu' (New Carniola Almanac), 1741.

The Society of Saint Ursula

The education of many girls in our lands was in the hands of the Ursuline nuns. The 'Society of Saint Ursula' was founded by Angela Merici in northern Italy in 1535. On 2 July 1703, thanks to the efforts of Mother Margareta Eleonora von Eisswald, they opened the first public primary school for girls in Ljubljana. In 1717, they built a convent, and in 1726, a new Baroque church, establishing an influential centre with their girls' school (an internal school with a boarding facility and an external school for girls from the city and surrounding areas). Girls could also receive an education in the convents of the Poor Clares and the Dominicans.



The founder of the Ursulines teaching girls, 18th-century painting.



The Jesuit College

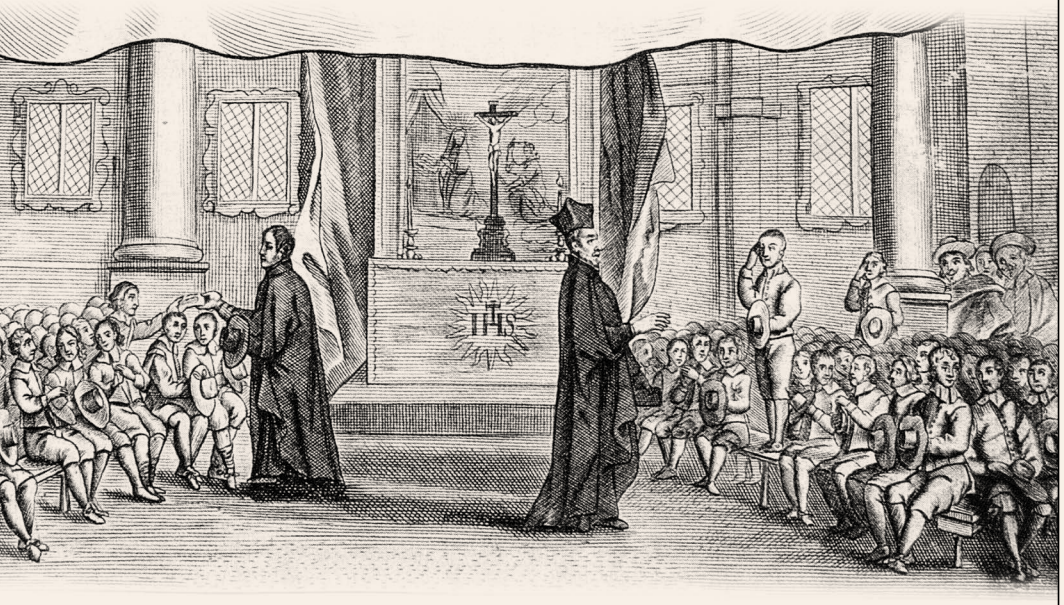
The Jesuits established themselves as a prominent Catholic educational order through their teaching. They arrived at St James's Church in Ljubljana in 1597 and established a Latin school. In the early 17th century, they built a monastery, i.e. a college, comprising multi-storey residential and school facilities with a theatre, an auditorium, and a church. For more than 170 years, these Latin and higher schools provided interested young people with a Catholic upbringing and a European humanist education rooted in antiquity, free of charge. Jesuit schools enthusiastically shaped secular and ecclesiastical scholars, establishing a system of instruction featuring scheduled classes, prescribed textbooks, qualified classroom teachers, grading, academic years, exams, school awards and celebrations, and rest periods (*recreatio*). After the political dissolution of the Jesuit Order in 1773, their schools were taken over by the state.

Jesuit Latin Schools

Jesuit monks provided further education for educated people with a humanist education and Catholic upbringing at Latin schools. In the early 17th century, over 500 students attended their schools in Ljubljana, a number which had risen to over 900 by the early 18th century. Some went on to pursue advanced studies in philosophy and theology, and some even attended universities. An important part of the Latin school curriculum was theatrical performances, through which students raised money for school purposes.

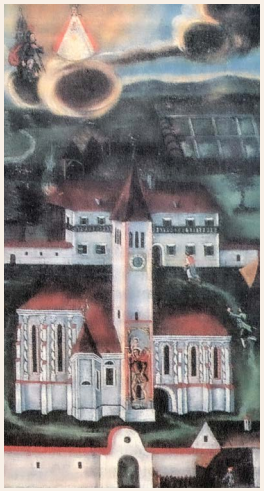
As the ruler's representative, the Bishop of Ljubljana, Tomaž Hren (1560–1630), led Counter-Reformation measures, and as a Catholic bishop, he implemented the decisions of the Council of Trent (1545–1563) regarding the education of priests and religious instruction in general. Together with his collaborators (including the Jesuit Janez Čandik), he arranged for Slovenian texts to be printed for the Catholic religious revival and particularly supported the Jesuits and their educational efforts, as well as the Capuchins in their preaching activities in rural areas.

Religious education in a Jesuit church in the mid-17th century.



Other Latin Schools

In 1685, the parish priest Jurij Kozina founded a Latin school in Ruše, near Maribor, which was known as a pilgrimage site. The schooling of young people (*scholastica iuventus instructio*) at the only such school in Lower Styria provided an education to a total of 6,681 pupils from towns and market towns as well as noble youth, including around a thousand children of serfs, as recorded in the extensive Ruše Chronicle. After the Jesuits arrived in Maribor in 1757 and opened a Latin school – a grammar school - the Latin school in Ruše ceased to exist.



A votive image depicting a church and parish buildings, as well as the motif of a fire, which was set by a pupil but extinguished in time on 26 November 1694 (Ruše near Maribor).

A school in Novo Mesto also adopted the system of Jesuit Latin schools. At the town's request, Maria Theresa granted permission on 8 August 1746, for "the local Franciscan friars in Novo Mesto to teach publicly in the six lower grades, i.e. 'from the first grade through rhetoric'", thus establishing the second grammar school in Carniola. Therefore, from the mid-18th century onward, Novo Mesto became an important educational centre. In the Primorska region, the Piarists had been active since 1699, running an influential school in Koper. Bishop Naldini established a small Glagolitic seminary there in 1710, with the aim of training Slavic clergy to work in rural areas.

The Cultural Significance of Libraries

Libraries are also important for education. Influential church and other scholars, some of whom were involved in the Academy of



Symbols of the four faculties (philosophy, theology, law and medicine) in a fresco in the Seminary Library in Ljubljana.

the Operosi, also viewed Ljubljana as a centre of higher education. The first public scientific library, founded in 1701, was given a furnished and painted hall (G. Quaglio, 1721) by 1725 in the Collegium Carolinum, which was intended for students and is now better known as the Theological Seminary. Higher education is symbolised by the personifications of the four faculties, illustrating the aspirations for a university.

Our Students and Universities

For our students, the closest study choice was the University of Gradec/Graz, but there was also Vienna or Italian universities. These included Bologna and Rome in the Papal States, and Padua in the Venetian Republic, as well as universities in smaller Italian towns (e.g. Fermo in the Marche region). Many young people were already attending Latin schools with support and various private scholarships. One successful scholarship was provided by





Left: On an educational journey, A. Sietzenheimb, 1659.
Right: Part of the seminary portal, L. Mislej, 1714.

the Knaffel Foundation (*Lucas Knaffel'sche Privatstiftung*), which was established at the University of Vienna in 1667 by the parish priest Lucas Knaffel.

Prekmurje Slovenian as a Literary Language

In 1735, the state took over the supervision of schools and introduced German and natural science classes. After the dissolution of the Jesuit Order in 1773, their education system became state-run. Educated people read and wrote various books in Latin, German, and Slovenian, including educational and local history texts. Graduates of Latin schools held administrative and ecclesiastical positions and played an active role in the economy, healthcare, and culture. However, despite some educational opportunities, most people in the 18th century were still illiterate.
Protestantism also persisted in the higher parts of Koroška and in Prekmurje, which belonged to Hungary. Here, Slovenian Protestants


MALI
KATECHISMUS,
touje tou
kratki návuk vöre kerſchánſzke
dávno nigda, po
D. LUTHER MARTONNI
z ſzvétoga piſzma vkúp zebráni ino
za droune Deczé volo ſzpiſzani.
zdai pak
NA SZLOVENSZKI JEZIK
preloſeni.
FINNI vitéz chriſtus
ta nebeſzka virtus
gda bou ſzodecz justus,
nébo ZEMLO mourje c pro o
i kai vu nyih boude
vſze doli poTERE.
Stámpano vSaxonii vMeſzti HALLA
imenüvanom
po
ZEITLER ANDRASI.
Annó 1715.

ABECEDARIUM
SZLOWENSZKO,
za
Drobno Detzo,
vön ſzpüscheno.
Vleti M DCC XXV.

F. Temlin, *Mali katechismus*, 1715.
Abecedarium Szlowensko, 1725.

established the Prekmurje literary language in the early 18th century with a primer and a catechism. Several Protestant and Catholic textbooks were published there at the end of the 18th century.

The Glory of the Duchy of Carniola

The development of educational concepts was influenced by J. A. Comenius, John Locke, and J. J. Rousseau. In the Slovenian lands, the provincial civil servant Adam Sebastian von Sietzenheimb wrote an illustrated educational handbook for noble youth in 1659. Johann Weikhard von Valvasor (1641–1693) was a renowned 17th-century scholar who made a significant contribution to Slovenian cultural heritage. After attending Jesuit-run Latin schools in Ljubljana, he continued his education by travelling throughout Europe. He published several books, some of which featured exquisite illustrations. His best-known work is the highly diverse. The Glory of the Duchy of Carniola, in which he also writes about Latin schools and folk traditions. Historians, ethnologists and museum curators consider Valvasor to be one of their own, with the latter even naming professional awards after him.

Did You Know... that school was once shown like a shop?

Orbis Pictus (The Visible World in Pictures) is a Latin textbook, as well as a picture book for children and an illustrated encyclopaedia for young people. First, a German-Latin version was first published in 1658, followed by several more editions, including four-language versions. However, the Slovenian translation by the Capuchin friar Hypolythus Neostadiensis, dating from around 1710 and depicting school as a shop, was never printed. It has been preserved in his handwritten dictionary.

Comenius, *Orbis sensualium pictus*, Nürnberg, 1658. – XCVII.
Schola est Officina – 97. School is a shop



1800

1789
The outbreak of the French Revolution

First performance of Micka, the Mayor's Daughter

1765
The steam engine, marking the beginning of the Industrial Revolution

1756
WA Mozart, the musical prodigy, is born

1754
The first population census in the Slovenian lands

1750



6

All Boys and Girls to School

~

ENLIGHTENED ABSOLUTISM

2nd half of 18th century

With the school reforms of Maria Theresa and Joseph II, universal compulsory schooling was introduced. School became a matter of state or *politicum*. The difficulty level of schools was divided into three tiers, ranging from the most important schools in provincial towns to less demanding schools in rural areas. Initially, children were not regularly sent to school, as they were needed more to work at home. The General School Ordinance of 1774 introduced an idea that still holds true today: "The education of young people of both sexes is the most important foundation of the true prosperity of nations."

Absolutely in Favour of School!

On 6 December 1774, Empress Maria Theresa issued the General School Ordinance (Allgemeine Schulordnung), a fundamental law introducing universal compulsory education for all children aged six to 12, regardless of their social class, religion, or gender. And so school began to rule!

Can you imagine that barely a hundred people in the entire province of Carniola could read and write at the time, apart from a few students, the clergy, and some townspeople? In the spirit of enlightened absolutism, a better-educated population was considered essential for improving people's lives, as well as contributing to social progress, economic development, and a richer state treasury. With the advent of universal and compulsory schooling, the time had come for primary school doors to open equally to all children, boys and girls alike, as well as those living in the humblest circumstances. However, schools were still very much tailored to the predominantly rural population and farm chores of the time, so there were initially no special penalties for missing school.

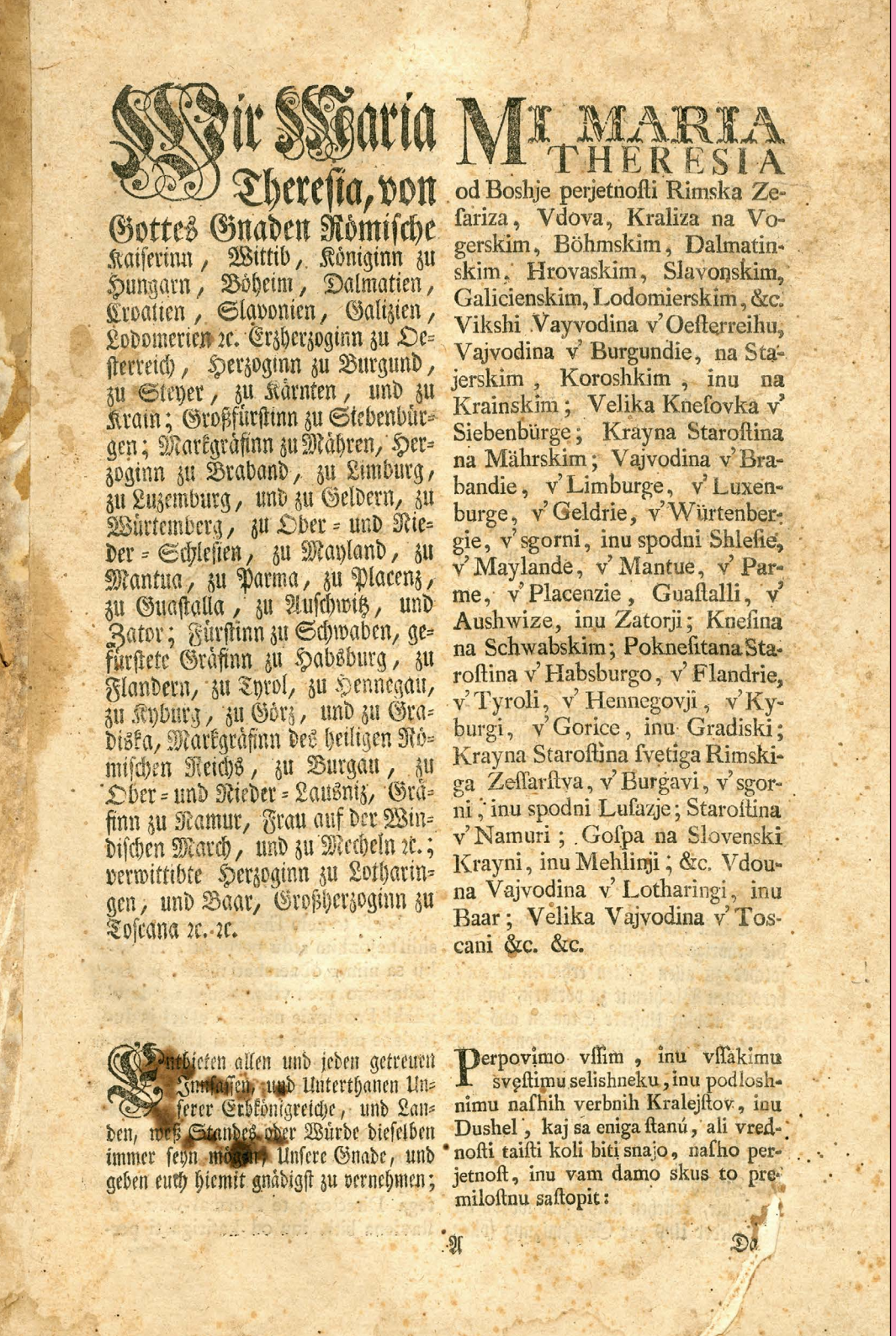
Empress Maria Theresa with her family.





Three Types of Schools

Primary schools were not uniform; there were three types. 'Normals' or model schools were located in provincial capitals (Ljubljana, Celovec/Klagenfurt, Gorica/Gorizia, Trst/Trieste). They served



Wir Maria Theresia, von Gottes Gnaden Römische Kaiserinn, Wittib, Königinn zu Hungarn, Böheim, Dalmatien, Croatien, Slavonien, Galizien, Lodomerien ꝛc. Erzherzoginn zu Oesterreich, Herzoginn zu Burgund, zu Steyer, zu Kärnten, und zu Krain; Großfürstinn zu Siebenbürgen; Markgräfinn zu Mähren, Herzoginn zu Braband, zu Limburg, zu Luzemburg, und zu Geldern, zu Würtemberg, zu Ober- und Nieder-Schlesien, zu Mayland, zu Mantua, zu Parma, zu Placenz, zu Guastalla, zu Auschwitz, und Zator; Fürstinn zu Schwaben, gefürstete Gräfinn zu Habsburg, zu Flandern, zu Tyrol, zu Hennegau, zu Kyburg, zu Görz, und zu Gradiska, Markgräfinn des heiligen Römischen Reichs, zu Burgau, zu Ober- und Nieder-Lausnitz, Gräfinn zu Namur, Frau auf der Windischen March, und zu Mecheln ꝛc.; verwittibte Herzoginn zu Lotharingen, und Baar, Großherzoginn zu Toscana ꝛc. ꝛc.

Entbieten allen und jeden getreuen Innsassen, und Unterthanen Unserer Erbkönigreiche, und Landen, weß Standes oder Würde dieselben immer seyn mögen, Unsere Gnade, und geben euch hiemit gnädigst zu vernehmen;

Mi MARIA THERESIA od Boshje perjetnosti Rimska Zesariza, Vdova, Kraliza na Vogerskim, Böhmskim, Dalmatinskim, Hrovaskim, Slavonskim, Galicienskim, Lodomierskim, &c. Vikshi Vayvodina v' Oesterreihu, Vajvodina v' Burgundie, na Stajerskim, Koroshkim, inu na Krainskim; Velika Knesovka v' Siebenbürge; Krayna Staroslina na Mährskim; Vajvodina v' Brabandie, v' Limburge, v' Luxenburge, v' Geldrie, v' Würtenbergie, v' sgorni, inu spodni Shlesie, v' Maylande, v' Mantue, v' Parme, v' Placenzie, Guastalli, v' Aushwize, inu Zatorji; Knesina na Schwabskim; Poknesitana Staroslina v' Habsburgo, v' Flandrie, v' Tyroli, v' Hennegovji, v' Kyburgi, v' Gorice, inu Gradiski; Krayna Staroslina svetiga Rimskiga Zessarstva, v' Burgavi, v' sgorni, inu spodni Lusazje; Staroslina v' Namuri; Gospa na Slovenski Krayni, inu Mehlinji; &c. Vdouna Vajvodina v' Lotharingi, inu Baar; Velika Vajvodina v' Toscani &c. &c.

Perpovimo vsim, inu vsakimu svestimu selishneku, inu podloshnimu nashih verbnih Kralejstov, inu Dushel, kaj sa eniga stanú, ali vrednosti taisti koli biti snajo, nasho perjetnost, inu vam damo skus to premilostnu sastopit:

A Da

General School Ordinance

The General School Ordinance (1774) was the first primary school law on Slovenian soil and the fundamental primary school law for all Habsburg hereditary lands. The main author of the law was Johann Ignaz Felbiger (1724–1788), an abbot in Silesia, a renowned educator, and a school reformer. As the first school law, it was published bilingually in 1777, not only in German but also in Slovenian. The law explains why Maria Theresa decided to introduce compulsory primary education and how it should be organised. It specified what students would learn: the alphabet, reading, writing, arithmetic, and religious education. The curriculum was basic in rural schools (trivial schools), more extensive in major schools in towns, and most demanding in normal schools. The law also specified what school buildings, classrooms, textbooks, and teaching aids should be like, as well as the type of teachers who should instruct pupils – all with the aim of using schools to eradicate ignorance so that people could live better lives and think more progressively. The primary purpose of school, then, was to change the world for the better!

as the norm or model for other schools and also trained teachers. Major schools were located in towns and in district centres. Trivial schools were gradually established in smaller towns, primarily in parish centres, depending on the circumstances and possibilities. Slovenian was used in the early stages of instruction, while German was used thereafter.

The First Teacher's Manual

In addition to legislation, a professional basis was needed in the form of a teacher's manual. This was the *Method Book* (1775), which covered all aspects of teacher training and instruction.


SERN
ALI
VONUSETEK
TEH
METODNEH BUQVI
POSSEBNU
SA
DUSHELSKE UZHENIKE
U
ZÉSARSKEH KRAILEVEH
DUSHELLAH.

STEM PREGNADLOVEM PERVOLEJNAM TE RIMSKE ZESARSKE, TUDI ZESARSKE KRAJLEVE APOSTOLSKE ZESARIZE.

DUNEJ,
STISNEN PER SLAHTNIMU GOSPUDU JOSHEFU OD KURZBOEKA ZESARSKEMU, KRAJLEVEMU ILLIRSKIMU DVORSKIMU BUQVESTISKAVZU, INU BUQVEKOPZU,
1777.

"Sern ali vonusetek teh metodneh buqvi"/Kern des Methodenbuches/ Summary of the *Method Book*, 1777.







Jean Jacques Rousseau
Blaž Kumerdej
Anton Tomaž Linhart

Enlightenment Thought

Enlightenment ideas were spread by important thinkers, such as **Jean Jacques Rousseau** (1712–1778), a French writer, philosopher, educator, and composer of Swiss origin. The influence of his work also reached our lands.

