

TOURISM EDUCATION IN SLOVENIAN PRIMARY SCHOOLS

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Abstract: *The article is basically divided into two parts: 1) the beginnings of tourism in Slovenia and 2) tourism education in Slovenian primary schools, the second part being in turn subdivided into two subparts: 1) an attempt at promoting tourism in the Reader (text-book) for repetitive training schools and/or agricultural-continuation schools by Ljudevit Stiasny (Vienna, 1914) and 2) tourism education in primary schools in today's Slovenia. Stiasny's chapter on tourism can be read as the first attempt to promote tourism education in Slovenia as early as the Austro-Hungarian period, providing a set of instructions on how to run tourist facilities and attract tourists. The second subpart, on the other hand, focuses primarily on tourism education in Slovenian primary schools in present times and their cooperation with the Tourist Association of Slovenia.*

Keywords: *beginnings of tourism in Slovenia, tourism (Fremdenverkehr), the Provincial Assembly of Carniola, tourism education, the Tourist Association of Slovenia*

Beginnings of Tourism in Slovenia

The development of tourism in the Slovenian lands¹ is closely connected with the rise of industrialisation in the second half of the nineteenth century, which created conditions for an intensive development of tourism. Historians agree that the industrialisation in the Slovenian lands began in the 1820s when steam engines, industrial plants, textile mills, paper mills, ironworks, glass factories, breweries were beginning to replace former manufactures and started to compete with the craft production (Fischer 1998: 51-52). But the real conditions for the expansion of industry appeared only in the second half of the century, after 1848, as the result of the gradual removal of numerous legal restrictions on the expansion of industrial production. The railroad Vienna-Trieste, the so-called Southern Railway, opened in 1841 and completed in 1857, raised expectations of the faster economic development of the Slovenian lands. Unfortunately, great hopes of economic progress did

¹ All the Slovenian lands (Lower Styria, Carniola, Gorizia, Carinthia) were before 1918 a part of the Holy Empire of the German Nation, after 1806 a part of the Austrian Empire and after 1867 a part of the Austro-Hungarian Empire.

not materialise. Major industrial establishments were dotted too thinly across the country, most of the capital was in foreign hands, the railways did not develop in accordance with the needs of the Slovenian economic territory, because the joint-stock company which had taken over the administration of the Southern Railway more or less ignored the transportation needs of the Slovenian territory and consequently, the construction of several necessary railways in spite of an urgent need to do so was neglected and delayed². The most alarming fact in the second half of the 19th century was a deteriorating economic situation of the rural population and its corresponding social decline, which was – in great measure – the result – ironically speaking – of the railways. Just as the railway was on the one hand a sign of economic progress and the absence of vital rail links between Slovenian town was badly felt, it was at the same time a large destroyer of many lucrative transport activities: trucking, freighting and river transport. Due to the import of cheaper food from abroad, being transported to our lands by rail, agriculture began to decline, farmers being no longer able to improve their economic situation by taking part in transporting and freighting (Fischer 1998: 40-41). To make things worse, once well developed crafts no longer served as an additional source of income due to the superiority of industrial products. As farmers had to pay compensation for land absolution after the abolition of serfdom in 1848, many farms were financially ruined. Their former landlords, on the other hand, did not fare much better, finding themselves in serious economic trouble after 1848. The noble estates were in general hardly profitable, relatively small and even in the best of times on the edge of economic viability. The opportunities for additional economic activities and trade were limited, the main reason for this being poor transport links, which were reducing the possibility of the sale of crops. As a result, the management of noble estates was a tough job despite the pressures put on serfs by the nobility and, after 1848, the fear of debt and uncertain future only increased among the nobility (Granda 1996: 39-40). In such straightened circumstances all social classes in the Slovenian lands welcomed the idea of tourism. The nobility had hoped to increase their income, entrepreneurs also embraced the idea, regarding tourism as a new promising economic activity and the awareness of the importance of tourism began to emerge even among the

2 For example, a rail link between Maribor and Ptuj was established only in 1860, Zidani Most-Zagreb in 1862, Maribor-Prevalje-Celovec in 1863, Ljubljana-Novo mesto in 1894, Ljubljana-Lesce-Jesenice-Beljak in 1870, Ljubljana-Tržič in 1890, Beljak-Trst in 1906. The region of Dolenjska (southern part of Carniola), for example, owes its slower economic development to too slow railway linking. As a result, Dolenjske Toplice (the Spas of Dolenjska) did not enjoy that kind of popularity which they could have otherwise enjoyed (Zorn Janša 1998: 183-184), and the poorer tourist visit to the Spas of Šmarjeta and the Spas of Čatež, both spas being located in Dolenjska as well, can also be explained with the lack of proper transport connections.

wider rural population. Its more entrepreneurial part in particular was determined to cut their piece of the tourism pie. Fine opportunities for tourism were offered, in particular, at Bled, one of the most famous tourist resorts in Slovenia, where some locals knew how to make good use of the new opportunities (Repe 2009: 13-14).

As pointed out by Stane Granda, our leading economic historian, tourism in Slovenia has deep historic roots. The first spas were known and in use as early as the 13th century, then in the 16th, the 17th and the 18th centuries. Rogaška Slatina (the Spas of Rogaška Slatina), for example, obtained a considerable amount of fame and could boast of an influential aristocratic and sovereign clientele from the early 19th century onwards, its reputation as a tourist resort being preserved to the present day. Many spas were owned by the nobility, for example, the Spas of Dolenjske Toplice, which had been owned by the aristocratic family of Auersperg as early as the seventeenth century and if a certain nobleman could not maintain the spas on his estate by himself, he was often assisted in doing so by the provincial estates (Granda 1996: 45). The nobility also considered developing hunting tourism and using their castles and manors for stationary tourism but such plans failed to materialise. Hunting tourism could not take roots, because the nobility mainly hunted the so-called big game, for example deer, while Slovenian forests were dominated by the so-called small game, rabbits, foxes, partridges, etc. Apart from that, castles and manors were hardly suitable for housing tourists, and their conversion into hotels would require significant financial contributions which the nobility in the Slovenian lands could not afford (Ibid.: 46-47).

Foreigners were visiting the Slovenian lands as early as the first half of the nineteenth century, some of them even earlier, but political and social circumstances of the age did not favour tourism on a large scale. The authorities limited the movement of people to a significant degree, wanting to prevent the destruction of roads and, more importantly, to reduce the flow of potentially subversive political and social ideas. The travellers needed passports, which exactly specified time limitations on travel and the roads on which the person in question had to travel. Travel permissions were hard to obtain and the authorization procedure time-consuming, stagecoaches could not be hired without official permission either. Due to the postal monopoly on travelling, it was not possible to travel with one's own carriage, which also created a significant restriction on the movement of people. Apart from that, roads were in poor condition, stagecoaches normally unusable in two years, travels time-consuming and exhausting. In addition, accommodation options were mostly very poor or virtually non-existent, so that passengers usually stayed in rectories, carrying food and beverages with them, which was due to the poor quality and scarcity of inns which were often closed during the day due to work in the field (Holz 1996: 53-54), and finally, innkeepers could be rough and distrustful of

strangers (Studen 1996: 97). It is therefore understandable, why there could not be a more serious expansion of tourism before the development of railways and the abolition of the postal monopoly as well as many other travel restrictions in the second half of the 19th century

But apart from building the adequate transport infrastructure and the removal of legal restrictions on travel, professional organisations were also required for the expansion of tourism. These new organisations emphasized the importance of discipline, knowledge, experience and professionalism, these qualities being mainly emphasised and promoted by tourist associations, which had emerged in the Austro-Hungarian Empire mainly in the 1870s and 1880s. The stock market crash in Vienna in 1873 was felt in tourism as well, but its economic success and its role in the national economy were so widely recognized that the State began to regulate this area at the end of the century. In other words, tourist associations continued to operate, but the State was the one who took care of the appropriate legal framework, placing tourism first under the legal authority of the Ministry of Transport and later under the Ministry of Public Works. Individual lands in the Austro-Hungarian Empire followed the example and started to regulate tourism on their own territories. Thus, the Provincial Association of Tourism (Fremdenverkehr) of Styria was established in 1902 and the Provincial Association of Tourism (Fremdenverkehr) in the region of Gorizia 1907. Carniola also realised at the beginning of the twentieth century that tourism industry was too important to operate outside a proper legal framework and exclusively on a voluntary basis. As a result, the Provincial Association of Carniola was founded in 1905 with the purpose of facilitating the traffic of foreigners in Carniola, which operated initially on a voluntary basis, but shortly before WW1 it was incorporated in the provincial administration (Janša Zorn 2003: 225-226).