Blaž Kumerdej (1738–1805) played an important role in laying the foundations of the Slovenian school system. In his so-called Patriotic Plan, he set out the key principles for expanding education in the mother tongue among the Slovenian population. He became the first principal of the Ljubljana Normal School and advocated for the development of primary education.
He also translated and adapted the first secular German-Slovenian primary school reader, *Vadenje za brati*. The texts contain various stories from children's lives, as well as life lessons and proverbs. The reader's central message is to emphasise the importance of a good upbringing and education.

Anton Tomaž Linhart (1756–1795), an Enlightenment thinker who is better known as a writer and historian, and who served as the Carniolan provincial school commissioner and school supervisor, made a

significant contribution to the progress of education. He oversaw the establishment and funding of schools, ensured that teachers were pedagogically competent, and reported on the state of education.

The following also left their mark on the era, each in their own field: **Anton Janša** (1734–1773), the first beekeeping teacher; Baron **Jurij Vega** (1754–1802), an artilleryman, physicist, and mathematician, known for his famous logarithmic tables; **Baltazar Hacquet** (1739–1815) in the fields of medicine, ethnography, and natural history; the polymath **Gabriel Gruber** (1740–1805) whose precise ship models served as exceptional teaching aids; and Baron **Sigmund Zois** Freiherr von Edelstein (1747–1819), the great patron and mentor, with his circle of like-minded individuals.

Students also learned to calculate using the first Slovenian arithmetic book: *Bukuvze za rajtengo* (1781), compiled by Father **Marko Pohlin** (1735–1801), a monk and pioneer of the 18th-century national literary revival.

Can you do calculations?

Zhlovek je bil rojen, ke se je pisalu 1773. Kolku lejt bi to lejto ſhteu?*

20--
1773.
----. lejt.



**A man was born in the year 1773. How old would he be this year?*
Here is a maths problem adapted from the first Slovenian arithmetic book, 1781.



Maria Theresa · *1717–1780*

During her reign (1740–1780) in the Habsburg lands, Empress Maria Theresa and her son, Joseph II of Habsburg-Lorraine, introduced many reforms, including an important school reform with the introduction of compulsory education. As a mother of sixteen children, she was well aware of the importance of upbringing and education. Her reform efforts also played a key role in eradicating illiteracy among the population.

Maria Theresa

Punishment and Public Examination

School became a place of experiences and trials. The first teacher's manual, the *Method Book* from 1777, also included instructions for punishing pupils. It was believed that "the fear of God is the beginning of all wisdom." Teachers most often used a cane, and pupils were expected to be grateful for disciplinary punishments. A major event at the end of the school year was the public examination, during which pupils answered questions on the curriculum in front of an audience, and their written and arithmetic work was also displayed. Finally, the names of the best pupils were read out, and school awards were presented.



Top: Punishment at school.
Below: Public examination or visitation at a rural school, 1787.

Paper and Pen

The introduction of universal compulsory education increased the demand for writing implements and surfaces. The first manual for teachers (1777) already contained instructions for proper writing technique in school, including precise guidelines on body posture and pen grip. In the 18th century, the spread of paper use was also influenced by increased consumption in schools. Goose quills, as well as those of larger birds, were primarily used for writing on paper. Goose quills were still in use in schools during the second half of the 19th century, and who knows how many ink blots dripped onto paper during that time.



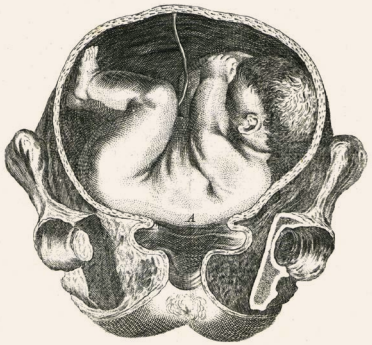
Handmade paper, a glass inkwell, and a goose quill.

The Beginnings of Professional Education

Spinning schools were the first schools to be established under the initiative of the state, as set out in the 1765 Law on Spinning Schools. Although they existed only briefly, they introduced at least partial compulsory schooling, with the aim of teaching chil-

dren spinning and weaving to meet the needs of the manufacturing industry at the time.

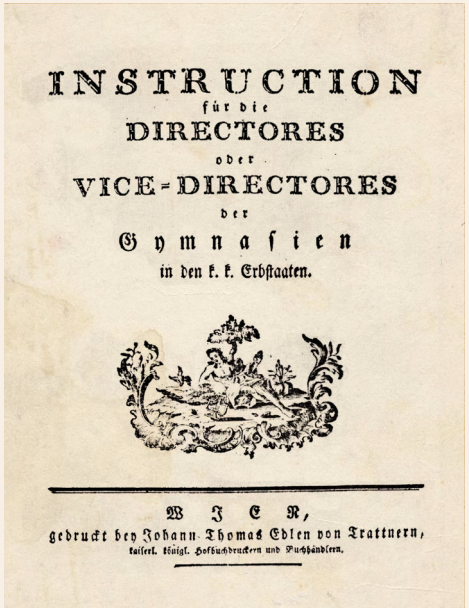
Midwifery education marked one of the beginnings of professional education for women from 1753 onwards. Anton Makovic is considered the father of Slovenian obstetrics, having authored the first textbooks on "všegarstvo", an old term for midwifery or obstetrics. As knowledge spread, maternal and infant mortality rates declined somewhat.



A depiction of a child in the womb from a midwifery textbook, R. J. Steidele, Vienna, 1779.

Grammar School Reform

Between 1780 and 1790, Holy Roman Emperor Joseph II continued the earlier reforms, including those in the field of education, even more radically. A notable innovation was the newly established office of district school supervisors. As the first trained educators, they made a significant contribution to the expansion and development of schooling. Following the dissolution of the Jesuit Order (1773), innovations were also introduced in secondary and higher education. Education came under state control, and, in 1775, a grammar school reform was adopted. Instead of the former Jesuit 'lower studies', which, along with the estates school, originated in the Reformation era, the term 'gymnasium' (from the Greek *gymnádzo*: I exercise, I train, I practice) became established for the grammar school in our lands after 1777.


INSTRUCTION
für die
DIRECTORES
oder
VICE-DIRECTORES
der
Gymnasien
in den k. k. Erbstaaten.

WIEN,
gedruckt bey Johann Thomas Edlen von Trattnern,
kaiserl. königl. Hofbuchdruckern und Buchhändlern.

Instructions for grammar school directors/Instruction für die Directores oder Vice-Directores der Gymnasien, Vienna, 1781.

Did You Know... that schools and potatoes have something in common?

Alongside the first school law, Empress Maria Theresa also issued a decree on potato planting (1767). The potato, which was then known as the 'earth apple' or 'underground chestnut', struggled to gain acceptance, and farmers were even given a special reward for planting it. Nowadays, however, it means you're in luck if you are told, "What potatoes you've got!"

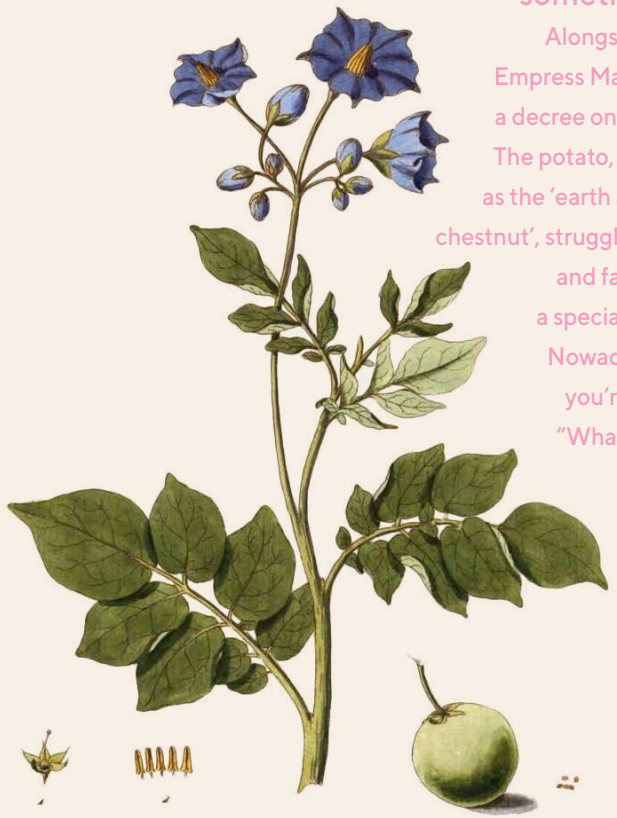


Illustration of a potato, 1788.

PRE-MARCH EDUCATION SYSTEM

1809–1813
ILLYRIAN PROVINCES

1812
Establishment of a chair for the Slovenian language at the Lyceum in Gradec/ Graz

1804
Founding of the Austrian Empire

1792
Beginning of the wars with the French (Napoleon)

1792



7

Many Beautiful Lessons at School

~

BETWEEN ILLYRIA AND SLOVENIA

1792–1848

Based on the educational conditions in the linguistically and ethnically diverse parts of the Illyrian Provinces, the occupying authorities, influenced by developments in French education, established a fairly independent Illyrian school system. After an encouraging start, however, this system soon began to shrink due to wars, austerity measures, shortages, and centralisation, while also becoming completely subordinated to the authorities in Paris. The provincial language became the language of instruction in primary and grammar schools, while central schools were established at the university level in Ljubljana.

ILLYRIAN PROVINCES

Slovenian Becomes the Language of Instruction in Primary and Grammar Schools

On 4 July 1810, the French authorities fundamentally restructured the existing Austrian school system in the Illyrian Provinces through the Decree on the Organisation of Public Education. Primary education became the responsibility of the new municipalities. Each municipality was required to have a boys' school, and each district was required to have a girls' school. However, universal compulsory education was not mandated.



Trimestre I. N. 3.

PROVINCES ILLYRIENNES

TÉLÉGRAPHE OFFICIEL

Laybach, mercredi 10 Octobre 1810.

CONFÉDÉRATION DU RHIN.

VESTPHALIE.

Par son Décret du 4 septembre Sa Majesté a donné aux membres de la Chambre des comptes, du Tribunal d'appel et du Tribunal civil et criminel, ses juges de paix, un costume conforme à la dignité de leurs fonctions.

Les régiments westphaliens stationnés jusqu'à présent dans le nord de l'Allemagne, seront remplacés par les français, et marcheront vers Cassel, pour se joindre à d'autres troupes, et former dans ces environs un camp d'exercice. Plusieurs cantonnés d'hommes ont travaillé à y construire les baraques et les autres préparatifs nécessaires.

Ce corps de troupes français, dont l'Etat-major général doit être arrivé à Hannover, prend dans sa marche à présent une autre direction, et ne dépassera pas Cassel. (*Wien. Zeit.*)

Magdebourg, le 8 septembre.

Au premier jour on va tirer de chacun des deux régimens français, qui sont ici en garnison, dix hommes pour former un cordon sur la rive de l'Elbe.

On accorde à plusieurs officiers et soldats de ces deux régimens la permission d'aller par congé en France. (*Wien. Zeit.*)

PROVINCES ILLYRIENNES.

Laybach, le 10 octobre.

Afin que parmi les Arrêtés de S. E. Mons. le Maréchal Duc de Raguse, Gouverneur-général des Provinces Illyriennes, ceux qui sont d'un intérêt général des habitans, leur soient faits connoître de toutes les manières, nous plaçons ici l'Arrêté, par lequel S. E. Rse et établit le Plan général de l'instruction publique dans ces provinces.

Les différents peuples peuvent et doivent voir dans ce Plan, comment ils y a pourvu à l'éducation générale, en proportion des pays et des classes de la société.

ARRÊTÉ

Relatif à l'Organisation de l'Instruction publique.

AU NOM DE SA MAJESTÉ

L'EMPEREUR DES FRANÇAIS, ROI D'ITALIE,

PROTECTEUR DE LA CONFÉDÉRATION DU RHIN,

MÉDIATEUR DE LA CONFÉDÉRATION SUISSE ETC. ETC. ETC.

NOTRE GLORIEUX SOUVERAIN,

Et en vertu des Pouvoirs qui nous ont été donnés par le Décret de Sa Majesté du 25 décembre 1809,

Nous Maréchal d'Empire, Gouverneur-général des Provinces Illyriennes,

Considérant qu'il est d'une nécessité urgente de réorganiser l'Instruction publique dans les Provinces Illyriennes; qu'il importe de lui donner une direction utile pour l'Etat et les citoyens, et d'établir un mode uniforme d'Instruction, qui malgré la diversité des langages offre aux élèves les moyens d'acquérir, cultiver et perfectionner les sciences et connaissances nécessaires à l'exercice de l'état ou profession auquel chacun d'eux se propose de se livrer;

Sur la proposition de l'Intendant général des Finances,

'Arrêté Relatif à l'Organisation de l'Instruction publique.' The decree was published in the official gazette of the Illyrian Provinces: *Télégraphe Officiel*, Provinces Illyriennes, Ljubljana, 10 October 1810.

Two- and three-year grammar schools were established by decree in the district centres, which became lower secondary schools with



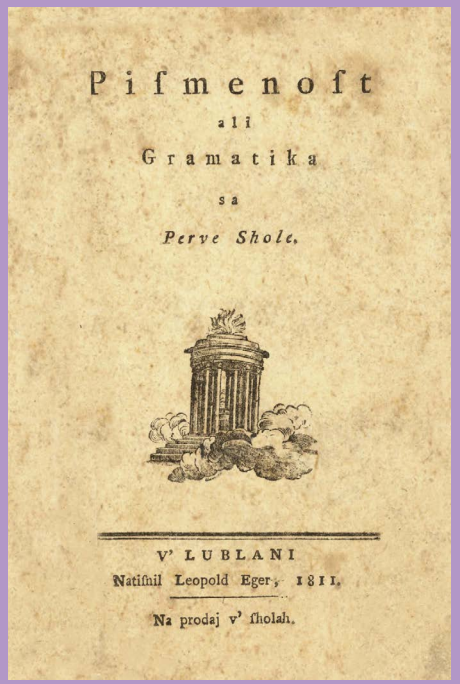
Map of Ljubljana: made by Janez Scherrer, a student at the central schools, in 1811.

the provincial language of instruction. In the provincial capitals, lyceums operated at the upper secondary level with Italian, French, or Latin as the language of instruction. In Ljubljana and Zadar, in addition to schools for arts and crafts, there were also central schools offering university-level education. The central schools, which in Ljubljana were already transformed into the Academy in the second academic year, included a common one-year philosophy programme and seven separate study courses. Within this highest educational institution, a public library, a physics and chemistry laboratory, and a botanical garden were also established. Lower-level schools were supervised by the heads of higher-level schools.
Situated below a castle and with a river port, Ljubljana became the capital of the Illyrian Provinces. The role of its educational

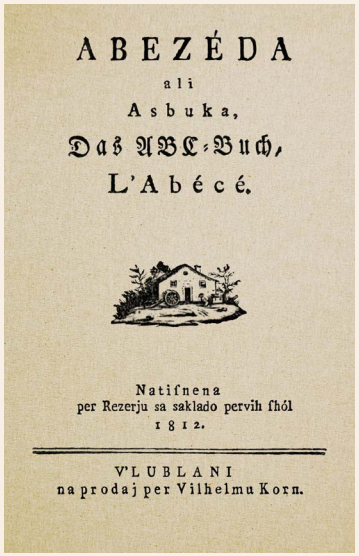
institutions also grew and expanded. In addition to secondary education, higher education and university education were also strengthened.

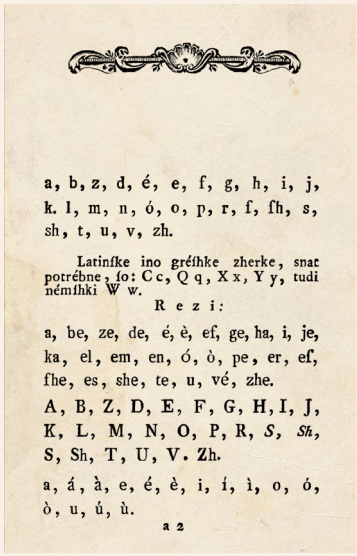
Literacy or Grammar

In the predominantly Slovenian areas of the young state, the Slovenian language was readily adopted in primary and lower secondary schools. The most notable changes of the period were thus the introduction of Slovenian in lower-level schools and the


Pismenoſt
ali
Gramatika
ſa
Perve Shole.
V' LUBLANI
Natiſnil Leopold Eger, 1811.
Na prodaj v' ſholah.

Valentin Vodnik, *Pismenost ali gramatika sa Perve Shole*, Ljubljana: Eger, 1811.


ABEZÉDA
ali
Asbuka,
Das ABC-Buch,
L'Abécé.
Natiſnena
per Rezerju ſa ſaklado pervih ſhól
1812.
V'LUBLANI
na prodaj per Vilhelmu Korn.


a, b, z, d, é, e, f, g, h, i, j, k. l, m, n, ó, o, p, r, ſ, ſh, s, sh, t, u, v, zh.
Latinſke ino gréſhke zherke, snat potrébne, ſo: Cc, Q q, X x, Y y, tudi némſhki W w.
Rezi:
a, be, ze, de, é, è, ef, ge, ha, i, je, ka, el, em, en, ó, ò, pe, er, eſ, ſhe, es, she, te, u, vé, zhe.
A, B, Z, D, E, F, G, H, I, J, K, L, M, N, O, P, R, S, Sh, S, Sh, T, U, V. Zh.
a, á, à, e, é, è, i, í, ì, o, ó, ò, u, ú, ù.
a 2

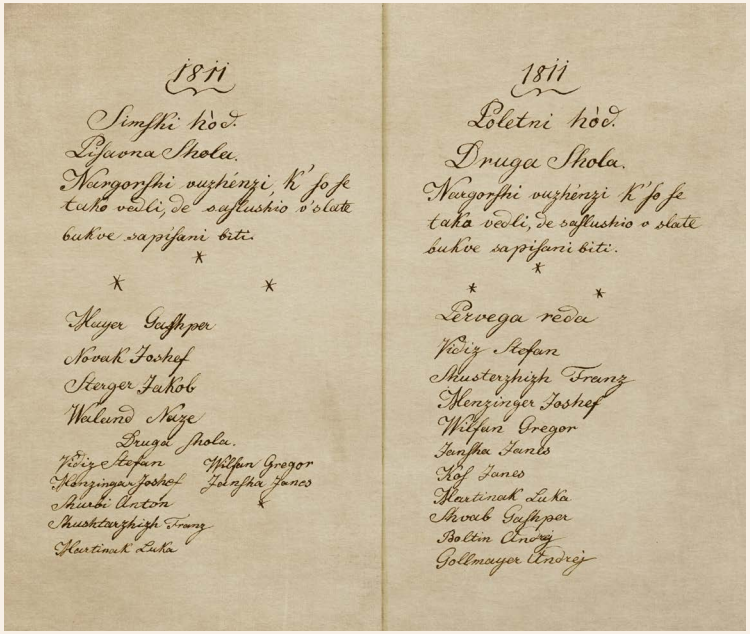
Left: Valentin Vodnik, *Abezéda ali Asbuka, Das ABC=Buch, L'Abécé*, Ljubljana, 1812. Vodnik's trilingual textbook for beginners. In it, he also published his pedagogical views under 'Ogovor na Vuzhenike.'
Right: Valentin Vodnik, *ABEZEDA sa Perve Shole*, Ljubljana, 1811. The inside cover of the first-grade textbook features the Slovenian alphabet of the time – the Bohorizhiza.

replacement of German with French. For instruction in the Slovenian language, in addition to capable teachers who were proficient in Slovenian, the most urgent need was for Slovenian textbooks, which Valentin Vodnik, who was deeply committed to the Slovenian school system under French rule, had yet to compile. Vodnik first wrote the Slovenian grammar in German in 1807, and then, under French rule, he wrote it in Slovenian for use in schools in 1811.

Following the example of neighbouring nations, he came to the conclusion "that instruction should begin in the language that our mothers taught us.

Primary Schools

Former trivial and major schools largely ceased to exist as primary schools under the jurisdiction of the new municipalities. In accordance with the Illyrian School Law of 4 July 1810, the imperial-royal main model school or normal school in Ljubljana changed its name to the imperial-royal primary school. However, in the first school year following the French occupation it continued to operate according to the Austrian school curriculum. Following the implementation of the Illyrian school legislation, the best students in Ljubljana in the 1810/11 school year were entered into the Golden Book in the Slovenian language for the first time.



1811

Simshi hòd.

Pèrvona Shola.

Nevgorshi vuzhènzi, k' so se tuko vèdli, de so v shtushio v'olate bukve sapisani biti.

* * *

Kuyer Gushper
Novak Joshef
Sterger Jakób
Walund Naze

Druga Shola.

Vèiz Stefan
Wilfun Gregor
Mènzinger Joshef
Jelashka Janes
Kòs Janes
Shusterzhizh Franz
Hertinek Luka

1811

Lètni hòd.

Druga Shola.