An Attempt at Promoting Tourism in Stiasny's *Reader for Repetitive Training Schools and Agricultural Continuation Schools*

The question raised in this chapter is the following: did any traces of this lucrative economic activity find their way into the readers for primary schools in the Slovenian lands in the Austro-Hungarian Empire? In other words, were the readers for primary schools designed in such a manner as to make possible the introduction of Slovenian primary school pupils to the topics, such as tourism, agriculture and other important economic activities? The readers used in the Slovenian primary schools were divided into the so-called belles lettres (fiction) and the so-called realia (learning contents encompassing natural science, history and geography), and the authors of the readers systematically selected the texts focusing on the history, geographical features, natural beauties and cultural monuments of the Slovenian lands, but they never

considered a possibility of discussing such topics from an economic and utilitarian perspective. It can be argued that the first step in this direction was the *Berilo za ponavljalne oziroma kmetijsko-nadaljevalne šole* (Vienna, 1914)³ by Ljudevit Stiasny (1862-1936), which was warmly received by the experts because the *Reader* convincingly responded to the social needs of the age. The *Reader* is intended mainly for country youths for whom the *Reader* wanted to provide religious-moral education, informing them at the same time about the benefits of good housekeeping and management, encouraging them in this way to stay at home and focus on the domestic economy. Above all, its purpose was to highlight the virtues of good housekeeping, the importance of soil cultivation, successful management, animal husbandry, livestock, fruit-growing, all this together with the information on the garden, field, meadow, orchard, vineyard, soil, natural and artificial fertilizers, grassland and enemies of the vine. In short, although the *Reader* includes fiction, science, geography and history in line with the existing educational principles applied in other readers in Slovenian primary schools of the period, the emphasis is on practical utilitarian aspects.

We are especially interested in the chapter Let's promote tourism (Fremdenverkehr).⁴ The text, which is incorporated into the *Reader* by Stiasny,

3 Translation: Reader (text-book) for repetitive training schools and/or agricultural-continuation schools. All the translations in the article are provided by the author of this article.

In order to understand the character of the schools for which Stiasny provided his *Reader*, it is necessary to explain some facts about the age group of their pupils. Let me quote Peter Pogačnik, Stiasny's contemporary, Repetitive school, in my translation: "The duty to attend school begins with the completed age of six or seven and lasts to the completed age of twelve. From the completed age of 12 to 14, in the country therefore to the completed age of 12. From the age of 12 to the age of 14, the children have to attend a repetitive school, the boys twice a week for two hours, the girls once a week for two hours." It can be argued that repetitive schools are so closely connected with primary schools, being actually their continuation and repetition, that Stiasny's *Reader* is fully entitled to being regarded as a primary school reader. file:///C:/Users/Divjak/Downloads/URN-NBN-SI-doc-2HHMD6AK%20(1).pdf. Accessed 18 March, 2016.

4 The translation of the reading unit Let's promote tourism, provided by the author of the article, is the following.

Our beautiful country has so many wonderful natural beauties as few other crown lands in our country. However, so far, very few foreigners have come to us. This is our own fault, though. We have not recommended our places in newspapers and elsewhere well enough and have not paid enough attention to offering proper services to foreigners.

Switzerland, which is a mountainous country, offers her farmers less than our own country, but Switzerland is the home to wealth and prosperity, which is the result of very well developed tourism. But a Swiss person also sees to it that a foreigner gets everything he desires. In Switzerland, it was not always so, but enterprising people recognised in time the attractions which the mighty hand of God gave them. They feared no cost because they knew that in return for promoting tourism the invested money would bring them hundredfold interest.

Even our people across the country can improve their material situation by encouraging tourism, with those who have really done a fair service to foreigners being enriched.

is written by an anonymous writer who is fully aware of the responsibilities imposed on any potential holders of tourist activities, either on a large or a small scale. First of all, he stresses the importance of a salubrious and clean environment, the need to protect the unspoiled nature, to preserve old buildings of historical value and cultural monuments as well as to encourage the respect for folk tradition. On farms it is necessary to avoid the squalor, mess and manure leaks in unnecessary places, in the house itself there should be an emphasis on cleanliness of the accommodation and the quality of food. Simple homemade dishes will suffice as long as they are properly prepared in line with the accepted standards of hygiene. And last but not least, the unnamed writer warns potential tourist workers who are willing to make an effort in this direction against setting unrealistic and excessive prices. Finally, the chapter

Before we start inviting foreigners to our place, we have to regulate many a thing to make their stay with us pleasant. We must ensure that the roads and paths are good, the houses neat and tidy, that manure is not shattered in all the corners; a disagreeable smell and noise are not not liked by an urban person.

A foreigner wants greens and flowers and to repose in the shadow of bushy trees. A holidaymaker in particular likes to stay in the woods, especially if the path thereto is not too long and if it is passable even in bad weather, taking pleasure in it if it offers beautiful views. It is necessary, therefore, to take care of wise forest management, shadowy walking sites, all sorts of plantations on the spot itself and in the surrounding area. At appropriate staging points, there shall be the benches. If it is possible to make major trips from the holiday location, especially to the mountains, it is important that the path is marked and the signs are maintained in good condition. There should also be inscriptions everywhere.

The stranger is very interested in the buildings, ancient buildings, monuments, in rarities, created by nature or made by human hands, natural beauties and sights, in domestic national costumes and national traditions of the inhabitants. An urban person does not like to watch in the country the things with which he has been already saturated in town. We must therefore protect interesting old buildings, ruins, historic monuments. Let's build new buildings in the domestic style.

In addition to the embellishment of the place and its surroundings, we have to consider physical needs of foreigners. At least one restaurant must serve at any time non-perishable dishes. In a simple inn among farmers nobody requires rich dishes, but it is not hard at all times to serve to the foreigner eggs, raw butter, cheese, dried sausages, simple pastry dishes and a healthy, genuine drink. All meals must be healthy and delicious. The kitchen table and the tableware and all your table surface must be clean and neat.

Rooms for foreigners should be dry, airy and clean. In addition to a good bed, there should be in the room a washbasin, a pitcher of water, glasses, clean towels, a table with chairs, a clothes hanger, candles with a candlestick and matches, stationery (material for writing) etc.

Towards the guest we have to be friendly and attentive. We need to get to know his wishes and peculiarities quickly and act accordingly. But we must not be intrusive and annoying. The prices of meals, beverages, apartment, transport and other things should be appropriate. The foreigner does not require anything for free, but he wants that everything he gets is good, healthy and clean. If so, he likes to pay some more. People who require too high a price for this and that, drive foreigners away from the tourist destinations and cause harm to themselves and others. Let's encourage therefore tourism which is an important industry of the national economy, and better times for our beautiful country will occur (F. G).

emphasises the necessity of reliable transport links, with a particular emphasis on the roads leading to tourist destinations. The text does not mention either the spas in spite of their time-honored tradition (Studen 1996: 99-101; Janša Zorn 1998: 181-182) or carst caves, for example the world famous Cave of Postojna, or Bled, which was already generally known in the 19th century (Rozman 1996: 7-8), but it makes its readers understand that the opportunities for encouraging tourism are available all over the country, even in the so far touristically inactive and unrecognised places and locations which are willing to make an effort in this direction (Janša Zorn 1998: 195). An overview of all these instructions reveals the writer's good familiarity with the guidelines given by various tourist organisations and embellishment societies as well as provincial associations for tourism (Ibid.: 195).