Nevgorshi vuzhènzi k' so se taka vèdli, de so v shtushio o shtate bukve sapisani biti.

* * *

Pervega rèda

Vèiz Stefan
Shusterzhizh Franz
Mènzinger Joshef
Wilfun Gregor
Jenshka Janes
Kòs Janes
Hertinek Luka
Skrab Gushper
Boltin Andrej
Gollmayer Andrej

The first entries of the best students in the Golden Book of the two-class primary school in Ljubljana (formerly the imperial-royal model school or normal school) for the winter and summer semesters of the 1810/11 school year, written in Slovenian.



Valentin Vodnik · *1758–1819*

The most prominent Slovenian poet and national revivalist, as well as a priest, he welcomed the establishment of the Illyrian Provinces and devoted himself fervently to working for the Slovenian school system. As a grammar school professor and principal, he served as the supervisor of primary schools in the Ljubljana district. He wrote most of the Slovenian textbooks and translated numerous others, as well as government orders into Slovenian. He also compiled dictionaries and wrote practical texts for everyday life.

Valentin Vodnik



PROVINCES D'ILLYRIE.

GYMNASE DE LAYBACH.

Laybach le 25. Août, 1811

NOUS soussignés faisons foi et déclarons, que le SIEUR Jerala Alexe, de la Commune Smlédnik, Intendance de Carniole, Élève du Gymnase de Laybach a subi les examens généraux de la Classe des Élémens de Langue Italienne, et qu'il a obtenu Bene.

En foi de quoi on lui délivre le présent certificat muni du sceau du Gymnase.

LE DIRECTEUR DU GYMNASE DE LAYBACH
V. Vodnik

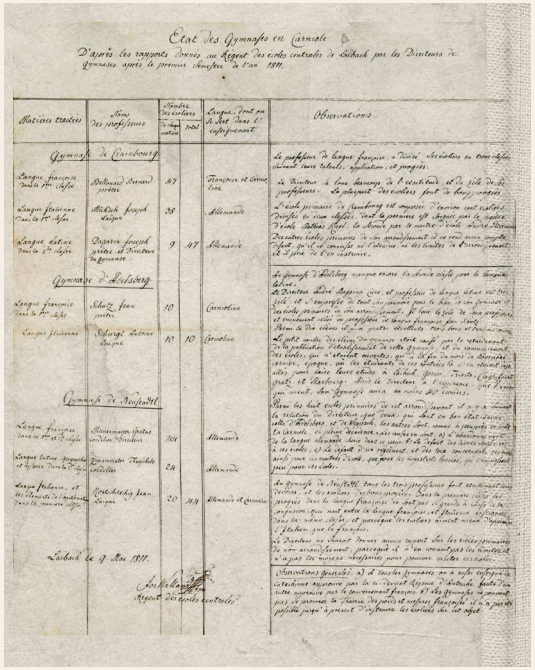
LES PROFESSEURS
Idem

French Grammar School Report Card and Valentin Vodnik's Seal

The report card of Aleksander Jerala, a student from the municipality of Smlednik in the Gorenjska region, issued in French by the grammar school in Ljubljana on 25 August 1811. In the first school year following the establishment of the Illyrian Provinces (14 October 1809), French was initially introduced as the sole language of instruction in all major schools. Jerala completed the basic Italian language course with a grade of 'good'. The certificate confirming the passing of the exams bears the grammar school's seal. Seals and signatures of teachers and school principals were used to attest the pupils' and students' academic success and to confirm the public validity of school documents. As the grammar school principal, Valentin Vodnik signed the report card in his own hand, and as an Italian teacher, he signed a second time only in the Latin form 'Idem', meaning 'the same'. In his roles as a grammar school principal and professor, head of the School of Arts and Crafts, and supervisor of primary schools in the Ljubljana district, he signed numerous report cards and a multitude of school documents issued by schools in official French. In his multifaceted educational and cultural work, he also frequently used his seal.

Lower Secondary Schools

Under the decree on the organisation of public education, two- and three-year grammar schools were established as lower secondary schools in Ljubljana, Kranj, Novo Mesto, Postojna, Idrija, Beljak/Villach, Gorica/Gorizia, Trst/Trieste, and Koper. Following the first half of the 1810/11 school year, the principals of the grammar schools in Carniola reported to the rector of the central schools in Ljubljana. The columns from left to right contain data on the grammar schools in Kranj, Postojna, and Novo Mesto , organised by subject matter covered, professor names, student numbers, language of instruction, and additional notes, which also include reports on the primary schools in the respective districts. The report is signed by the rector of the central schools, Jožef Balant (Walland). In Ljubljana, 9 May 1811.



Report of the rector of the central schools on the grammar schools in Kranj, Postojna and Novo Mesto and their associated primary schools.

Upper Secondary and Higher Education

By decree, 'French' lycées were established on Slovenian soil in Ljubljana, Beljak/Villach, Gorica/Gorizia, Trst/Trieste, and Koper, while central schools and, later, a university-level academy were established in the capital, Ljubljana. However, due to a lack of funds for education amid semi-war conditions and professors not having received their salaries for months, the study programmes were continually scaled back.

Rector of the Central Schools/Academy

Jožef Balant (1763–1834), who had served as senior supervisor of primary education in the Diocese of Ljubljana since 1805, was appointed rector of the central schools and professor of dogmatic and moral theology at the Faculty of Theology on 29 October 1810. In 1818, he became Bishop of Gorica/Gorizia, and in 1830, Archbishop and Illyrian Metropolitan Bishop in Gorica/Gorizia.



Portrait of Jožef Balant.

Chief Supervisor of Public Education

In establishing the public education system, Balant collaborated with Rafael Zelli (1772–1817), who served as chief supervisor



N. 89.

PROVINCES D' ILLYRIE

ECOLES CENTRALES D'ILLYRIE.

Le Sieur Georg Lushan de la Commune de Stara Loka Province de Carniole ayant demandé d'être admis aux Ecoles Centrales de Laybach pour y faire le cours de Théologie après avoir présenté les documens requis, est reçu comme Elève de ces Ecoles au cours susdit. A cet effet on lui délivre la présente Matricule munie de nos signatures, et scellée du Sceau des Ecoles Centrales.

A Laybach le 15. Novembre 1810

Le Régent des Ecoles Centrales de Laybach

Le Chancelier

Vu bon pour l'année Seconde du cours de Théologie

Admission diploma for Jurij Lušan from Stara Loka to study theology at the central schools in Ljubljana.

of public education in the Illyrian Provinces. As the executor of Marmont's policies, Zelli is largely credited with introducing the 'provincial language' into primary and lower secondary schools (grammar schools).

Governor and Marshal of the Empire

Auguste de Marmont (1774–1852) was the first Governor-General of the Illyrian Provinces. From 1809, he held the title of Marshal of the Empire. Acting on Napoleon's authority, he administered the Illyrian Provinces with considerable autonomy. He influenced the development of Illyrian education significantly by approving plans for a comprehensive reform and unification of education across the diverse territory of the Illyrian Provinces.



Portrait of Auguste de Marmont.

Did You Know... that one of the main symbols of the French Revolution is the Tree of Liberty?

The French Revolution of 1789 and its consequences swept across Europe, bringing changes to our region too. Napoleon's rise to power marked the beginning of the Napoleonic Wars, which further disseminated the ideas of the Revolution across Europe. One of the Revolution's main symbols was the Tree of Liberty. By planting trees, the French promoted the main ideas of the French Revolution, i.e. liberté, égalité, fraternité, throughout the occupied lands until Napoleon's downfall and the restoration of the old regime. Numerous trees and tree-lined avenues in many places across Slovenia still serve as reminders of the French period in Slovenian history.

The Tree of Liberty for liberty, equality, fraternity.



1848

1846
The first train on Slovenian soil (Gradec/ Graz–Celje)

1839
Production of the first photograph

1831–1833
Slovenian Alphabet War

1821
Congress of the Holy Alliance in Ljubljana

1817
Establishment of a chair for the Slovenian language at the Lyceum in Ljubljana

1815
Congress of Vienna

1805 or 1813–1848 • PRE-MARCH EDUCATION SYSTEM



ILLYRIAN EDUCATION

8

Many Beautiful Lessons at School

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BETWEEN ILLYRIA AND SLOVENIA

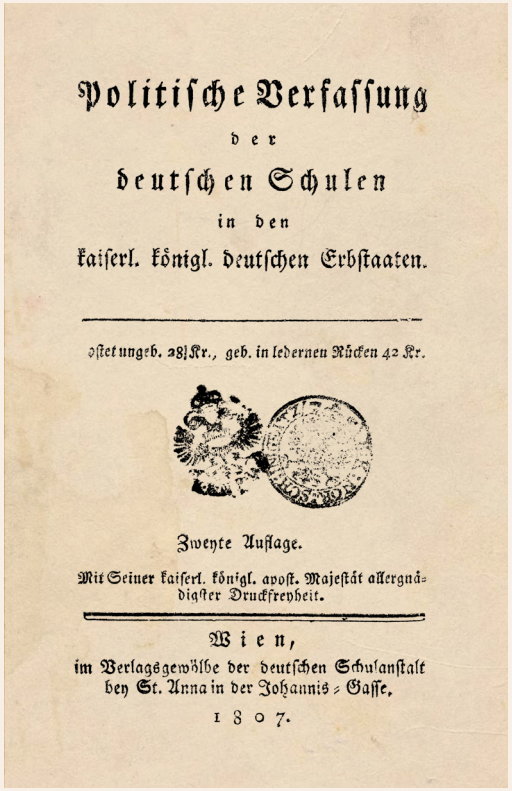
1792–1848

Under the influence of the French Revolution, increasingly critical views of the development of Austrian public education up to that point began to gain ground after 1792 with the accession of the young Emperor Francis. Fear of the unpredictable consequences of liberalism prompted a re-evaluation of Enlightenment ideas at all levels of education. School supervision at the middle and lower levels of school administration was taken over by the Church, which, with its extensive organisational structure, became involved in efforts to improve school conditions.

PRE-MARCH EDUCATION SYSTEM

Moral Perfection as the Highest Goal of Instruction

Based on the work of the court audit commission, the 1804 school plan became the foundation of new school legislation. The Political Constitution of German Schools in the Imperial-Royal German Hereditary Lands, also abbreviated to the Political School Constitution or School Code, was published in nine revised editions. The final edition, from 1844, was reprinted in 1847 and 1857. No Slovenian translation was published.



Politische Verfassung
der
deutschen Schulen
in den
kaiserl. königl. deutschen Erbstaaten.

oſet ungeb. 28] Kr., geb. in ledernen Rücken 42 Kr.

Zweyte Auflage.

Mit Seiner kaiserl. königl. apost. Majestät allergnädigster Druckfreyheit.

Wien,
im Verlagsgewölbe der deutschen Schulanstalt
bey St. Anna in der Johannis-Gasse.
1807.

Political Constitution of German Schools in the Imperial-Royal Hereditary Lands, Vienna, 1807.

Upbringing was placed at the heart of the new curricula, pedagogical endeavours, and educational goals. Church school supervisors at the lower and middle levels of school administration paid particular attention to the content and methods of instruction, the conduct of teachers and pupils, and the positive attitude towards the school among parents and the community. Despite the introduction of church school supervision, the structure and functioning of the state-run, centrally managed school system did not change significantly. Educational efforts were expressed not only through teachers' authority, strict discipline, and a curriculum tailored to pedagogical goals, but also through the exceptional emphasis placed on the role of religious education in schools and

Students' handwriting samples created using a raven's quill, alongside a section of penmanship instructions.



its teaching. Although primary school was compulsory in principle from the age of six to 12, it was far from encompassing all school-age children. More boys attended regular school, while girls predominated in Sunday school.

Until the Revolution and the Spring of Nations in 1848, regular primary schools had not yet reached even half of all school-age children. Sunday schools were more successful in teaching the Slovenian population to read and write. Owing to the dedication of certain priests, Sunday schools mostly functioned as primary

The Village School in 1848, oil on canvas, painted by Albert Samuel Anker in 1891, Kunstmuseum Basel, Switzerland.



schools, with instruction conducted in Slovenian. However, they were originally established as remedial schools, or as a supplement to existing regular primary schools, or as an alternative for those who could not attend school during the week for various reasons.



Model of a village schoolteacher, based on an oil painting by Albert Samuel Anker.

Teacher, Sexton and Organist

With the introduction of the state school system, the teaching profession evolved from the sexton's office and was based on the sexton's revenues. From 1804, catechism and pedagogy courses became mandatory in the fourth year of theological studies for the pedagogical qualification of catechists. Candidates for teaching positions at trivial schools completed a six-month course for training teachers after finishing the third grade in the major school. In addition to pedagogical knowledge, they also acquired the basics of music and organ playing. Teachers at trivial schools performed the duties of a teacher as well as a sexton and organist. For their teaching service, they were entitled to tuition fees, which were to be paid only by pupils of wealthier parents. Since teachers' incomes were often uncertain and insufficient, many teachers abandoned teaching to pursue other, more lucrative work.

Jožef Spendou (1757–1840), from Mošnje in the Gorenjska region, was a reformer of the Austrian education system and a benefactor

to the school in his home parish. A provost of the Vienna Cathedral, he and his brother Anton were among the leading experts in the fields of catechetics and pedagogy. As a member of the court commission, he edited the first edition of the Political School Constitution in 1806. He improved teaching methods and introduced gentler forms of discipline in schools.



Portrait of Jožef Spendou.

Girls at the Ursulines

Immediately after the foundation of the main provincial model schools and the establishment of the state school system, the Ursulines actively joined the state's efforts to expand primary education based on a new teaching method for girls. In Carniola, they established external and internal schools in Ljubljana and Škofja Loka in 1792. Among the Ursulines, one notable teacher and educator was Marija Katarina Amon (1734–1820), who was the first prefect of the internal and external school in Škofja Loka.



Portrait of
Marija Katarina Amon.

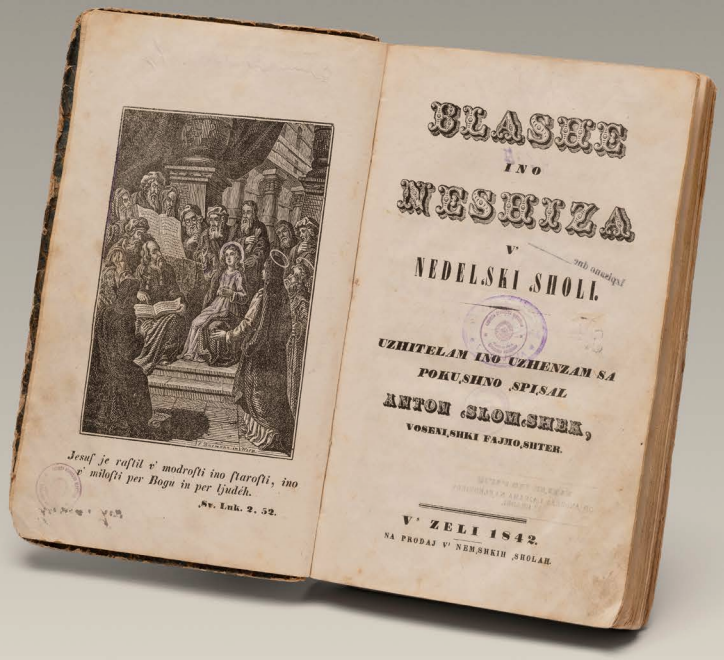


Anton Martin Slomšek

1800–1862

A priest who devoted his life to serving people; a dean who worked as a district school supervisor; the Bishop of Lavant, who fought to preserve the mother tongue, and also a folk poet, a religious and educational author, and a national revivalist. He emphasised folk culture and upbringing, and the role of education in individual and national development. He drew inspiration for his work mainly from observing his times. He was the first person in modern Slovenian history to be beatified by the Catholic Church.

Antonius Martinus Slomšek



Teſtament alj pofledna naredba.

V' imeni prefvete Trojize ſklenem per sdravi pameti ſvoje pofledno ſporozhilo narediti, ki naj po moji ſmerti veljá.

1. Naj Bog mojo dufho ſprime, truplo pa dva domazha duhovnika h'

Blaže and Nežica in Sunday School

Blaže and Nežica in Sunday School is considered to be Slomšek's greatest pedagogical work. The first edition, published in Celje in 1842 was printed in the Bohorizhiza alphabet and had a print run of 4,000 copies. As these sold out quickly, the book was reprinted in Gaj's Latin alphabet in 1848 and again in 1857. Due to its diverse content and usefulness to all segments of the population, the book quickly gained fame throughout all Slovenian lands. Slomšek wrote it while serving as dean and district school supervisor in Vuzenica (1838–1844), where he was acutely aware of the poor state of schools and the great need for quality books and textbooks in the native language. Farm work and instruction in German in regular schools kept children away from school. Slomšek thus chose a school model that best suited the lifestyle and needs of Slovenians at the time in terms of content, timing and language of instruction, not only in Styria but also in Carinthia, Carniola, and other regions inhabited by Slovenians. His Sunday school was a beginner's school intended to provide pupils with a basic education, while their homes were to provide them with as much knowledge, virtue, and skill as possible.

Ljubljana Schools and the Lyceum Building

After 1805, the new orientation of the state school policy was also implemented in grammar schools and lyceums, which were 'Latin' schools where most of the professors were priests. Following the dissolution of monasteries under the reign of Joseph II, the Carniolan Provincial Estates, acting on the initiative of Anton Tomaž Linhart, the district school commissioner at the Ljubljana administrative office, purchased the vacated Franciscan monastery near Ljubljana Cathedral to meet the educational needs of the provincial capital. From 1789 until the earthquake of 1895, all of Carniola's most important educational institutions in Carniola operated from the converted lyceum building.

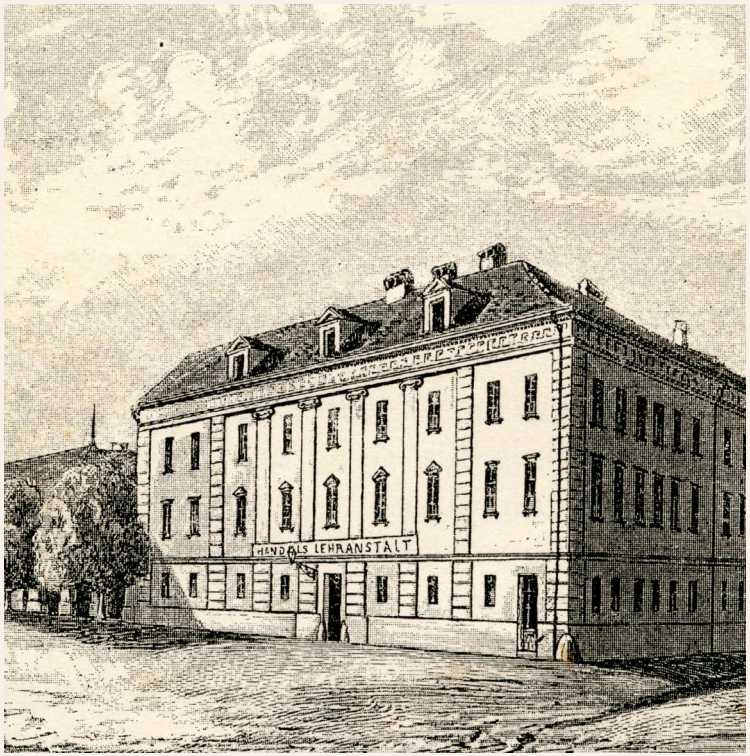
Model of the lyceum building in Ljubljana.



Mahr's Mercantile School

The Mercantile School in Ljubljana was founded in 1834 at the initiative of Ljubljana merchants and with the support of the city council and Mayor Janez Hradecký, who, according to the school's charter, also served as its director. It is known as Mahr's Mercantile School after its first principal, the experienced mercantile educator Jakob Franc Mahr from Gradec/Graz, who prepared its curriculum. It consisted of a three-year mercantile apprenticeship school and a two-year private mercantile educational institution.

A drawing of Mahr's Mercantile School after its relocation to the former hotel on what is now Krekov Trg.



Education and Care for the Blind and Deaf-Mute

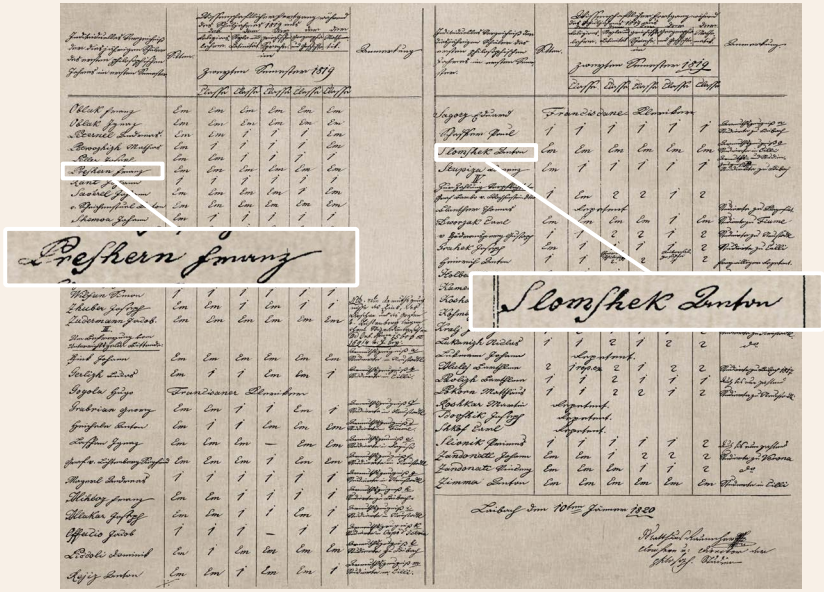
As the number of children increased, the school supervisory authority also began to focus on educating the blind and deaf-mute. In addition to establishing special institutions for these children, teacher trainees were also introduced to teaching methods for the blind and deaf-mute during lectures at the teacher training college. Children who were mentally capable and able to learn were integrated into regular school classes.



Did You Know… that France Prešeren and Anton Martin Slomšek were classmates at the lyceum in Ljubljana?

This is confirmed by an interesting document listing students after the first semester of their first year of philosophy studies at the lyceum during the 1819/1820 school year. They were graded on their conduct, religious education, Latin, Greek, geography, history, and mathematics. France Prešeren and Anton Slomšek were among the top-rated students on the list for all subjects and would go on to have the greatest influence on Slovenian culture, the creative power of the Slovenian language, and the survival of the Slovenian nation in the following decades.

Semester report, Provincial Archives in Ljubljana, 1820.



1918

1909
Edvard Rusjan's flight

1885
Legally regulated Sunday rest

1867
Dualism of Austria-Hungary

1864
The Founding of Slovenska Matica

1863
Sewing machine gains popularity

1857
The Vienna–Trieste railway is completed

1856
The Cadet School in Maribor

1851
The beginnings of the Mohorjeva Družba publishing house

mid-19th century



9

Slovenian Teacher Comes to the Fore

~

FROM THE SPRING OF NATIONS TO THE END OF AUSTRIA-HUNGARY

mid-19th century–1918

Using Slovenian as the language of instruction, the school fostered a sense of belonging among the Slovenian-speaking population. However, through religious and moral education, and with the influence of German, it also reinforced loyalty to the imperial family. Changes were brought about through early mother-tongue instruction, teacher training, and the introduction of school boards that redefined the competences over education. The expansion of the curriculum and the school network after 1869 enabled Slovenians to become a literate and culturally developed nation.

Zealous for the Slovenian School

The development of the education system was strongly influenced by linguistic, nationalist, and democratic movements during the 1848 March Revolution, particularly through efforts to implement the 'United Slovenia' programme, to increase the role of the Slovenian language in schools, and to establish a university in Ljubljana. Following the separation of state and church competences, primary schools also came under state jurisdiction. The Third Austrian State Law on Primary School of 14 May 1869 introduced eight years of schooling, an expanded curriculum, and a teacher training college, thereby opening the teaching profession to women. The law transferred primary schools from church supervision to state jurisdiction. New school buildings were constructed, and their openings were celebrated with great ceremony. Compared to the 'old school', the 'new school' expanded the curriculum to include subjects, such as physical education, and introduced compulsory school attendance.



A view of a classroom with a female teacher and pupils, ca 1900, museum figures, created by Mag. Alenka Vidrgar.

The Teaching Profession

Teaching was becoming an integrated profession, funded by the provinces, which, alongside the municipalities, also influenced school language policy. Following 1848, increasingly educated teachers became interested in further education through associations, gatherings, libraries, and school journals (e.g. *Šolski prijatelj*, 1854; *Učiteljski tovariš*, 1861). After 1870, teachers were trained at four-year teacher training colleges for women and men, concluding with a Matura exam. From the late 19th century onwards, the number of female teachers increased, as did liberal thinking among teachers. In rural areas, teachers were educated individuals who played an influential role in promoting the local economy and

Photograph of the 13th Congress of the Alliance of Austrian Yugoslav Teachers' Associations in Bled, 26 May 1901.



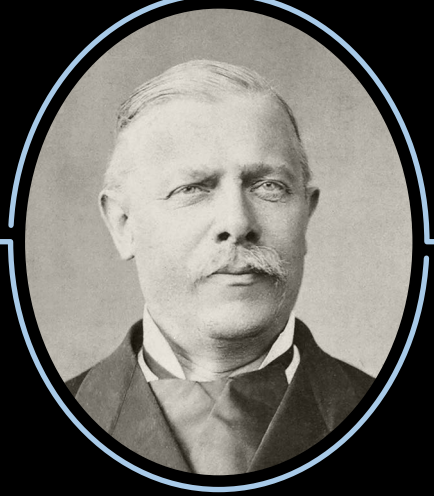
societies. As most Slovenians lived in rural areas and made their living from agriculture, teachers promoted agricultural education, also through school gardens. Teachers received training in music and health; they were dedicated cultural figures and were active in writing textbooks as well as engaging in political work. They were often connected by family ties (e.g. the Praprotnik and Šantel families). As early as 1886, more than a thousand Slovenian teachers were employed in 845 primary schools across all Slovenian regions.

New School, New Teaching Aids

In addition to abacus and alphabet boards, they used educational pictures for visual or demonstrative instruction, as well as maps and globes (the first Slovenian one in 1871), microsections and teaching aids for natural history, tellurions to explain the seasons astronomically, and physics teaching aids (e.g. Wimshurt machines).They also taught using stereoscopic images of landscapes and the metric system.

Globe – Earth, with Slovenian inscriptions • Wimshurst machine, a physics teaching aid, ca 1900 • Brown frog with spawn, wet specimen, a natural history teaching aid, ca 1900.





Andrej Praprotnik • *1827–1895*

"My first concern is the youth, and likewise my homeland."

He qualified as a teacher in 1845 at a teacher preparatory school in Ljubljana, and continued to further his education throughout his life. He taught in the Gorenjska region and, from 1858 until his retirement in 1890, at Ljubljana's first municipal boys' school. He lived 'for the teaching profession and the Slovenian language', both within and outside the school, as a teacher, editor, author, and representative of teachers. He is just one of a line of exceptional teaching personalities.

‘Our Emperor’

Patriotic education was celebrated through images of the Emperor in readers and school buildings, as well as through appropriate school texts and ceremonies celebrating events within the Habsburg dynasty. Furthermore, the annual name days of Emperor Franz Joseph and Empress Elisabeth were school holidays! The imperial anthem was sung in schools, churches and at teachers’ meetings, which ended with enthusiastic cheers for the emperor.

Moja prva čitanka, Ivan Krulec, Vienna: Imperial and Royal School Book Depository, 1913; textbook with colour illustrations.



The Slovenian Language in Education

Parliamentary activity in the country, and particularly the Tabor movement (1869–1871), promoted the idea of equal status for the Slovenian language in education. While provincial and local authorities, as well as German, Italian, and Hungarian school societies, restricted Slovenian schools in many places, national defence school societies supported them. Thus, the CMD – Society of St Cyril and Methodius – used donations to establish Slovenian kindergartens and schools in areas without Slovenian public schools, such as in Trst/Trieste.



CMD Society collection box, ca 1900.

In Slovenia, German remained the dominant language of instruction in the upper grades of secondary schools, including teacher training colleges. Alongside the municipal real school (*Realschule*) in Idrija (1901), the private diocesan classical grammar school in Šentvid nad Ljubljano (1905), and both teacher training colleges in Gorica/Gorizia, the grammar school in Gorica/Gorizia with its Slovenian parallels became the first state grammar school with Slovenian as the language of instruction in 1913.

Illustrations and Colours in Textbooks!

Slovenian children received their first colour spelling book for home use in 1869. The new school system introduced more illustrated textbooks, and the first colour readers were published just before World War I (Karel Wider, 1912; Ivan Krulec, 1913). However, even earlier than this, images, including coloured ones, were used as educational wall paintings to enrich illustrative teaching in the classroom.



Ivan Tomšič, *ABC v podobah in besedi*, Ljubljana, 1869.

How They Wrote Before 1918

For pupils, the transition from writing on a tablet to using a pen and ink in a notebook was a gradual and challenging process. Traditional goose quills, which were difficult to trim, were gradually replaced by metal pens for writing in school around 1865 amidst lively debate. Following the introduction of compulsory schooling in 1869, and with an increase in the number of schools, school attendance rose, and illiteracy began to decline rapidly. As recently as 1880, almost half of the population of our country was illiterate (45.9%), but by the time of World War I, Slovenians had become a fully literate nation (1910: 85.5% literate), eager for cultural and economic development and the national movement.



School notebook – 'Pisanka' writing exercise book for Slovenian penmanship, slate tablet, two pencil cases, and writing implements.



Henrik Schreiner · *1850–1920*

Among Slovenian teachers, pedagogical thought focusing on practical issues of teaching and education developed through school journals, societies, and publications.
One of the most prominent Slovenian educators was the natural scientist and educator Prof. Henrik Schreiner, who served as principal of the teacher training college in Maribor from 1890 and as editor of the Pedagogical Yearbook of the Slovenian School Publishing Society from 1900.

Arithmetic

The use of the abacus – the so-called Russian calculator consisting of wooden beads – and later calculating devices of other designs gradually spread throughout the education system in Carniola from 1870, when only 15 out of 90 schools offered the former.

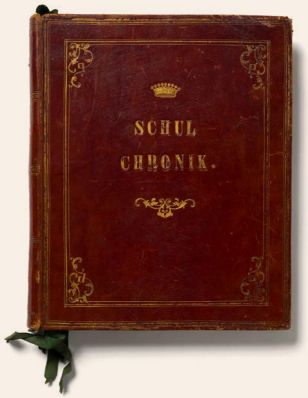


Franz von Močnik.

Franz von Močnik (1814–1892), a professor and school supervisor, was highly successful in teaching mathematics. He wrote numerous German-language mathematics textbooks for primary and secondary schools, which were used in at least 15 languages in schools throughout the Habsburg Monarchy and beyond. Alongside the geographer Blaž Kocen, Močnik was the best-known Slovenian teacher in Europe at the time.

School Chronicles

Following the example of parish chronicles, some schools began keeping their own chronicles as early as the mid-19th century, in accordance with applicable guidelines. A school chronicle is an interesting source not only for the history of the school, but also for reflecting the teaching profession and local cultural development as such.



School Chronicle of the Žalec Primary School/ Schulchronik – Chronik der Schule Sachsenfeld, 1855–1879.

In Gold or Black?

Even from the mid-19th century onwards, traditional public examinations at the end of the school year and related



A black book, also known as the book of shame.
Zgornja Polskava, 1853–1880.
Golden book. *Zlate bukve za šolo v Predoslju*, 1853–1903.

ceremonies were maintained. The best students were recorded in the golden book, while those with the worst behaviour might be recorded in the black book (the book of shame). Another form of school punishment before 1870 was the mark of shame.

Although the new school legislation abolished both black books and corporal punishment in schools, the latter persisted in practice for at least another hundred years. Initially, teachers found it difficult to believe that they could manage their classes without a cane.

Education on the Margins and Far from Home

Hungarian legislation was in force in schools in the Prekmurje region, which were mostly run by religious communities. Classes among Catholics and Protestants were conducted in the Prekmurje Slovenian literary language (using Slovenian printed materials

from 1715 onward), with Slovenian spelling books and other schoolbooks, but also in Hungarian. Hungarian ideology prevailed among the teaching staff. The development of Jewish schools in Hungary was made possible by the Jewish School Fund after 1850. One such Jewish school operated in Lendava in its own building.
Following the establishment of Slovenian immigrant parishes in the midwestern states of the United States, Slovenian schools were frequently established there from the late 19th century onwards. By 1918, 14 Slovenian parish schools had been established (the first one in Joliet, Illinois in 1895, followed by Pueblo, Colorado, and Cleveland, Ohio) as well as four schools in mixed parishes.

Male and Female Religious Orders Involved in Education

Franciscans and Salesians were also involved in education. Various girls' schools were run by nuns, including the Ursulines and, in

Girls' education at the Ursuline convent in Ljubljana – the school hallway, which now houses the Slovenian School Museum.





View through a Stereoscope – A Living Picture of Places

Stereoscopic images, viewed through a stereoscope, provide a spatial perspective: two images captured from slightly different angles create the illusion of three-dimensionality. At school, stereoscopic images were primarily used in geography and local history classes.

The stereoscope and stereoscopic images.

the second half of the 19th century, the School Sisters from three different religious congregations.

Educated Girls

Girls were also taught practical domestic skills: in addition to cooking, instruction in handiwork was also important. Samples of various types of handiwork and embroidered alphabets were lovely mementos of school days. As well as burgher schools, trade and higher education schools, provinces and towns also provided further education for girls. There were several home economics schools. Midwifery education formed an important part of vocational training. Girls could attend teacher training colleges (including for work in kindergartens), while only a few attended grammar schools as an exception. Those who did were able to graduate with a Matura exam from the beginning of the 20th century. However, few continued their studies: by 1918, only 12 girls from the Slovenian provinces had graduated from university.



Handiwork samples with the alphabet, 8th Grade Girls' Primary School at St James, Ljubljana.

Burgher Schools, Real Schools, and Grammars Schools

In upper primary education, burgher schools began to emerge, imparting richer and more practical knowledge. After 1848, grammar schools became eight-year secondary schools, culminating in the Matura exam. Real schools (*Realschulen*), which provided technical studies, also developed in a similar way. The primary memory of teachers and secondary school has been linked to the Matura as a final, graduation exam since 1849/50.

Graduating students from the Kranj Grammar School with Prof. Anton Zupan, 1907.



Teachers

Unlike primary school teachers, who only began receiving secondary education at teacher training colleges in the last two decades of the 19th century, secondary school teachers were university-educated. They worked in various provinces of the monarchy, as the language of instruction was predominantly German. For many, a

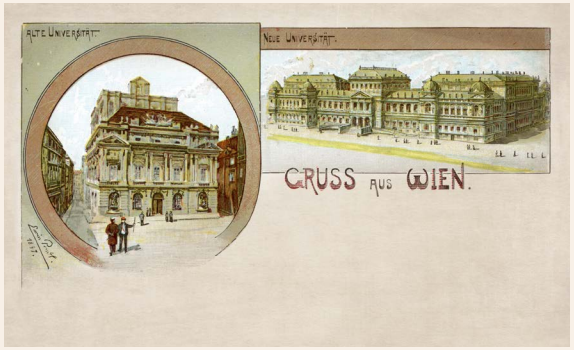
position in the Slovenian provinces was a difficult-to-achieve goal. The profession of secondary school teacher was prestigious and well paid, comparable to the status of imperial officials. Consequently, teachers at grammar schools and real schools were also permitted to wear official uniforms during ceremonies.



The teacher's uniform of Dr Jakob Žmavc (1867–1950), a teacher in Ljubljana, Kranj, and Maribor from 1895 onwards.

At the Highest Level of Education

After passing the Matura exam, our students attended universities in Vienna and Gradec/Graz, as well as in Prague and elsewhere. Most chose to study at a faculty of law or arts, or medicine; fewer opted for theology, while others pursued technical and agricultural sciences. From the beginning of the 20th century, there were also some female students among them. An important part of student life took place in student societies, which were, however, ideologically divided from the end of the 19th century. Numerous Slovenian demands for the establishment of a university in Ljubljana, dating back to 1848, were unsuccessful.



University of Vienna – old and new university buildings, postcard from 1897.

The Turn of 1918

For most Slovenians, more favourable linguistic school conditions only came about after the collapse of the monarchy. This occurred after the four-year war of 1914–1918, during which schools also patriotically supported the army (by knitting and collecting metal and forest fruits), and pupils were excused from class for working on the farm. In the autumn of 1918, the war ended amidst the 'Spanish flu' epidemic, and the Slovenian school system transitioned from Austrian to Yugoslav jurisdiction.



From a teaching aids exhibition in Ljubljana, 1905.

Did You Know… when our museum was founded?

New textbooks, teaching aids and educational materials began to emerge in education after 1869. Publishers introduced these materials to schools, and exhibitions of educational materials spurred the creation of school museums. On 2 August 1898, to celebrate the 50th anniversary of the Emperor's reign, the Teachers' Association opened the 'Museum of Slovenian and Istrian-Croatian Teachers' in Ljubljana, which in turn became our Slovenian School Museum.

1941

1936
Beginning of the Spanish Civil War

1928
Discovery of penicillin

1924
The first Slovenian Olympic gold medal (Leon Štukelj)

1918



10

Caught in the Crossfire

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THE KINGDOM

1918–1941

The Slovenian school system was the most extensive in the new state. Slovenians who remained outside the borders of the Kingdom of Serbs, Croats, and Slovenes and later the Kingdom of Yugoslavia, particularly in Primorska, were subjected to various pressures aimed at denationalisation. Instruction in the Slovenian language also ceased. In 1929, the National Schools Act and the Secondary Schools Act were enacted; however, the most significant achievement for Slovenians was the establishment of the University of Ljubljana.

One, Two, три, четири

The Slovenian education system, considered less developed under Austria-Hungary, turned out to be the best in the new state, with nearly twice as many school-age children attending classes in Slovenia as in the southern part of the country. Slovenian became the primary language of instruction, and new primary, secondary, craft, mercantile, agricultural, and home economics schools were opened. Thanks to these new schools, the number of students per class decreased, contributing to higher-quality instruction.



Model of a classroom at the State Mercantile Academy in Ljubljana, 1934.

Marked by the Border

In the Primorska region, which came under Italian rule after World War I, Gentile's school reform gradually eliminated the Slovenian language from school classrooms by 1928. However, Slovenian instruction was preserved in homes, and especially in church sacristies, where patriotic priests taught in secret.

In Austrian Carinthia, a few bilingual schools remained open after 1918, but following Austria's annexation to the German Reich, these also completely abandoned the use of the Slovenian language.



The Treaty of Rapallo saw part of the Slovenian population come under Italian rule in 1922.

National School

In the Kingdom of Yugoslavia, the National Schools Act was enacted in 1929. This standardised the education system throughout the country, introducing a universal eight-year primary education. This was divided into a compulsory four-year primary school and a four-year upper national school. After this, students could continue their education at a lower grammar school, a burgher school, a professional school, or an apprenticeship school. New textbooks, teaching aids, and learning materials were created. Writing supplies were stored in wooden pencil cases, some of which were attractively painted.



Painted wooden pencil cases.

Lunch in a Bag

Pupils had to bring their school lunch from home. Some pupils had special canvas bags for this purpose, with their names neatly embroidered on them. A first-grade primary school lunch bag usually contained some dried apples or homemade bread.



Lunch bag, 1939/40.

When the State Praises You

In 1929, the Secondary Schools Act was passed, establishing the real grammar school as the primary form of secondary education. Teacher training college lasted five years. There were many prominent teachers who distinguished themselves in both in their pedagogical work and in various fields of economic and cultural activity. Some individuals were also honoured for their work.



Honours: Order of the Yugoslav Crown, 5th Class, and Order of St Sava.



Karel Verstovšek · *1871–1923*

The Slovenian politician and philologist Karel Verstovšek was initially a professor at the classical grammar school in Maribor. He was also a provincial and national deputy and president of the National Council in Maribor in 1918. Subsequently, he became the Commissioner for Education and Worship (today's Minister of Education) in the National Government in Ljubljana. Verstovšek participated in the establishment of the University of Ljubljana and played a key role in the Slovenisation of education throughout all Slovenian regions.

Many teachers and educators of that period advocated for the advancement of education. The renowned educator **Dr Stanko Gogala** (1901–1987) summed up the common wisdon regarding the importance of good pedagogical work with the following words: "There is no success and no blessing without a living pedagogical spirit in the teacher and educator." Other notable educators and organisers of education included:



Gustav Šilih (1893-1961)
Educator, youth author, professor at the Maribor Teacher Training College, initiator for the establishment of the Pedagogical Head Office in Maribor, editor of *Roditeljski list* and the Pedagogical Collection of the Slovenian School Publishing Society. He published around 300 academic works on education.



Karel Ozvald (1873–1946)
Educator and philosopher, president of the Slovenian School Publishing Society. As a professor, he worked at the University of Ljubljana, where, among other things, he ran a pedagogical seminar. He was the founder of cultural pedagogy.



Pavel Flere (1883–1963)
Educational administrator, author of works on pedagogy, youth author, and

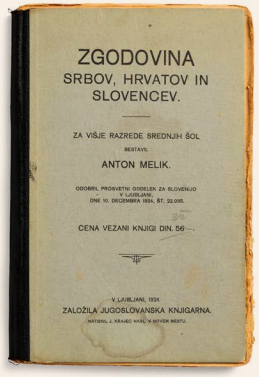
Portraits: Gustav Šilih, Karel Ozvald and Pavel Flere.



Letter by Letter… a Word

Vekoslav From, an educator, teacher, and national revivalist in Štajerska, used his skills and ingenuity to create alphabet boards and other teaching aids, thus making a significant contribution to the modernisation of school instruction. The alphabet board became a well-established, playful tool for the gradual and systematic development of literacy. It expanded children's vocabulary and encouraged them to spell words accurately, including more difficult ones. It was suitable for preschoolers and younger schoolchildren.

officer in charge of primary education at the Ministry of Education in Belgrade. He contributed to the drafting of the National Schools Act and wrote many important primary school readers.