Thus, the monthly magazine *Gorenjec* (tr. the male inhabitant of Gorenjska, northern part of Carniola) in cooperation with the Provincial Association for tourism of Carniola raised very similar requirements in the years 1905 and 1906. In the years 1908 and 1909 such instructions would be published in the newsletter *Traffic and Inn*, subtitled as the *Journal of marketing and promotion of handicrafts, particularly innkeeping*: cleanliness and tidiness of localities, markets, streets and roads, removal of manure and trash, the need for parks and other plantations, which were just then being planted on a large scale (Šorn 1996: 113-114). It is also necessary to preserve cultural and historical heritage, to provide appropriate, airy and clean accommodation facilities, delicious food, arranged transportation to the tourist residence and back, as well as the control of prices (Janša Zorn 2003: 690). The Provincial Association draws attention to upgrading other tourist facilities not mentioned in the *Reader*, namely the construction of additional tourist infrastructure, which included bowling alleys, playgrounds, tennis courts and billiard tables, hot tubs and outdoor pools as well as the transport of passengers from the train station to the place of accommodation. An overview of the activities of the tourist associations in the Slovenian lands reveals the presence of very similar requirements: organised railways with advantageous timetables, excursions, woody parks, assistance in booking guestrooms. It was the Duchy of Styria which took the lead in this area. As early as the 1870s there emerged many embellishment societies in Lower Styria: the Embellishment Societies of Celje (1871) and Maribor (1877) being followed in 1886 by Ptuj, Laško in 1889, Mozirje in 1892, Žalec in 1894, Marenberg (Radlje ob Dravi) in 1903, the evidence that Lower Styria recognised the need for an organised approach to tourism. The problem of these societies was their particularly pronounced German nature, which was creating a false impression of the German character of Lower Styria in spite of its predominantly Slovenian population. Carniola, by contrast, had a much more Slovenian appearance, the rules of its embellishment societies being written most often in the Slovenian language or

in both the German and the Slovenian language. Even in Carniola, which was less developed than Styria, a number of tourist associations and embellishment societies emerged: Kranj 1875, Bled 1894, Škofja Loka 1896, Radovljica 1896, Kamnik 1897, Ljubljana 1905, Bohinjska Bistrica 1907, Postojna 1883, Cerknica 1891, Ilirska Bistrica 1898, Idrija 1901, Novo mesto 1900, Kočevje 1897 etc. To sum up, the lands of Carniola and Styria, along with their respective provincial associations, tourist organisations and embellishment societies and newsletters took care to raise the public awareness of tourism as an important social and economic phenomenon.

On the other hand, there is no preserved evidence that the Provincial Assembly had ever tried to encourage the Slovenian youth to take part in tourist activities even though it was, as seen above, very active in the field of promotion, instructions, recommendations and providing a legal framework for the functioning of tourism. It seems to be likely that in the Austro-Hungarian period tourism education was not a part of formal primary school education in the Slovenian lands, and the fact is the Slovenian readers did not encompass the topic of tourism, Stiasny's *Reader* being a notable exception in this respect. The question raised in the following chapter is therefore logical: in what degree do today's primary schools include tourism education in their annual work plans and what amount of interest is given by the Tourist Association of Slovenia, our crown tourist organisation and the descendant of the Provincial Assembly of Carniola, to raising the awareness of the importance of tourism among the Slovenian youth?

Tourism Education in Primary Schools in Today's Slovenia The Tourist Association of Slovenia

This chapter focuses on the elective school subject of tourism education in primary schools in modern Slovenia, but in order to understand its educational and social significance, it is necessary to put it into a broader perspective of promoting tourism in schools and educational institutions in cooperation with tourist organisations. In other words, references must be made to organised tourism education in all age groups: in kindergartens, in secondary schools as well as in the institutions of higher education which all cooperate with tourism organisations. In order to understand this cooperation, it is necessary first to provide some basic facts about the institutional framework of tourism in Slovenia. Slovenia has been a member of the World Tourism Organisation since 1995. The objectives of the WTO are the following: "World Tourism Organization (UNWTO), the United Nations agency responsible for the promotion of responsible, sustainable and universally accessible tourism. As the leading international organization in the field of tourism, UNWTO promotes tourism as a driver of economic growth, inclusive development and

environmental sustainability and offers leadership and support to the sector in advancing knowledge and tourism policies worldwide." (<http://www2.unwto.org/content/who-we-are-0>). Apart from this international background, Slovenian tourism is actively supported and encouraged at the national level by the Tourist Association of Slovenia, the descendant and successor of the Provincial Association of Carniola, established in 1905 with the purpose of promoting tourism in Carniola: "It is a national organisation, operating on a voluntary basis, a non-governmental and non-partisan institution of civil society which unites 282 tourist societies, municipal and regional associations and other fraternal organizations. The Tourist Association of Slovenia endeavours to be in the centre of the tourist life of Slovenia. It tries to cooperate both with the public and private sectors as an equal as well as trying to co-create several developments in tourism. As a result, it helps with new initiatives, activities and projects, doing its best to give life to the communication slogan "We, people, are tourism." It thus contributes to market efficiency, the growth of national income and employment, to raising awareness of the population and the promotion of Slovenia as the green oasis of Europe. The Association formulates its own development plan and its work on the basis of the Societies Act, the Articles of Association, the strategy of tourism development and tourism legislation. It shapes tourist activities, supply and development objectives and active tourism policy of the state which it helps to implement" (<http://www.turisticna-zveza.si/osebna-kartica>).

Even more importantly, the Tourist Association understands that in order to survive, prosper and operate on a permanent basis, it needs a constant influx of young, dedicated and competent co-workers, both amateurs and professionals. As a result, the Tourist Association of Slovenia plays an active role in raising the awareness of tourism among the Slovenian schooling population of all ages and this chapter will highlight some of the activities and projects carried out by the Tourist Association with which it stimulates an interest in tourism among the young, encouraging them to take part in various local tourist societies and even to attend the schools for tourism and catering to obtain qualifications for working in tourism on a professional basis. The objectives that want to be achieved by initiating and organising various youth projects are the following: to motivate young people for working in tourism, to stimulate the personality and professional growth of the young and to develop informal skills, all these activities being carried out with the purpose of rejuvenating tourist societies and ensuring a constant influx of young, competent and active labour force for work in tourism. The Tourist Association runs the following programmes and activities which will be briefly presented in order to better understand the contribution of the Tourist Association of Slovenia in the field of promoting tourism among all age groups of the schooling population in today's Slovenia.

- 1) The programme Youth, Knowledge and Tourism (http://www.mladi-in-obcina.si/wp-content/uploads/Knjiznica/zakonodaja/izvedbeni_NPM.pdf), endeavouring to raise the interest of the schooling population in tourism, its special attention being devoted to providing opportunities for the young to apply their theoretical knowledge in practice, in the tourism industry and tourist organizations. In this way, the Tourist Association ensures the successful development of tourist societies, encourages and motivates the youth to be engaged in different activities related to tourism in their own places of residence, hometowns and vicinity. The project begins in kindergartens with the slogan "Through the game to the first tourist steps", followed by the primary school project "Tourism is assisted by its own head", and ends in the secondary schools and the colleges of higher education with the project "More knowledge for more tourism."
- 2) The project "Tourism and the kindergarten" (<http://www.turisticna-zveza.si/projekt.php?id=6>). "Through the game to the first tourist steps" is a tourist project in which the children in kindergartens are exploring tourist attractions in their own place of residence.
- 3) "Tourism is assisted by its own head" (<http://www.turisticna-zveza.si/projekt.php?id=11>) is another project, intended for primary school pupils. The topic of the project is linked to the exploration of tourism in the hometown, place of residence, identifying opportunities for its faster development and creation of such a tourist offer which will stimulate entrepreneurship and marketing as well as other tourist offers in all possible forms.
- 4) "The Tourist market" is another project intended for primary school pupils, <http://www.turisticna-zveza.si/projekt.php?id=11>, where pupils promote tourist events and tourist offer in their local environment. For example, on 8 March 2016, the tourist market in Ljubljana hosted the 30th festival "Tourism is assisted by its own head" on the subject of the green tourism. Primary school pupils shared with the visitors the experiences obtained in participating in the green tourism programs in their local environment. On 1 March 2016, Kranj hosted the tourist market as well. The young from fifteen primary schools participated in the event, sharing with the visitors the programs of green tourism in their local environments.
- 5) Another programme intended for primary schools is the competition for the Golden Cooking Spoon (Tekmovanje za Zlato kuhalnico, <http://www.turisticna-zveza.si/projekt.php?id=2>, which is intended for the pupils from the 6th to the 8th grade (the age 11, 12, 13). It includes a written composition and preparation of certain national dishes. The