Anton Melik, *History of Serbs, Croats and Slovenians / Zgodovina Srbov, Hrvatov in Slovencev*, Ljubljana, 1924.

One Nation of Three Tribes

As the idea of 'one nation of three tribes' gained strength, the use of Serbo-Croatian spread in schools and government offices. The concept of 'one nation of three tribes' also required textbooks that promoted unitarism. These textbooks emphasised loyalty to the Yugoslav royal family. This approach to education, characterised by respect for rulers, was typical of the entire 20th century. However, despite the official unitarian Yugoslav school policy, teachers in Slovenian schools carefully nurtured the Slovenian language.

Let Them Become Students...

In 1919, our country's highest educational institution, the Slovenian University, was established. After long-standing efforts, Slovenian students were finally able to study in their hometown of Ljubljana.

The Slovenian University, now Ljubljana University, in the span of a century.



Did You Know... that 1 used to be the highest grade?

School report cards contain many interesting facts. Can you imagine that, in one school year, receiving straight 1s meant you were the top pupil, yet in the very next school year, that same number was the lowest failing grade? During this period, there was a reversal of grades, making a 5 the highest grade.

Report card from the National School in Dobrepolje, 1936/37 school year, and report card from the Five-Grade Boys' Primary School in Völkermarkt, 1919/20 school year.



1945

1945
End of the Second World War

6. 6. 1944
D-Day

1941
Beginning of the Second World War in Slovenia

1941



11

Stealing Land

WORLD WAR II

1941–1945

The occupation and partition of Slovenian territory during World War II also led to the fragmentation of the education system, which underwent slow and subtle changes under Italian rule, but drastic and rapid changes under German and Hungarian rule. Teachers and professors with a strong national identity were dismissed, exiled, or imprisoned, while children were taught in a foreign language and indoctrinated with a foreign ideology. Partisan schools began operating in 1942.

Schools in the Service of Propaganda

As the Slovenian national territory was occupied in 1941 during World War II, the school system came under foreign rule. Of all the occupying powers, who shared the ultimate goal of exterminating the population and stripping it of its national identity, the Germans were the most ruthless. Slovenian teachers were replaced by German ones, and children began to be taught in German. The use of Slovenian was strictly prohibited, and children were punished simply for speaking it during school breaks.

Ideological education in Slovenia before, during, and after World War II.







The newsletter of the German youth in the Styrian Homeland Union.
The *Dnevni Red* magazine of the Italian Lictor Youth.

The Germans took the most systematic approach to assimilation, incorporating Slovenian children and young people into the Hitler Youth organisation. In the Province of Ljubljana, the Italians permitted the use of the Slovenian language in schools, while promoting the study of Italian and the introduction to millennia-old Roman culture. Similar to the Germans with the Hitler Youth, the Italians incorporated Slovenian children into Fascist youth organisations. The Italian authorities attempted to win over the youth to the GIL Fascist organisation by offering various incentives.
The Hungarians removed teachers from schools who did not support the Wendish theory and the Magyarisation of Slovenian schools.

As partisan units gained strength in the forests in 1942 and the first territories came under new authority, partisan schools were established. These schools promoted both the Slovenian language and revolutionary ideas concerning the transformation of society.
Pupils sang and wrote frequently, and read Slovenian books, leaflets, and propaganda publications. Following Italy's surrender, over five hundred partisan schools were in operation by May 1945.

Slovenians in refugee camps also established Slovenian schools in difficult conditions through hard work and ingenuity.

You Never Forget the First

The fragmentation of the Slovenian territory and the struggle to win over children from a very young age are reflected in the school primers.

German Reader: In Štajerska, German schools used an Austrian primer featuring Nazi iconography.

Partisan Reader: In partisan schools in Gorenjska, the primer 'We Have Opened a School' was used.

Home Guard Reader: The primer was used in a few Slovenian schools in Gorenjska that were set up by the Gorenjska Self-Defence (Home Guard) without German authorities' permission.

Franz Brauner, *Kinderwelt*, 1941.
Ivan Bertoncelj, *Šolo smo odprli*, 1944.
Unknown author, untitled, 1945.





Karel Destovnik-Kajuh

Look at my blazing eyes…
… I flutter amidst the flames of horror.

France Balantič

The Burnt-Down School

Even school buildings were not spared the ravages of war, particularly in rural areas. The village school building in Godovič was also devastated during a German arson attack on 23 September 1943.

The burnt-down village school in Godovič.



Kristina Hafner and Franc Ločniškar, *Tretje slovensko berilo*, 1942.
Unknown author, *Vend-szlovenszka kniga cstenya*, 1941.

Italian Reader: During the Italian occupation, chapters about the Italian state were added to Slovenian readers, and the image of the young King Petar II Karađorđević was replaced with pictures of King Victor Emmanuel III of Italy and Benito Mussolini.
Hungarian Reader: In Prekmurje, children learned to read from the book *Vend-szlovenszka kniga cstenya*, which was steeped in Hungarian nationalist content.

Propaganda from the Left and the Right

The ideological struggle that had been ongoing during the occupation, particularly in urban schools, continued even after the war.

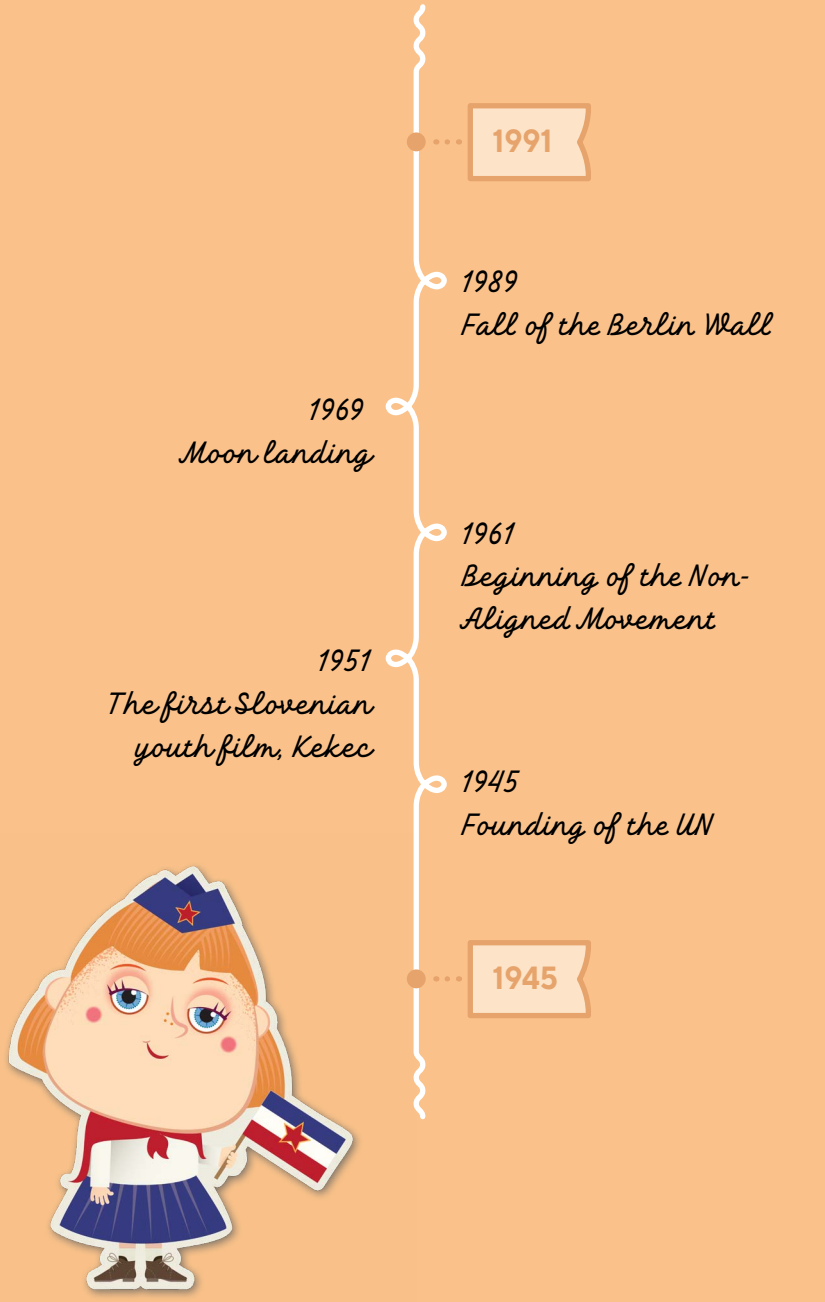


Mladina, the Slovenian youth newsletter, June 1943.
Otroški list, 1942.

Between Life and Death

Love is stronger than hatred. Despite the threat of death that raged across our land during the four years of war, life endured.





12

For Our Homeland – Onward with Tito

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SOCIALISM

1945–1991

After 1945, education underwent more changes than ever before, both in ideological, curricular, and organisational terms as well as in material terms. In the early 1950s, the Slovenian education system began to develop successfully even in border regions and took root among Slovenians living outside their homeland. The most significant turning point in post-war education was the 1958 school reform, which covered primary, secondary, professional, and grammar schools, as well as teacher training.

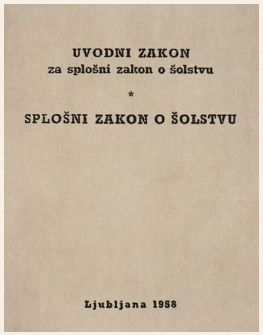
“Learn, Learn, and Once More, Learn!”

Immediately after World War II, there was a shortage of teachers, textbooks, and teaching aids. Many schools had been destroyed. In terms of content, the new regime introduced its ideology into the education system through new curricula and textbooks, the nationalisation of private schools, work actions, and numerous national celebrations. Pioneers’ Day was a particularly solemn occasion, when young children became pioneers. With a solemn oath, they promised to be honest and exemplary pupils, after which they received a blue *Titovka* cap and a red scarf to wear around their necks.



In the New Social Reality

The separation of church and state was enshrined in the 1946 Constitution. In 1952, religious education was removed from the curriculum for the first time in the history of education. Through purges of teachers, as well as secondary school and university students, the authorities sought to transform the teaching staff ideologically. Pressure was exerted at conferences, and religious teachers and students were monitored, marked, penalised, and expelled. Guidelines for the development of education and pedagogy were adopted at congresses of the League of Communists of Yugoslavia.


UVODNI ZAKON
za splošni zakon o šolstvu
*
SPLOŠNI ZAKON O ŠOLSTVU
Ljubljana 1958

General Law on Education, Ljubljana, 1958.

Reforms …

The landmark school reform of 1958 introduced a unified eight-year primary school and a unified school system through new school legislation. Changes ensued at all levels of education. The grammar school became a four-year programme. After a long tradition dating back to the first Matura exam on our soil in 1849/50, a final exam was introduced in its place, though it was still called the ‘Matura’. Smaller, four-year primary schools became branches of larger schools. The main purpose of the reform was to provide everyone with more equal opportunities for further education, while at the same time shaping young people in the spirit the needs of socialist self-management.

Training of Teaching Staff

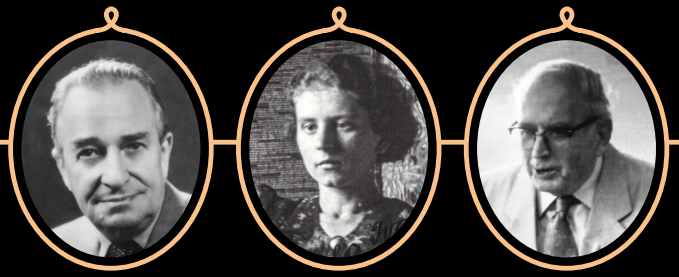
The authorities attempted to address the shortage of teachers at the end of the war by organising short pedagogical courses, where future primary school teachers, who were referred to as 'comrades' at the time, received their basic training. Four-year pedagogical grammar schools replaced the five-year teacher training colleges. The teaching profession was evolving. From 1947 onwards, teachers could continue their education at the Higher Pedagogical School in Ljubljana, and from 1961 at the Pedagogical Academy in Maribor too.



2nd Pedagogical Course in Ljubljana, 1955.

New Schools, New Tools, New Pedagogical Approaches

In the 1960s, the focus of schooling shifted towards didactic and methodological aspects. New regulations led to the accelerated construction of new schools. As transport improved, the number of branch schools decreased. With advances in technology and pedagogy, new teaching aids were introduced. Attention was giv-



The number of primary school teachers increased from 4,375 in the 1945/46 school year to 14,655 in the 1990/91 school year. Among them, and among the teaching staff at other schools and institutions, were many exceptional and distinguished individuals who contributed to the development of education, including:

Vlado Schmidt · *1910–1996*
Founder of the history of Slovenian pedagogy. His seminal work is *The History of Education System and Pedagogy in Slovenia*.

Iva Šegula · *1909–1991*
Principal of the Ljubljana Teacher Training College, worked at the Institute of Education and was director of the Pedagogical Institute. She advocated for values in education.

Franc Pediček · *1922–2008*
Throughout his extensive pedagogical and research work, he advocated for the adoption of a code of ethics for teachers and for school counselling services.

en to school meals, school camps, volunteer activities and clubs, remedial tuition, extra classes, after-school care, all-day schooling, nursery schooling, and school counselling. The use of fountain pens became more widespread in schools in the 1960s. Initially, only teachers used them, but later pupils did too. A significant shift in the acceptance of left-handedness in schools occurred in 1979 with the release of a special Pelikan fountain pen for left-handers, as previously, only the right hand was considered the 'proper hand'. Alongside fountain pens, ballpoint pens also began to be used in schools. After 1966, some schools started using dedicated classrooms for certain subjects, which made education much clearer and more effective.

Model of an art classroom and a chemistry classroom.



Activities Enrich Life

During this period, schools began to introduce extracurricular activities. Through these, pupils could expand and deepen their knowledge and interests. They could choose from a variety of clubs, including choirs, recitation clubs, drama groups, photography clubs, technical clubs, amateur radio clubs, handicrafts clubs, scouting groups, and others. They also participated in various academic competitions, cultural, and sports activities.

In May 1961, the first reading badge, named after Prežihov Voranc, was awarded in Koroška, after which the 'Reading Badge' Slovenian cultural movement spread throughout all schools.



Maths competition, ca 1960 • Mountaineer Pioneers at Ilirska Bistrica Primary School, 1963 • Swimming lesson, 1972.

School Newsletters and Magazines

A true boom in primary and secondary school newsletters, which already had a long tradition, began after 1958. School newsletters offer an interesting insight into the lives and creativity of young people during a specific period. Following World War II, new children's and youth magazines also began to appear, including *Ciciban* and *Pionir* in 1945. *Pionirski List* was also popular, addressing issues affecting young people and keeping them informed about current events at home and around the world. In 1968, the pages of *Pionirski List* began featuring *Vesela Šola*, a primary school general knowledge competition with interesting and entertaining questions.



Children's magazine.

Regular school lessons, extracurricular activities, role models, and idols, together with the trials of the 'school of life', gradually shaped children and adolescents into mature individuals.

We Love Going to Kindergarten, We Love to Play

In 1945, the concept of kindergarten – an educational and child-care organisation – emerged, initially called the Home of Play

Children from the Zagorje – DID kindergarten on an outing, 1950s.





Audiovisual Aids for More Vivid Teaching

Rapid technological development has also affected the way we communicate. In the 1960s, schools began using new teaching aids to convey information, influencing new methods and concepts of education. These aids included: slides and slide films, silent and sound films, gramophone records, audio tapes, radio, and television.

Audiovisual media (slides, slide films, sound films, audio cassettes, gramophone records).

and Work (Dom Igre in Dela – DID). These facilities cared for and raised children while their mothers were at work. The number of kindergartens increased significantly in the 1970s, when numerous new facilities were built, also with the help of a local obligatory tax. In 1949, the Secondary Preschool Education School was established in Ljubljana to train nursery teachers.

Special Education Schools

After World War II, new forms of schooling emerged for children requiring a special approach due to various learning difficulties or different physical needs.

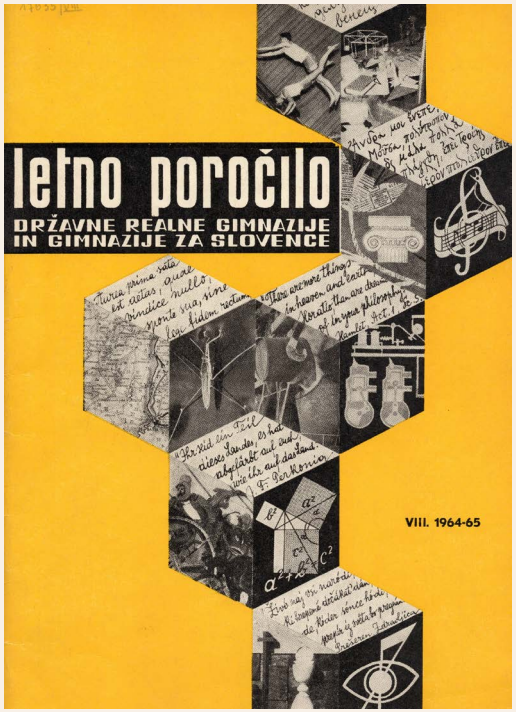
For example, a seed box for learning Braille was introduced. By feeling the fruits and seeds in a box divided into six compartments, a blind child develops hand and finger dexterity, practices touch and gains an understanding of the Braille grid. This marked the beginning of literacy education for blind and visually impaired children.



Seed box for learning the Braille cell, 2nd half of 20th century.

Our Mother Tongue Around the World

Many Slovenians live outside Slovenia's borders, in neighbouring regions, and further afield in the diaspora. For these people, Slovenian – their mother tongue – is a precious asset that they strive to preserve as a testament to their identity, passing it on to future generations.



Annual Report of the State Real Gymnasium and Gymnasium for Slovenians, Celovec/ Klagenfurt, 1964/65.

Honour to the Workers, Strength to the Economy

After 1945, secondary technical and professional education flourished in various forms, levels, and designations. New types of schools emerged, training future specialists for the manufacturing sector. Vocational education took place in apprenticeship schools,

professional schools with practical instruction in workshops, and master schools. Adults could also acquire additional knowledge through evening classes and various courses.



In a classroom at the Ljubljana Secondary Technical School, 1965.

Career-Oriented Education

The most significant (and controversial) reform project to shape secondary education between 1981 and 1987 was career-oriented education. One of the most visible changes was the abolition of grammar schools (and, consequently, the Matura exam), as they were considered too elitist. Instead, professionally oriented programmes of various specialisations were introduced.

Gaudeamus Igitur

The end of secondary school is marked by graduation traditions and customs (primarily at grammar schools, and, since 1945, at other secondary schools): the key handover ceremony, procession through the school and the town, school farewell party, graduation ball, etc. Despite attempts to abolish grammar schools, and with



Graduates' procession, Novo Mesto Grammar School, 1974.

them the Matura exam, in the decade leading up to Slovenia's independence, these graduation traditions, as well as the medieval graduation anthem *Gaudeamus igitur/So Let Us Rejoice*, continued to be preserved.

Expansion of Higher Education, Student Life, and Student Movements

The 1949 Law on the Organisation of Higher Education in the People's Republic of Slovenia saw the previously unified university divided and expanded to include new faculties, colleges, and an academy. A new university, the second in Slovenia, was

established in Maribor in 1975. Student life shaped the pulse of university towns. Due to the increased number of students, several student residences were built. During this time, many students were responding critically to broader social issues. The student movement in Slovenia reached its peak in the spring of 1971 with the occupation of the Faculty of Arts in Ljubljana.



A student room in the newest residence hall in Rožna Dolina, Ljubljana, 1969.
The Rožna Dolina university campus, Ljubljana, 1959.

Did You Know... pupils were very happy when a little bee landed in their notebooks?

The little bee was a special stamp that teachers would press into pupils' notebooks as a reward for completing their homework without making any mistakes. Later, there were also stamps with various other motifs, but the little bee, as a symbol of diligence and hard work, held a special significance.

Little bee stamp, school notebook, 1959.



On the Path to Slovenian Independence

COMMON CORES

Broader Social Influences

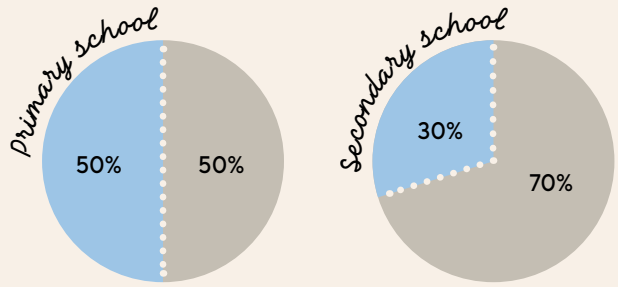
The Cold War and the erection of the 'Iron Curtain' between East and West divided Europe into two opposing worlds, militarily, ideologically and politically, from the end of World War II until the fall of the Berlin Wall in 1989. The visible differences in technological and economic development between Western democracies and the countries with a socialist planned economy widened further.

Common Cores

The public disclosure of the plan to implement common programme cores sparked a 'nuclear reaction' in Slovenia. Although Yugoslavia had not been a member of the Warsaw Pact since 1948, a socialist model of society prevailed in the country. Following the death of Josip Broz Tito, President of the Yugoslav Communist Party and the state, in 1980, unitary and centralist pressures intensified in Belgrade.

The share between specific 'Slovenian' and common 'Yugoslav' content

Slovenian content Yugoslav content



The project of common programme cores attempted to unify education in a country divided by language, religion, nationality, and level of development. Efforts to preserve national rights in schools strengthened democratic forces in Slovenia. However, the attempt to implement common programme cores in education was met with strong resistance from the professional community, Slovenian writers, and the emerging civil society.



2020
COVID-19 pandemic
(homeschooling)

2004
Slovenia joins the
European Union

1991
Slovenia gains
independence

1991



13

Life Is Nothing But Learning

~

INDEPENDENT!

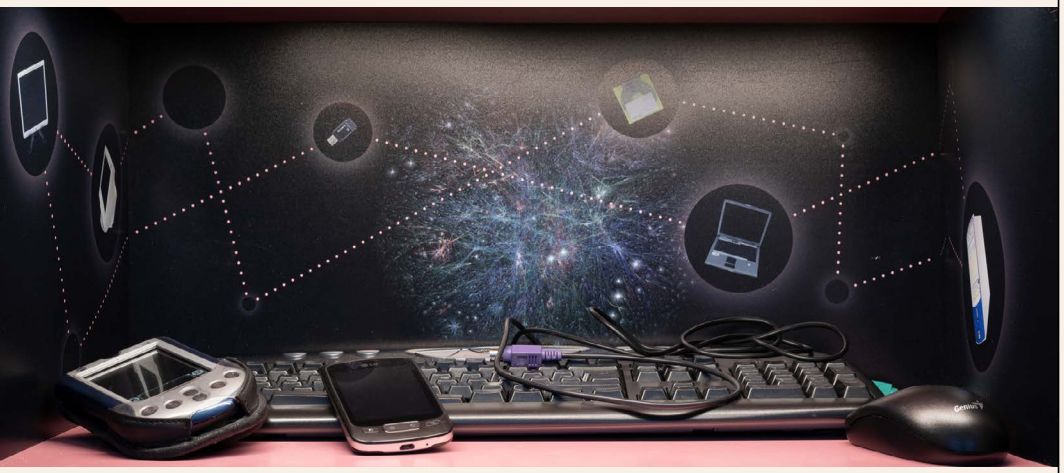
1991 →

Due to the restrictive environment and centralist pressures in Yugoslavia, Slovenians found it difficult to keep pace with developments in Western Europe. Following a plebiscite, Slovenia declared its independence on 25 June 1991, subsequently defending it in the War of Independence. For the first time in history, the Slovenian education system became truly independent within the sovereign state of Slovenia. Democratisation, technological progress, and changes across all areas of society made the need for knowledge even more pressing.

From Analogue to Digital

With independence, the Slovenian education system embarked on its own path. At the same time, in a globalised, interdependent, and rapidly changing world, it has become more embedded than ever in international connections and comparisons at all levels of education. Its success is also measured by its performance in competing with other countries in selected areas of learning. The future success of society is increasingly dependent on the quality of the school system. Democratisation and new technological possibilities have brought greater freedom to education, including the freedom to reflect on its development. The dawn of the computer age in the 1990s saw desktop personal computers introduced in Slovenian schools, and the Internet, a new global phenomenon, began to take hold.

Background photos: AOC 177Vk LCD computer monitor, 2007; Samsung SyncMaster 700N computer monitor, 2001; Imation 2HD IBM 3.5« floppy disk, 1.44 MB, ca 2001; Sony 32 GB USB flash drive, model USM32X, ca 2015; Dell Latitude D505 laptop, model PP10L, 2004; Gorenje Point desktop PC, model DTK CUATRO, 2004.



www.
01110110
01001001
01110010
01110101
01110011

Arnes

In 1992, Arnes (Academic and Research Network of Slovenia) was established as a new public institute to develop the internet network. By connecting the entire education system and libraries into a unified network, Slovenia was placed among the European leaders in this field.

Top: Determine the meaning of the binary code! (The solution can be found at the end under note 153.)
Left: The Arnes logo from 2000.

Nine-Year Primary Schools Introduced; Grammar Schools Revived

Even in preschool, in kindergartens, modern concepts of child development and learning are followed, with an emphasis on speech development, early literacy, the introduction of foreign language



Matura exam 2005. J. Plečnik Grammar School Ljubljana.

instruction, as well as outdoor free play. Primary education has transitioned from eight to nine years, while secondary education has become more diverse and transitional. The revival of four-year grammar schools and other proven educational models, alongside the introduction of private schooling, has created opportunities to develop society's full educational potential. The importance of lifelong learning is emphasised. Education is based on the latest social and cognitive insights into human development. Alongside the reintroduction of grammar schools, the Matura exam has also returned to the education system, and new forms of graduation celebrations have emerged, such as the Matura dance parade.

New Universities, the Bologna Process and Erasmus

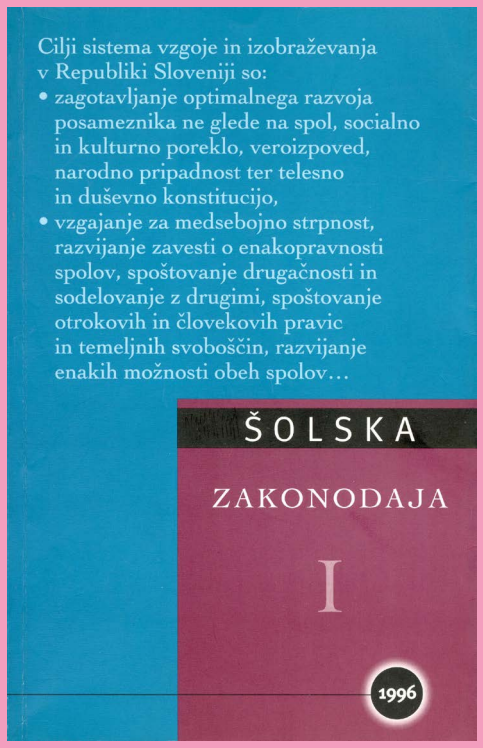
New demands for knowledge and new educational programmes have led to the establishment of new colleges and universities in independent Slovenia. Following the adoption of the Bologna Process for university studies, international connections have been strengthened through the exchange of professors and students. Since its inception in the 1980s, Erasmus has been one of the EU's leading programmes in the field of higher education policy, with more than 4,000 higher education institutions from 33 countries participating. Slovenia joined the Erasmus programme in 1999, thereby promoting mobility and enhancing the quality and European dimension of higher education. While the programme is best known known for supporting student and staff exchanges at higher education institutions, it also covers other levels of education under the name 'Erasmus+', including primary and secondary education.



One of the Erasmus programme logos.

White Paper

The White Paper on Education in the Republic of Slovenia is a document that explains the government's policies and planned legislative measures in this area. It therefore incorporates the views of experts and policymakers into official legislative proposals. Slovenia has published two White Papers on Education, in 1995 and 2011. The first one led to the first comprehensive school legislation in the independent state, which was adopted in 1996.



Šolska zakonodaja I (School Legislation I) book, 1996.

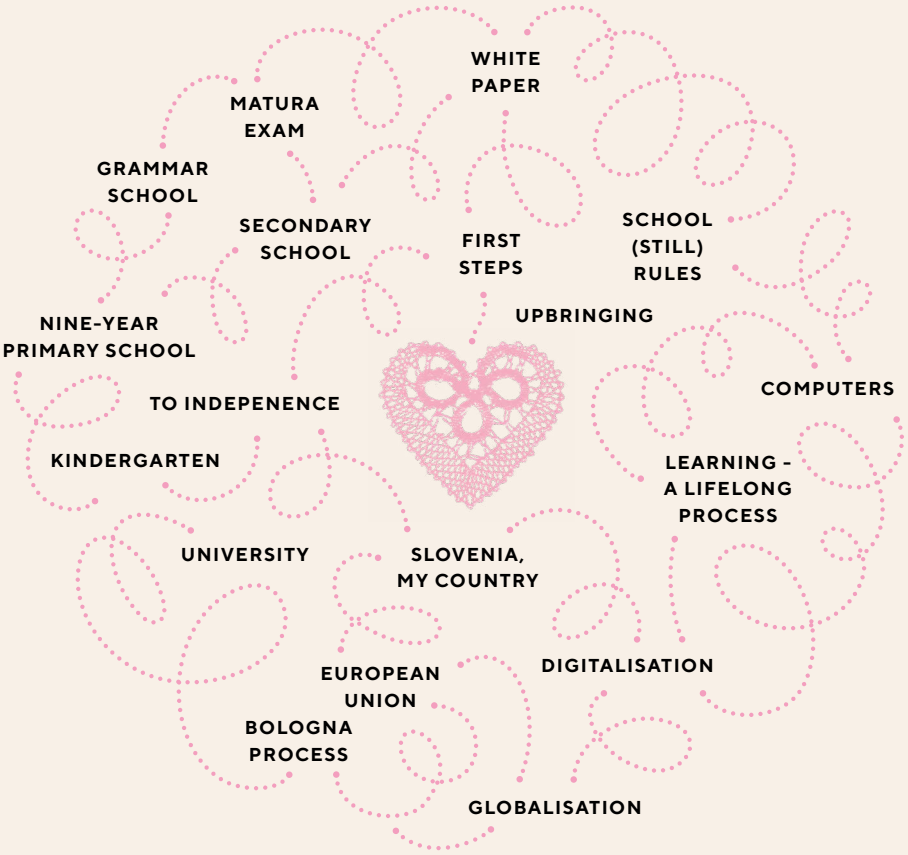
The Threads of Slovenian Education in a Mind Map

Our educational journey begins at the heart of Idrija lace, symbolising our rich cultural heritage. Next to this heart is the word 'upbringing', which is closely linked to education, even though it is sometimes underappreciated. Yet upbringing is always a matter of the heart, guiding us on our educational journey.

From the warmth of home and the loving upbringing of our parents, we take our first steps towards independence and enter our first educational institution: kindergarten. This is our first learning space, guiding us through the process of getting to know ourselves and our country and homeland, Slovenia. We expand and deepen these insights further in primary school. Based on the principles of the White Paper, school (still) rules in shaping our life path. After acquiring foundational knowledge in primary school, we decide whether to continue our education. We can choose between a vocational or professional secondary school, where we focus on practical knowledge, and a grammar school, where we prepare for further study.

Throughout this journey, modern information and communication technology accompanies us, transforming the way we learn. The computer has become our faithful companion and an indispensable tool in the digital age, giving us access to knowledge and information. Learning does not end with school, but continues throughout our lives, as we are constantly exposed to new insights and challenges brought about by digitalisation.

The Bologna Process and Slovenia's accession to the European Union connect us to the European Higher Education Area, while we face the challenges of globalisation, which are transforming the way we live and work. Our educational journey is like the brain threads in a complex pattern of thoughts that connects all these elements. Despite the challenges posed by globalisation and the digital transition, upbringing remains at the heart of everything



we do in education. May it guide us on the path to knowledge, understanding, and mutual respect.

The Emergence of Higher Professional Schools

The concept of two-year higher professional schools was first outlined in the 1992 document 'Legislative Regulation of Vocational Education' and was finally implemented in 1996. These programmes are based on the coordinated and clearly defined needs of employers, focusing on the acquisition of vocational skills and education.



Students from the Vocational College of Hospitality and Tourism Maribor during their practical training at the Sedem school restaurant. The restaurant has received the Michelin Plate award in recognition of its excellence.

Sports and Leisure

In addition to mandatory school classes, students often participate in extracurricular activities. Many young people engage in volunteer work in a wide variety of organisations (e.g. firefighting, sports, cultural and artistic, charitable, and similar associations). Sports activities are among the most popular leisure pursuits. When pursued successfully, they quickly transcend the realm of mere leisure and become a way of life.



Secondary school student at a table tennis competition, 2021.

Modern School Supplies

Using a combination of analogue teaching aids and modern digital tools is a great way to introduce traditional teaching methods to today's first-graders. Schools today are striving to strike a balance between the accessibility offered by modern technology and the internet, and traditional teaching aids. The latter develop children's fine motor skills, respect their natural learning processes, and encourage positive interpersonal relationships.



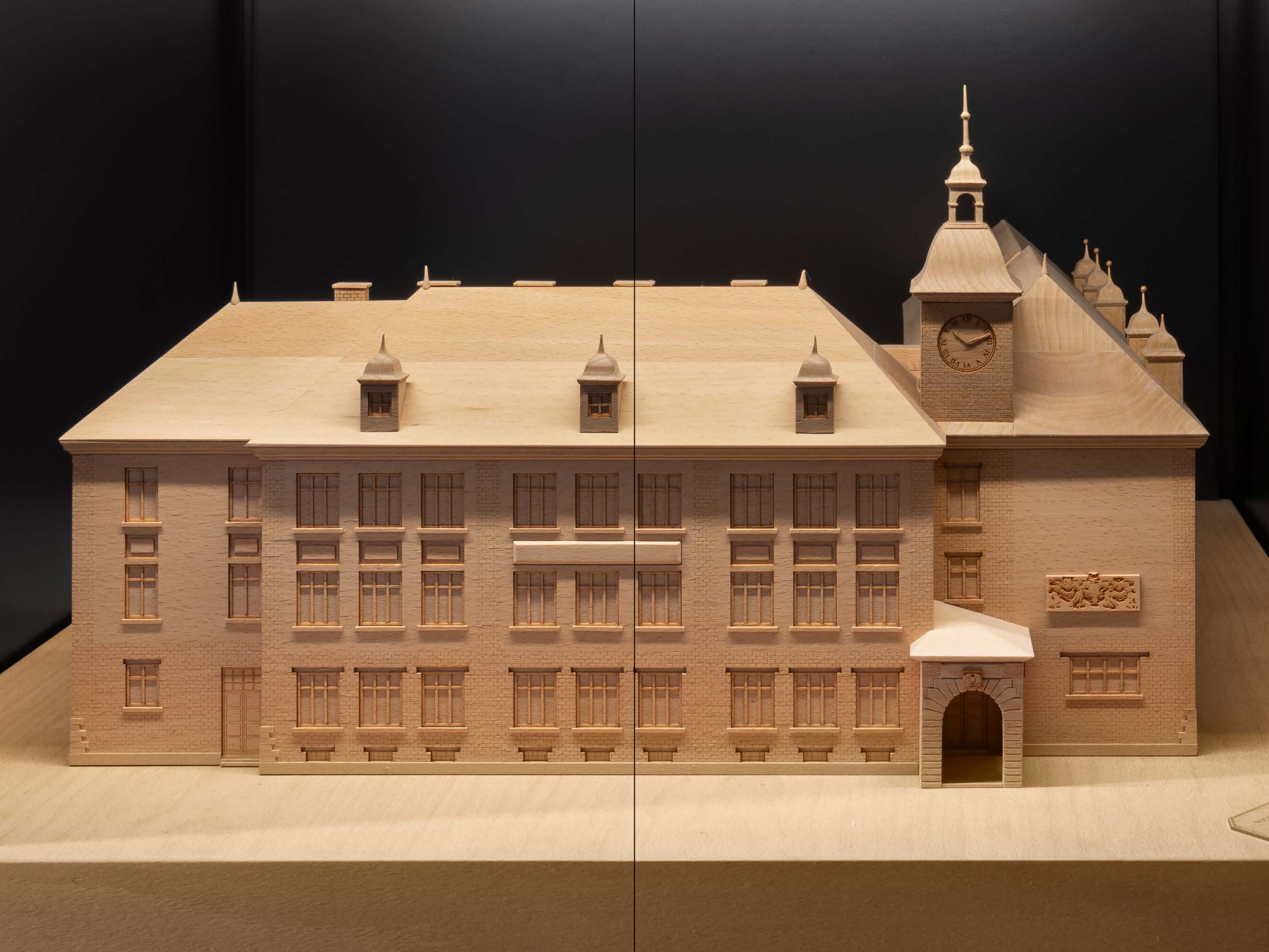
A first-grader looking at an ancient primer on a modern tablet.

Did You Know... how much a school bag weighs?

The World Health Organization officially recommends that school backpacks should weigh no more than 10% of a child's body weight. However, the average weight of a school bag in Slovenia is 5.38 kg, and children carry bags that account for an average of 14.44% of their body weight. That's simply too much!



A first-grader's backpack labelled Speedway Belmil, 2015.



From Rigid Classrooms to Learning Landscapes

SCHOOL ARCHITECTURE THROUGH THE AGES

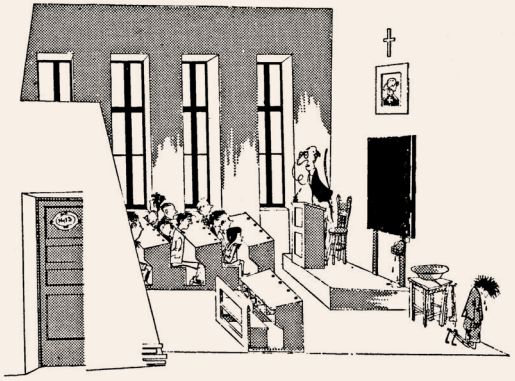
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Throughout Slovenia, public school buildings have been constructed and renovated during various historical periods. Their appearance and internal spatial layout still reveal the broader socio-political norms and values, economic and financial conditions, and pedagogical culture of their respective eras. Maria Theresa's General School Ordinance of 1774, with the introduction of compulsory primary education a good decade later (1788), spurred the creation of the first regulations and standardised plans for school buildings. Thus, the development progressed from rigid, monumental school palaces to more dynamic, bright, airy, and rational school buildings in the 20th century. The beginning of the 21st century has seen the construction of larger, hybrid school complexes that combine kindergarten, primary, and secondary school programmes and integrate the surrounding community through cultural and sports activities.

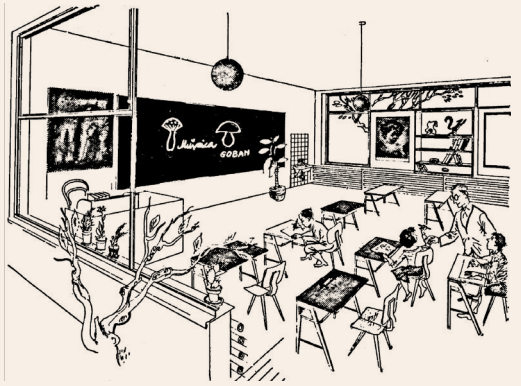


Municipal Girls' Lyceum, architect Maks Fabiani, 1907, model at the Slovenian School Museum.

1.



2.



3.

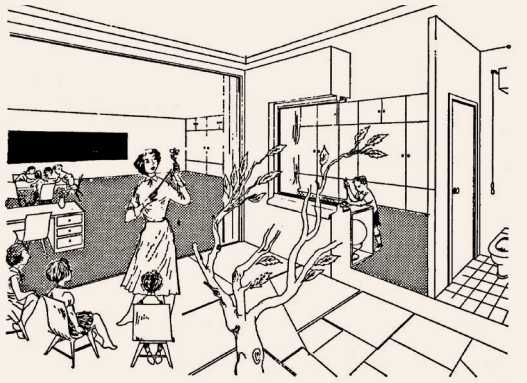


Figure 1: School in the 19th century • *Figures 2 and 3:* School in the 20th century (in the classroom and outdoors), drawn by: M. Amalietti.


Classroom in the Cloud

On the Threshold of a Digital Future

CLASSROOM IN THE CLOUD

~

With technological advances and ever-improving access to online resources, cloud classrooms will soon become the new reality, one that the COVID-19 pandemic has, to some extent, already introduced us to. This would mean that pupils and teachers could connect online from different locations and participate in learning activities at any time and in any place. In such an environment, electronic devices such as tablets, smartphones, computers, and an internet connection would be central to the learning process.

However, despite the use of technology, physical classrooms will most likely remain, as they enable direct contact between teachers and pupils , as well as fostering social interaction among classmates. Natural environments and physical contact with nature are crucial for children's holistic development, so schools will incorporate natural elements into the learning process, such as outdoor classrooms and school buildings that are friendly for both teachers and pupils, as well as teaching materials and learning aids. Traditional school notebooks and writing utensils will remain in use for some time yet, as they are important for children's cognitive development, particularly in developing the brain-hand motor connection.

In the school of the future, it will be important to strike a balance between using technology and emphasising connections with nature and society. Technology would be used as a tool to enhance the learning process, but learning in a natural environment and maintaining contact with nature and other people would also be important. Regardless of what classrooms and schools will look like in the future, two things will remain important: excellent teachers and a focus on developing children's personal qualities, such as curiosity, resourcefulness, cooperation, and empathy. These aspects are key to success and satisfaction in life, forming the foundation for quality social coexistence.

The classroom of the future, or the cloud-based classroom, as envisaged by artificial intelligence.


ŠOLA=ZAKON
Slovenski
ŠOLSKI
MUZEJ
Katera
VLADARICA
OTROKOM NI
PRIPOROČALA
SLADKARIJ?
Odprtje
ŠOLA=ZAKON
Slovenski
ŠOLSKI
MUZEJ
Slovenian School Museum
MUZEJ JE ODPRT
pon–pet od 8:00 do 16:00
čet od 8:00 do 18:00
OPENING HOURS
Monday - Friday 8 AM - 16 PM
Thursday 8 AM - 18 PM
URADNE URE
(uprava, knjižnica, kustosi)
pon–pet od 9:00 do 13:00

List of materials (by page number)

Cover page: School desk for one student, ca 1900. Acquired by the Slovenian School Museum from the Hotič pri Litiji Primary School, 1998; photo: Andrej Peunik.

Inside cover: Visitors to the 'School Rules!' permanent exhibition at the Slovenian School Museum; photo: Andrej Peunik.

6–7: **Experience of school in the past in the Slovenian School Museum**, a penmanship lesson from 1930, SŠM, Photo library; photo: Urška Boljkovac.

9: **Pupils Ana and Blaž and Zofi the owl** are symbolic characters of the permanent exhibition of the Slovenian School Museum. Ana and Blaž, who want to know everything from A to Z, transform into museum characters according to different periods. Zofi the owl, a symbol of wisdom, helps them with this mischievously. All illustrations of museum characters: Irena Gubanc, Teja Jalovec.

The characters Ana, Blaž, and Zofi the owl are introduced at the beginning of the historical periods:

14: Blaž imagines what it would have been like to be a child in prehistoric times, sitting on a bearskin and learning to shoot a bow.

20: Ana, dressed as a Roman girl, unrolls a scroll bearing an intriguing inscription, wishing that she could go to school too, like her brothers.

28: Blaž wants to become a true knight, and to do that he must learn all the skills in which medieval knights excelled.

40: Blaž took on the role of a Protestant estates school pupil, who was punished by having to carry a wooden donkey, to the ridicule of everyone.

50: At the Jesuit Latin school, pupil Blaž is preparing for a school play, which was an important part of the curriculum.

66: Ana would like to be as smart and prudent as Empress Maria Theresa, who legislated the education system.

80: Blaž appears in the uniform of a French soldier from the time of Napoleon, who introduced the Slovenian language into education, among other things.

94: Ana reflects on the days when some children could only attend school on Sundays, as recounted in *Blaže and Nežica in Sunday School*, a textbook by Slomšek.

108: Ana is going to be a teacher! After 1875, more female teachers began teaching in primary schools, and by the time of World War I, there were more of them than male teachers in many places.

126: Blaž exercises using the once widespread Sokol method, and wears the meaningful number 19 on his shirt, as the University of Ljubljana was founded in 1919.

136: Ana hugs an injured teddy bear close to her. A tear of sadness runs down her cheek at the thought of World War II and all the horrors of war, when innocent children were also victims.

144: Ana becomes a pioneer at a socialist school, wearing a red scarf around her neck and a blue cap on her head. With the 'Pioneer Oath', she vows to be a diligent student.

162: Blaž is a typical schoolchild of the digital age who loves skateboarding and using his smartphone.

PREHISTORY

16: **Hunting**, Scenes from everyday life at the School Rules! permanent exhibition; illustration: Irena Gubanc, Teja Jalovec.

17: **Greek Owl Skyphos**, late 5th century BC, Most na Soči site, replica. Original held at the Tolmin Museum (Tolminski muzej); photo: Andrej Peunik.

18: **Bone needle, the so-called protoneedle**, dating back 35,000 years, Palaeolithic site Potočka Zijalka. Object and photograph held at the Celje Regional Museum (Pokrajinski muzej Celje).

19: **Silver votive plaque**, 2nd–1st century BC, Vrh Gradu near Pečine site on the Šentvid Plateau. Object and photograph held at the Tolmin Museum (Tolminski muzej); photo: Marko Grego.
Horse figurine made of baked clay, 5th century BC, Kučar near Podzemelj site in Bela Krajina, replica. Original held at the National Museum of Slovenia (Narodni muzej Slovenije); photo: Andrej Peunik.

ROMAN AGE

22: **Tablet** (wooden, coated with wax) and stylus (metal pen), 2nd–3rd century, Ptuj site, replica. Original held at the Ptuj-Ormož Regional Museum (Pokrajinski muzej Ptuj-Ormož); photo: A Peunik.

23: **Aristotle**, 384–322 BC. Replica of the statue held at the Slovenian School Museum (Slovenski šolski muzej; hereinafter: SŠM); photo: Andrej Peunik.

24: **Tombstone**, first half of 1st century, Neviodunum site (Drnovo pri Krškem), replica. Original held at the National Museum of Slovenia (Narodni muzej Slovenije); photo: Andrej Peunik.

26: **Vestal Virgins**; photo: www.sightseeingtoursitaly.com.
Doll, 2nd half of 3rd century, Dunajska Cesta site in Ljubljana, replica. Original held at the National Museum of Slovenia (Narodni muzej Slovenije); photo: Andrej Peunik.

27: **Horse**, 10th century BC, replica; made by Anton Arko.
Latrunculi, 2nd–3rd century, replica; made by Anton Arko.
Dice, 2nd century, replica; made by Marjan Javoršek. All photos: Andrej Peunik.
Image of a teacher and a student: Wilhelm Rein, *Encyklopädisches Handbuch der Pädagogik*, Volume 2, 1904.

MIDDLE AGES

30: **Freising manuscript**, ca 1000: beginning of the 2nd Freising manuscript: [Etjè bi det naš ne s_grêšil, tè u weki jèmu bè žíti…], ©Bavarian State Library, Munich (Bayerische StaatsBibliothek, München).

31: **Alcuin**, André Thevet, 1584, ©National Library of France, Paris (Bibliothèque nationale de France, Paris).
Sts Cyril and Methodius, Jurij Šubic, 1890, ©National Gallery, Ljubljana (Narodna galerija, Ljubljana).

32: **Christine de Pizan** lecturing to a group of men, miniature from a compendium of Christine de Pizan's works, 1413; original held at the British Library (British Library, Harley 4431, f.259v), ©Wikimedia Commons, online.

33: **Emperor Charlemagne**, Albrecht Dürer, 1511–1513, ©German National Museum, Nuremberg (Germanisches Nationalmuseum, Nuremberg).

34: **Raising boys**, Scenes from everyday life at the School Rules! permanent exhibition; illustration: Irena Gubanc, Teja Jalovec.
Seal of the potters' guild in Škofja Loka; Original held at the Škofja Loka Museum (Loški muzej Škofja Loka).

35: **Illumination from the *Hortus deliciarum* manuscript**, ca 1180, facsimile, ©Wikimedia Commons, Dnalor 01, online.

36: **Deck with a chair for a medieval scribe**, replica (reproduction), made by Mag. Alenka Vidrgar.

37: **Parchment**, replica, made by Marjan Petač.
Calamus, replica (reproduction), made by Marko Drpić.
Inkwell, replica (reproduction), made by Franci Kadivec.

38: **A medieval university Aristotel lecture** by Henricus de Alemannia, miniature, Laurentius de Voltolina, 2nd half of 14th century; original held at the Berlin State Museums (Staatliche Museen zu Berlin), ©Wikimedia Commons, The York Project, (2002), online.

39: **Replicas of Leonardo da Vinci's chess pieces from the late Middle Ages** (donated by Noj, d.o.o.) and modern chess pieces for children; photo: Andrej Peunik.
Raising girls, Scenes from everyday life at the School Rules! permanent exhibition; illustration: Irena Gubanc, Teja Jalovec.

HUMANISM AND PROTESTANTISM

42: **Erasmus of Rotterdam**, Hans Holbein, Hvalnica norosti (In Praise of Folly, translated into Slovenian by Anton Sovre), Ljubljana, 1952.

43: **Primož Trubar**, *Abecedarium*, 1550, *Catechismus*, 1550, title pages, original held at the Austrian National Library, Vienna (Österreichische Nationalbibliothek, Wien).

44: **Classes at a Protestant school in the 16th century**, in Robert Alt, *Bilderatlas zur Schul- und Erziehungs Geschichte I.*, 1965, cover; photo: Primož Lukežič and Andraž Vončina.
Award medal for best students of the estates school in Ljubljana, 1584; original held at the National Museum of Slovenia, Ljubljana (Narodni muzej Slovenije, Ljubljana); photo: Andrej Peunik.

45: **Niccolò Perotti, *Rudimenta grammatices*** (Rudiments of Grammar for Latin Schools, incunabula), 1468, SŠM, Library; photo: Andrej Peunik.

46: **Coats of arms of three provinces (Carinthia, Styria, Carniola)**, in *Arcticae Horulae succisivae* (Winter Lessons), 1584, Adam Bohorič (Wittenberg, 1584, facsimile, 1970).

47: **Primož Trubar, *Zgodovina za osnovne šole***, 1952 (first published portrait of Trubar in a history textbook).

48: **Lead letterpress type, alphabet**, Technical Museum of Slovenia (Tehniški muzej Slovenije); photo: Andrej Peunik.

49: **Pupil with a donkey's head on his back**, illustration by Hinko Smrekar, Vlado Klemenčič; *Iz starih in novih časov*, Historical reader, Ljubljana, 1939.
St Nicholas' gift: a basket with dried fruit and nuts; photo: Andrej Peunik; Zofi the owl, illustration: Irena Gubanc.

COUNTER-REFORMATION AND CATHOLIC REVIVAL

52: **Cover of the illustrated Slovenian small catechism, *Catechismus*, 1615.** The illustrated booklet was translated by Jesuit Janez Čandik and published by the Dean of the Ljubljana Cathedral, Mihael Mikec. *Catechismus Petri Canisii, skuzi malane figure naprej postavlen*, Augsburg, 1615 (reprint 1991).

53: **Capuchin preacher Father John Baptist of Sveti Križ** (Tobija Lionelli, ca 1645–1714), bronze sculpture (Maria Grazia Collini), 1994; public monument in Vipavski Križ; photo: Urška Boljkovac, 2021.
The good and the bad schools (Schola Christi – Schola Diaboli), illustration from an educational text for youth, *Alphabetum Christi, Alphabetum Diaboli*, Munich, 1618, published by B. Duhr, *Geschichte der Jesuiten*, 1913, pp. 112–113, 512–513.

54: **ABC tablet with holder**, reconstruction; made by Marjan Javoršek. Alphabetical part and text after the printed copy of *Tabla teh pushtabou*, after 1742, National Museum (Narodni muzej), Library; photo: Andrej Peunik.

55: **Theologian and educator J. A. Komensky – Comenius**, 1592–1670, portrait, line engraving. G. Glover, Univ. of Leicester, Fairclough Portrait Collection, online.

56: **School building in Škofja Loka with a 1627 plaque**, drawing by Janez Trpin from an exhibition at the Slovenian School Museum, SŠM.
New Carniola Almanac, *Nova crainska pratica Na Lejtu 1741*, Gruden/December, National Museum of Slovenia (Narodni muzej Slovenije), Library, dlib.

57: **Ursuline founder St Angela Merici teaching girls**, 18th century painting, Ursuline Monastery Innsbruck.

58: **Model of the Jesuit College at the Church of St James in Ljubljana**. At the back: Valvasor's depiction of Ljubljana, showing the Jesuit College and church buildings. Professional design of the model by Dr Jože Ciperle, made by Franc Hočevar, B.A. in Architecture, sculptural works by Roberto Stell, academy-trained painter, plans by Bojan Lazarevič, 1987, SŠM; photo: Andrej Peunik.

60: **Religious education lessons in a Jesuit church in the mid-17th century**, illustration from the title page, Ioannes G. Steegius, S.J., *De Christelycke*

leeringhe ..., Antwerp, 1647, Erfgoedbibliotheek Hendrik Conscience, Antwerp, https://dams.antwerpen.be.

61: **A votive image depicting a church and parish buildings in Ruše near Maribor with the motif of a fire**, which was set by a pupil on 27 November 1694, but extinguished in time. Ruše Parish Office.

62: **Symbols of the four faculties (philosophy, theology, law, medicine)** on the ceiling fresco (Giulio Quaglio, 1721) in the Seminary Library in Ljubljana; photo:©ZRC SAZU, UIFS; photo: Andrej Furlan.

63: **Young people on an educational journey**, graphic by Wolfgang Kilian from the educational handbook: Adam Sebastian von Siezenheimb, *Speculum Generosae Juventutis oder Newbegläntzter Zucht-Spiegel der Adelichen Jugendt*, Munich, 1659, NUK, dlib.
Part of the portal of the Charles College or Collegium Carolinum Nobilium / Seminary, with school materials depicted in relief on the lintel and above with the encouraging inscription 'Virtuti & musis' / 'To virtues and knowledge'; stonemason's workshop of L. Mislje, statues of giants by Angelo Pozzo (Putti), 1714. Photo: from the Abc collection.

64: **The first printed book in Prekmurje Slovenian**: Franc Temlin, *Mali katechismus, touje tou krátki návuk vöre kerschánszke*, Halle, 1715. Murska Sobota Regional and Study Library (Pokrajinska in študijska knjižnica Murska Sobota), online and facsimile, 1986.
The first alphabet book in Prekmurje Slovenian: *Abecedarium Szlowenszko, za Drobno Detzo, vön zpüscheno*, 1725. Országos Széchényi Könyvtár/ Széchényi National Library, Budapest, online.

65: **'School is like a shop' / 'Šula je ena štacúna'**. Illustration of a classroom from the work: J. A. Komensky / Comenius, *Orbis sensualium pictus*, Nuremberg, 1658. – XCVII.Schola est Officina, de.wikipedia. A handwritten translation into Slovenian was prepared in the early 18th century by the Capuchin friar Hypolythus Neostadiensis (Janez Adam Geiger).

ENLIGHTENED ABSOLUTISM

68: **Family of Empress Maria Theresa after the birth of Marie Antoinette**, Martin van Meytens Jr., 1756, ©Museum of the History of France, Versailles (Musée de l'Histoire de France, Versailles), online.

69: **Children going to school**, Scenes from everyday life at the School Rules! permanent exhibition; illustration: Irena Gubanc, Teja Jalovec.

70: **General School Ordinance** – Allgemeine Schulordnung, Felbiger-Edling, Ljubljana, 1777; Original held at SŠM, Exhibition collection, Inv No 1175.

72: **Summary of the Method Book** / "Sern ali vonusetek teh metodneh buqvi" / Kern des Methodenbuches, translated by J.N. Edling, 1777; Original held at SŠM, Library, Inv No 17946.

73: **Jean Jacques Rousseau** (1712–1778), from Émile ou de l'éducation, Amsterdam, 1762, National Museum (Narodni muzej), Library.
Blaž Kumerdej (1738–1805), original interpretation based on a previous work, 2019.

Anton Tomaž Linhart (1756–1795), the oldest known depiction of Linhart, portrait collection of the Austrian National Library, Vienna (Österreichische Nationalbibliothek, Wien).

74: **A math problem** adapted from a problem in the first Slovenian arithmetic book: *Bukuvze za rajtengo*, Father Marko Pohlin, 1781.

75: **Maria Theresa**, Martin van Meytens Jr., after 1742, ©National Gallery, Ljubljana (Narodna galerija, Ljubljana).

76: **Punishment at school**: based on the work by J.P. Hasenclever, *The First Day of School*, SŠM, Exhibition collection, Inv No 6029.
Public examination or visitation at a rural school, 1787, drawing based on a cardboard depiction, SŠM, Exhibition collection.

77: **Paper**, handmade; glass inkwell, replica, SŠM. Goose quill, made by calligrapher Marko Drpić, 2012, SŠM, Pen collection, Inv No 62.

78: **Depiction of a child in the womb from a midwifery textbook**, R.J. Steidele, *Lehrbuch von der Hebammenkunst*, Vienna, 1779, p. 390, tab. XIX, Saxon State Library, Dresden (SLUB – SächischeLandsbibliothek, Dresden), online.
Instructions for Gymnasium Directors / Instruction für die Directores oder Vice-Directores der Gymnasien, Vienna, 1781, SŠM, Exhibition collection, Inv No 1407/8.

79: **Illustration of potato** – Solanum tuberosum L., Kerner, J.S., 1791, *Abbildungen aller ökonomische pflanzen*, No 4, tab. 371, Bavarian State Library, Germany (Bayerische StaatsBibliothek, Deutschland), online.

BETWEEN ILLYRIA AND SLOVENIA: ILLYRIAN PROVINCES

82: **Arrêté Relatif à l'Organisation de l'Instruction publique** – Decree on the Organisation of Public Education. *Télégraphe Officiel*, Provinces Illyriennes, Ljubljana, 10 October 1810.

83: **Map of Ljubljana**: made by Janez Scherrer, a student at the central schools, in 1811. Archives of the Republic of Slovenia (Arhiv Republike Slovenije), AS 1068, Collection of Plans, 5/96.

84: **Valentin Vodnik, *Piſmenoſt ali gramatika sa Perve Shole***, Ljubljana: Eger, 1811; Original held at the Slovenian School Museum, Library, Inv No 13917; model of the book, made at the Conservation and Restoration Centre of the Archives of the Republic of Slovenia (Arhiv Republike Slovenije), 2020.

85: **Valentin Vodnik, *Abezéda ali Asbuka***, Das ABC=Buch,L' Abécé, Ljubljana, 1812.
Valentin Vodnik, *ABEZEDA sa Perve fhole*, Ljubljana, 1811.

86: **Golden Book of primary schools** (model major schools or normal schools), selected pages written in Slovenian. ZAL, LJU 224, Ljubljana normal school, Box 16.

87: **Valentin Vodnik** (1758–1819), tempera miniature, 1838, Franc Kurz zum Thurn und Goldenstein, National Museum of Slovenia (Narodni muzej Slovenije).

88: **Report card of student Aleksandar Jerala from the municipality of Smlednik in Gorenjska**, 25 Aug 1811, SŠM, Exhibition collection, Inv No 1267; photo: Andrej Peunik.

90: **Reports on French grammar schools**. National and University Library (Narodna in univerzitetna knjižnica), Ms 1467, Illyrica, Rafael Zelli - Correspondence I, 129, 1811–1813, Folder 3.
Valentin Vodnik's wax seal stamp: based on the original print, it was computer-processed and designed by Matjaž Kavar at the Sitar 1920, d.o.o. engraving workshop, 2021; photo: Andrej Peunik.

91: **Portrait of Jožef Balant**, published in: Janko Polec, *Ljubljansko višje šolstvo v preteklosti in borba za slovensko univerzo*, Ljubljana, 1929, p. 32a.

92: **Admission diploma for Jurij Lušan** from Stara Loka to study theology at the central schools in Ljubljana. Ljubljana Archdiocesan Archives (Nadškofijski arhiv Ljubljana), ŠAL, Education, Folder 57, Écoles Centrales, 1810. The document is signed by the chief supervisor of Illyrian schools at the bottom. SŠM, Archive, Folder 61/1, pp. 14–15.
Portrait of August Marmont based on Wagner's copper engraving, published in: J. Mal, Zgodovina slovenskega naroda, Celje, 1928, p. 73.

93: **The Tree of Liberty**, colour drawing by Vlado Stjepič based on a template, SŠM, from the permanent exhibition 'Education in Slovenia through the centuries', 1988.

BETWEEN ILLYRIA AND SLOVENIA: PRE-MARCH EDUCATION SYSTEM

96: **Political School Constitution**/Politische Verfassung der deutschen Schulen in den kaiserl. königlichen Erbstaaten, Wien (Vienna), 1807, SŠM, Library, Inv No 16482.

97: **Penmanship sample**: Marija Fridrich, Laško school, 17 March 1831; SŠM, Penmanship collection, Inv No 517. Raven's quill: SŠM, Pen collection, No 65.
Volume: (Probe)schriften - written works of students of the trivial school in Šentjernej in Dolenjska after the end of the summer semester in 1830; SŠM, Penmanship notebook collection of fine school notebooks, No 507. Figures from the textbook: *Anleitung zum Schönschreiben nebst dazu gehörigen Kupfertafel, zum Gebrauche in deutschen Schulen in der kaiserlich-königlichen Staaten*, Wien (Vienna), 1814.
Instructions for teaching penmanship. SŠM, Exhibition collection, Inv No 1683. Table 1 and 4.

98: **Village School in 1848** / Dorfschule von 1848, oil on canvas, painted by Albert Samuel Anker (1831–1910) in 1891, Kunstmuseum Basel, Switzerland.

99: **Model of a village schoolteacher**, based on the oil painting by Albert Samuel Anker (1831–1910) 'Dorfschule von 1848', made by Slavko Hočevar, academy-trained sculptor, in collaboration with the theatre studio of the Slovenian National Theatre, SŠM, 1988.

100: **Portrait of Jožef Spendou**, published in: Gustav Stakosch-Graßman, *Geschichte des österreichischen Unterrichtswesens*, Wien (Vienna), 1905, p. 159.
Portrait of Marija Katarina Amon (1734–1820), Archives of the Ursuline Monastery in Škofja Loka (Sister Marta Triler).

101: **Anton Martin Slomšek** (1800–1862). Author of the illustration: Maksim Gaspari, published in: *Slovenski pesniki in pisatelji; A. M. Slomšek - izbrani spisi za mladino*, Ljubljana 1924, Front flyleaf No 3.

102: **Anton Martin Slomšek, *Blashe ino Neshica v nedelski sholi*** (1842). SŠM, Library, Inv No 552; photo: Andrej Peunik.
Part of the text from the book *Blashe ino Neshica v nedelski sholi*, chapter 'O testamentu'.

104: **Model of the lyceum building in Ljubljana**, expert design: Dr Andrej Vovko, made by: Franc Hočevar, B.A. in Architecture, model plan drawn by: Bojan Lazarevič, architecture student, SŠM, 1987/1988; photo: Andrej Peunik.

105: **A drawing of Marh's Mercantile School** after its relocation to the former hotel on what is now Krekov Trg 10. Published in: *Die Handels-Lehranstalt in Laibach*, Ljubljana, 1884, p. 10.

106: **An illustration of teaching deaf-mute children**, Archives of the Republic of Slovenia (Arhiv Republike Slovenije), AS 14, Ljubljana Administrative Unit, Folder 55, Year 1831–32, Unit 14. *Die Gründung und Eröffnung des Taubstummen* = Instituts für Steyermark, Grätz (Gradec / Graz), 1832.

107: **France Prešeren and Anton Martin Slomšek**, first semester of the first year of philosophical studies at the lyceum in Ljubljana, in the academic year 1819/1820. Semester report, Archives of the Republic of Slovenia, AS 14, Ljubljana Administrative Unit, Registry office VIII, Folder 55, year 1819.

FROM THE SPRING OF NATIONS TO THE END OF AUSTRIA-HUNGARY

110: **A view of a classroom with a female teacher and pupils**, ca 1900, museum figures made by Mag. Alenka Vidrgar, academy-trained sculptor, 2002–2005, SŠM.

111: **Photograph of Slovenian teachers** at the 13th Congress of the Alliance of Austrian Yugoslav Teachers' Associations in Bled, 16 May 1901, photo A. Vengar, photographer in Radovljica, SŠM, Photo library.

112: **Globe – Earth**, with Slovenian inscriptions - compiled by Ivan Tomšič, published by J. Felkl in Prague, sold by J. Giontini in Ljubljana, 1871; Wimshurst machine, teaching aid for physics lessons, ca 1900; Brown frog with spawn, wet specimen, teaching aid for natural history, ca 1900, SŠM.

113: **Andrej Praprotnik** (1827–1895), influential teacher and editor; photo: Ernest Pogorelc, NUK, dlib.

114: **Reader with colour illustrations**: *Moja prva čitanka*, Ivan Krulec, Vienna: Imperial and Royal School Book Depository, 1913, SŠM, Library.

115: **Collection box of the St Cyril and Methodius Society (CMD)**, a national defence organisation, ca 1900, SŠM.
'Š - v šoli', in: Ivan Tomšič, *ABC v podobah in besedi*, Ljubljana, 1869.

116: **School notebook - 'Pisanka' Slovenian penmanship notebook**, published by Ivan Lapajne in Krško, printed by K. Winiker, Brno, 1879/80, Croatian School Museum (Hrvatski školski muzej). A tablet, two pencil cases, and various writing implements, SŠM.

118: **Franc von Močnik** (1814–1892), famous mathematician and teacher, author of a number of textbooks, detail from a postcard at the unveiling of a commemorative plaque at Močnik's birthplace in Cerkno, erected by teachers on 18 August 1894 at the assembly of the Association in Gorica / Gorizia, SŠM, Photo library.
School Chronicle of the Žalec Primary School/Schulchronik - Chronik der Schule Sachsenfeld, 1855–1879, SŠM, Archive collection, Folder 62/5.

117: **Henrik Schreiner** (1850–1920), natural scientist and educator, bust, gift: Jernej Borovnik, 2011, held at SŠM.

119: **Black book**, also known as the book of shame, from the school in Zgornja Polskava 1853–1880, SŠM; photo: Andrej Peunik.
Golden book / 'Zlate bukve' from the school in Predoslje near Kranj, 1853–1903, SŠM.

120: **Girls' education at the Ursuline convent in Ljubljana** - the school hallway, which now houses the Museum. Postcard, sent in 1911, SŠM, Photo library.

122: **Girls' handicraft lessons**: Handiwork samples with alphabet, Girls' 8th Grade Primary School at St James, Ljubljana, SŠM.

123: **Graduating students from the Kranj Grammar School with their teacher**, 1907, SŠM, Photo library. The form teacher for Year 8 in 1906/07 was Prof. Anton Zupan, who was 30 years old at the time and taught Latin, German and Greek.

121: **Teaching aid for visual teaching, geography and local studies**. The stereoscope and stereoscopic images, SŠM.

124: **Teacher's uniform of Dr Jakob Žmavc** (1867–1950), who taught history, geography and Slovenian in Ljubljana, Kranj, and Maribor from 1895 to 1925. He was active in the Slovenska matica and the Association of Slovenian Teachers, which he led from 1917 to 1919. SŠM.
University of Vienna - old and new university buildings, 1897, postcard from the Abc Collection.

125: **From a teaching aids exhibition in September 1905** at the girls' school at St James in Ljubljana.
Zvonček, 1 November 1905, p. 257, SŠM, Library.

THE KINGDOM

128: **Classroom of the State Mercantile Academy in Ljubljana from 1934**, model, made by Marjan Javoršek, held at SŠM; photo: Andrej Peunik.

129: **Map of the Rapallo border**, created by: Irena Gubanc, Teja Jalovec.
Painted wooden pencil cases, held at SŠM; photo: Andrej Peunik.

130: **Lunch bag**, canvas, with embroidered monogram. School year 1939/40, held at SŠM; photo: Andrej Peunik.
Honours: Order of the Yugoslav Crown, 5th Class, and Order of St Sava, held at SŠM; photo: Andrej Peunik.

131: **Karel Verstovšek** (1871–1923), portrait, held at SŠM, Photo library.

132: **Gustav Šilih** (1893–1961), **Karel Ozvald** (1873–1946), and **Pavel Flere** (1883–1963), portraits, held at the National and University Library (Narodna in univerzitetna knjižnica), Collection of Portraits of Famous Slovenians.

133: **From's alphabet board**, held at SŠM; photo: Andrej Peunik.

134: ***Zgodovina Srbov, Hrvatov in Slovencev***, Anton Melik, Ljubljana, 1924, held at SŠM; photo: Andrej Peunik.
Slovenian University in the span of the century, photomontage by Matjaž Kavar, held at SŠM, Photo library.

135: **Report card from the National School in Dobrepolje**, 1936/37 school year, held at SŠM; photo: Andrej Peunik.
Report card from the Five-Grade Boys' Primary School in Völkermarkt, 1919/20 school year, held at SŠM; photo: Andrej Peunik.

WORLD WAR II

138: Ideological education - illustrations:
Vera Cottarelli Gaiba, *Il libro della prima classe*, 1941, p. 96, held at SŠM.
Franz Brauner, *Kinderwelt*, 1943, p. 10, held at SŠM.
Statutes of the Pioneers Association of Yugoslavia, 1947, p. 11, held at SŠM.

129: **The *Dnevni Red* magazine of the Italian Lictor Youth**, 1942, held at SŠM.
Newsletter of the German youth in the Styrian Homeland Union, 1943, held at SŠM.

130: ***Kinderwelt***, Franz Brauner, 1941, held at SŠM.
Šolo smo odprli, Ivan Bertoncelj, 1944, held at SŠM.
Untitled, unknown author, 1945, held at SŠM.

131: **Burnt-down village school in Godovič**, 1943, held at SŠM, Photo library; Photomontage: Irena Gubanc, Teja Jalovec.

132: ***Tretje slovensko berilo***, Kristina Hafner and Franc Ločniškar, 1942, held at SŠM.
Vend-szlovenszka kniga cstenya, unknown author, 1941, held at SŠM.

133: **Mladina**, newsletter of the Slovenian Youth Association, June 1943, year 1, No 8-9, clippings from pages 1, 9, 10, held at the Bela Krajina Museum Metlika (Belokranjski muzej Metlika).
Otroški list, 1942 year 1, No 5, held at SŠM.
Between Life and Death, Scenes from everyday life at the School Rules! permanent exhibition; illustration: Irena Gubanc, Teja Jalovec.

SOCIALISM

136: **"It's nice to be young in our homeland" or the influence of ideology in education**, a girl pioneer with a choir; pioneer made by Mag. Alenka Vidrgar, 2002, clothing: M. B. Debevec, pioneer flag, cap and scarf, held at the SŠM; photo: Andrej Peunik.

147: ***Splošni zakon o šolstvu***, Ljubljana, 1958, held at SŠM, Library.

148: **2nd Pedagogical Course** in Ljubljana, 1955, held at SŠM, Photo library.

149: **Portrait of Vlado Schmidt**, held at SŠM, Photo library.

Portrait of Iva Šegula, held at SI AS 231, Ministry of Education of the People's Republic of Slovenia.
Portrait of Franc Pediček, held at SŠM, Photo library.

150: **Model of an art classroom and a chemistry classroom**, made by Marjan Javoršek, held at SŠM, 2005; photo: Andrej Peunik.

151: **Maths competition**, ca 1960; Mountaineer Pioneers at Ilirska Bistrica Primary School, 1983; Swimming lesson, 1972, held at SŠM, Photo library.

152: ***Ciciban***, children's magazine, held at SŠM, Library.
Children from the Zagorje - DID kindergarten on an outing, 1950s, held at the Zasavje Museum Trbovlje (Zasavski muzej Trbovlje).

153: **Audiovisual media** (slides, slide films, sound films, audio cassettes, gramophone records).

154: **Seed box for learning the Braille cell**, 2nd half of 20th century, owned by the IRIS Centre, held at SŠM; photo: Andrej Peunik.

155: **Annual Report of the State Real Gymnasium and Gymnasium for Slovenians**, Celovec / Klagenfurt, 1964/65, held at SŠM, Library.

156: **In a classroom at the Ljubljana Secondary Technical School**, 1965, held at SŠM, Photo library.

157: **Graduates' procession**, Novo Mesto Grammar School, 1974; Original kept by Borut Križ.

158: **Student room in the newest residence hall in Rožna Dolina**, Ljubljana, 1969, held at the Archives and Museums Service, University of Ljubljana.
The Rožna dolina university campus, Ljubljana, 1959, held at SŠM, Photo library.

159: **Little bee stamp**, school notebook, 1959, held at SŠM, Exhibition collection; photo: Andrej Peunik.

161: **Map of Yugoslavia**, based on a geography textbook, created by: Irena Gubanc, Teja Jalovec.

INDEPENDENT!

164: **Background photos**: AOC 177Vk LCD computer monitor, 2007; Samsung SyncMaster 700N computer monitor, 2001; Imation 2HD IBM 3.5" floppy disk, 1.44 MB, ca 2001; Sony 32 GB USB flash drive, model USM32X, ca 2015; Dell Latitude D505 laptop, model PP10L, 2004; Gorenje Point desktop PC, model DTK CUATRO, 2004, held at SŠM, Exhibition collection.

165: **The meaning of binary code** - solution: virus.
A recognisable Arnes logo from 2000, ©ARNES. Internet 22 November 2003, illustration, ©The Opte Project, online.
Matura exam 2005. J. Plečnik Grammar School Ljubljana, SŠM, Photo library; photo: M. B. Debevec.

166: **Special Erasmus logo for its 20th anniversary**, 1987–2007, ©European Commission, published at https://eavi.eu/wp-content/uploads/2016/10/Erasmus_logo.svg.png, online.

167: ***Šolska zakonodaja I.***, 1996, ©Ministry of Education and Sports.

169: **Mind map**: The Threads of Slovenian Education. Content: Marko Ljubič, execution: Irena Gubanc, Teja Jalovec.

170: **Students from the Vocational College of Hospitality and Tourism Maribor** during their practical training at the Sedem school restaurant; photo: VSGT Maribor.
Secondary school student at a table tennis competition, 2021. Photo kept by Tereza Kavčič.

171: **A first-grader looking at the ancient Primer on a modern tablet**, SŠM, Photo library.
A first-grader's backpack, © Speedway Belmil, 2015/2016 schoolyear.

SCHOOL ARCHITECTURE

172–174: **Municipal Girls' Lyceum**, architect Maks Fabiani, 1907, model 1:100, made by Branko Volk, 2003, SŠM; photo: Urška Boljkovac.

175: **School in the 19th century**, illustration: conference From the old to the new school, Ljubljana, 1954, ARHITEKT magazine 12/13/1954, p. 7, drawn by: M. Amalietti.
School in the 20th century, illustration: conference From the old to the new school, Ljubljana, 1954, ARHITEKT magazine 12/13/1954, p. 7, drawn by: M. Amalietti.

CLASSROOM IN THE CLOUD

176–177: **A depiction of the classroom of the future, or the classroom in the cloud**, as seen by artificial intelligence: comfortable seats to encourage collaborative learning and interactive smart boards along the walls, ready to display multimedia content and enable interactive lessons. Every pupil is equipped with a smartphone, which is used to connect and integrate with other ICT devices in the learning process. Source: Night Cafe Studio. (22 Feb 2024). Illustration of the classroom of the future, or the classroom in the cloud. Retrieved from: https://creator.nightcafe.studio/creation/I9Dki57jlcMfIDfg2X9n

180–181: **Bustle at the entrance to the Slovenian School Museum in Ljubljana**. An innovative AR poster invites you to the new permanent exhibition School Rules!; photo: Gregor Gobec.

AUDIO RECORDINGS

Each period of the School Rules! permanent exhibition also features audio recordings that help visitors get a feel for a particular era and are linked to themes of education. Audio recording editor: Polona Koželj.

Prehistory:

- The Sound of a Neanderthal Flute: Ljuben Dimkaroski, The Primal Sound of Ancient Slovenian Folk Tunes and Melodies... (Palaeolithic Flute from Divje Babe), 2011.

Roman Age:

- Seikilos, the Ancient Seikilos epitaph is the oldest preserved musical composition, performed by: Gašper Kvartič and Matej Prevc, 2020.

Middle Ages:

- Stella Splendens, a medieval composition from the *Llibre Vermell de Montserrat* manuscript, 14th century, Matej Prevc - flute, Gašper Kvartič - lyre, Marko Kragelnik - cimbalom.
- Hindu-Arabic numerals, with their decimal system, made calculations easier. They became firmly established in Europe in the 15th century. Beginning of a medieval poem about Algorism (arithmetic) Carmen de Algorismo, Alexander de Villa Dei, 13th century, Wikimedia.org., online.

Humanism And Protestantism:

- 'Nu, pujte, pujte, vsi ljudje,' Primož Trubar, *Catechism*, 1550: Protestant hymns, RTV Slovenia Chamber Choir, 2011.
- 'Egredietur Virga De Radice Lesse,' Gallus between the Renaissance and the Baroque, Motets from the Opus Musicum collection: RTV Slovenia Chamber Choir, 2004.

Counter-Reformation and Catholic Revival:

- Janez Krstnik Dolar (1621–1673), 'Balletti,' Slovenian Philharmonic String Chamber Orchestra: Baroque Music and Art in Slovenia, 2006.

Enlightened Absolutism:

- 'Pesem', lyrics and music by Anton Tomaž Linhart, translated by Pavel Oblak, edited by Jakob Jež, voice by Martin Logar, piano by Tine Bec, recording by Marko Kragelnik, 2019.
- 'Ljubici', lyrics and music by Anton Tomaž Linhart, translated by Pavel Oblak, edited by Jakob Jež, voice by Martin Logar, piano by Tine Bec, recording by Marko Kragelnik, 2019.

Between Illyria and Slovenia: Illyrian Education System

- 'Moj spomenik', written by Valentin Vodnik, set to music by: Martin Logar, Polona Koželj and Mateja Ratajc, sung by: Klara Pavlinič, Mateja Ratajc, Miha Zupanc Kovač, Matej Prevc, recorded by: Marko Kragelnik, 2020.

- 'Vojska po polji gre', a Slovenian military folk song from the period of the war with the French, sung by: folk singers from Solčava, recorded by: Institute of Ethnomusicology, 1958.

Between Illyria and Slovenia: Pre-March Education System

- 'Pred šolo', written by Anton Martin Slomšek, set to music by: Fran Serafin Adamič, 1854, sung by: Klara Pavlinič, Mateja Ratajc and Polona Koželj, recorded by: Marko Kragelnik, 2020.
- 'Ilirija zveličana', written by Valentin Vodnik, set to music and recorded by Anton Arko, 2021.

From the Spring of Nations to the End of Austria-Hungary:

- 'Glej zvezdice božje', lyrics by A. Praprotnik, music by L. Belar, Slovenian Christmas songs for children, Alojzij Šuštar Primary School Children's and Youth Choir, Ljubljana, 2017.
- 'Siničja tožba/Stoji učilna zidana', original text by A. Praprotnik, 1864; second text by F. Levstik, 1877, 'Po Koroškem, po Kranjskem': Slovenian folk songs for children, music by S. Avsenik, Jr., choir of the France Bevk Primary School Ljubljana, 2001.
- 'Moj mili kraj', lyrics by A. Praprotnik, sung by Avgusta Danilova, shellac 78rpm record, Columbia, 84645, E 4219, New York 1918, dlib.

Kingdom:

- 'Slovenec, Srb, Hrvat,' written by F. S. Vilhar, sung by Miha Zupanc Kovač and Matej Prevc, recorded by Marko Kragelnik, 2021.

World War II:

- 'Requiem,' Marij Kogoj, Slovenian Choral Music 28, Slovenian Chamber Choir, Slovenian Philharmonic, 2006.
- 'Pouk med vojno,' performed by Anton Arko and Urh Mlakar, 2020.

Socialism:

- 'Kekčeva pesem', written by K. Kovič, sung by the children's choir of the Franc Šturm Music School, *Pionirske pesmi*, 1972.
- 'Ne čakaj na maj', written by F. Milčinski Ježek, music by B. Lesjak, *Filmska glasba slovenskih skladateljev*, 2001.

Recordings at the Pioneer choir:

- 'Lepo je v naši domovini biti mlad,' written by R. Gobec, music by R. Gobec, sung by the children's choir of the Franc Šturm Music School, *Pionirske pesmi*, 1972.
- 'Slovenski pionirji', written and set to music by M. Kozina, sung by the children's choir of the Franc Šturm Music School, *Pionirske pesmi*, 1972.
- 'Vesela pionirska', written by T. Pavček, music by M. Vodopivec, sung by the children's choir of the Franc Šturm Music School, *Pionirske pesmi*, 1972.

Museum apps





ScholAR

Museum and augmented reality

Visit the Slovenian School Museum and find all the appearances of Ana and Blaž in the exhibition to check what they are doing.
You can try the ScholAR app now by installing it on your phone and pointing it at the illustration below.

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go.ssm.si/scholar



What is the title of the first Slovenian textbook?



PlakatAR

Museum and augmented reality

The museum has also used modern technology to equip the posters with questions, the answers to which can be found using the PlakatAR app. Install the app and point your phone at the book illustration to learn about the oldest Slovenian textbook.

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CIP - Kataložni zapis o publikaciji
Narodna in univerzitetna knjižnica, Ljubljana

37(497.4)(091)(036)
069:37(497.4Ljubljana)(036)

SCHOOL rules! : education in Slovenia through time : a guide to the permanent exhibition of the Slovenian School Museum / [editor Marjetka Balkovec Debevec ; authors of texts and contents of the permanent exhibition Marjetka Balkovec Debevec ... [et al.] ; illustrations Marko Škerlavaj and Padalci - Irena Gubanc, Teja Jalovec ; photos Slovenian School Museum ... [et al.] ; translation Alenka Ropret]. - Ljubljana : Slovenian School Museum, 2026. - (Museum publication (guide in English) / Slovenian School Museum ; no. 181)

ISBN 978-961-6764-33-9
COBISS.SI-ID 289676291

The release was made possible by

REPUBLIC OF SLOVENIA
MINISTRY OF EDUCATION, SCIENCE AND YOUTH

SCHOOL RULES

EDUCATION IN SLOVENIA THROUGH TIME

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A guide to the permanent exhibition of the Slovenian School Museum

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Photos: Slovenian School Museum, Photo library; Andrej Peunik, Urška Boljkovac, Gregor Gobec
Translation: Alenka Ropret
Proofreading: Paul Steed

Print: Tiskarna in knjigoveznica Radovljica d. o. o.
Print run: 800 copies
Published by: Slovenian School Museum, represented by Mag. Stane Okoliš
Museum publication (guide in English), No 181
Ljubljana, September 2026

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Permanent exhibition credits
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Thanks also to everyone else who participated in the setting up of the School Rules! permanent exhibition

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Opening hours

Monday–Friday from 8:00 am to 4:00 pm
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groups by arrangement
also outside the stated opening hours.

Office hours

(administration, library, curators)
Monday–Friday from 9:00 am to 1:00 pm



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