Tourist Association of Slovenia in the school year 2015/2016 launches the 7th competition for the Golden Cooking Spoon, subdivided into regional competitions taking place 5-26 May, 2016, in various high schools for catering and tourism all over Slovenia.

- 6) The Tourist Association of Slovenia (Turistični vodnik, <http://www.turisticna-zveza.si/projekt.php?id=13>) organises a competition in tourism management, intended for young people aged 15 to 29 years.
- 7) The project "More knowledge for more tourism" (Več znanja za več turizma, <http://www.turisticna-zveza.si/projekt.php?id=12>) is intended for secondary schools, its main purpose being to upgrade the quality of the tourist project run in primary schools "Tourism is assisted by its own head." The project "More knowledge for more tourism" represents a combination of formal secondary school education and informal activities, which can make an important contribution to the development of tourism in a local community. Students prepare, on the subject of tourism development, research papers, which are presented on the tourist market. The Tourist Association of Slovenia, the Institute of Education and the Center of the Republic of Slovenia for Vocational Education launched in this school year the 13th International festival "More knowledge for more tourism", 27 January, 2016 (Mednarodna turistična tržnica 13. festivala Več znanja za več turizma <http://www.turisticna-zveza.si/projekt.php?id=12>). The theme of this year's Festival is the green tourism for which Slovenia has unique natural conditions. The story of the green tourism is encapsulated also in the brand mark "I feel Slovenia." Green stories were touched upon by the groups of the young who put together programs that view their respective places of residence as destinations worth visiting, trying to attract both their peers as well as foreign tourists who are looking for something new in Slovenia which cannot be offered by a variety of conventional programs. 38 teams from secondary schools in Slovenia and 5 teams from abroad (Serbia, Bosnia and Herzegovina and Croatia) prepared a research paper and presented it to the public together with tourist products and a short promotional film, which is also on display on the social network Facebook, and at the stalls of the tourist market they could taste local delicacies.
- 8) Finally, it is necessary to mention an interesting yearly event, not organised by the Tourist Association of Slovenia and not strictly focused on tourism as such, but which encompasses so many interesting elements in terms of tourism that it deserves attention, the English translation of its web page being quoted in full: "ŠKISOVA TRŽNICA/ŠKIS FAIR. Association of Student Clubs of Slovenia

(ŠKIS Association) every year organizes Škisova tržnica, the biggest cultural and fun one day youth event in Slovenia which attracts more than 22.000 young people. This year we are preparing it for the 19th time. In the afternoon youth mingle and have fun while tasting unique culinary specialties from local environment at food stand of every student club in Slovenia. During the day and especially in the evening you can enjoy in concerts of well-known Slovenian and foreign bands. The opportunity is of course also given to new perspective music groups. To promote solidarity every year charity is given a special place within event. Environmental awareness has become a part of Škisova tržnica years ago and today we are proud to say that this is the first eco-friendly youth event in Slovenia. Waste is recycled and the venue cleaned as event goes along. This year the event will take place at Kardeljeva ploščad on **5th of May.**"

This overview of tourist activities undertaken by the Slovenian schooling population under the patronage of the Tourist Association of Slovenia reveals that our central tourist organisation is fully aware of the need for its constant renewal and rejuvenation as well as the needs of tourism industry. As a result, it systematically cooperates with Slovenian educational institutions at all age levels, its activity resulting in a number of projects and activities which encourage the Slovenian youth to take delight in this economic activity and stimulate them to work in tourism either on a voluntary or professional basis.

Tourism Education in Primary Schools in Today's Slovenia The Annual Work Plan

The State of Slovenia is well aware of the importance of tourism as an economic sector which contributes to the development and visibility of our country, having wider social significance as well. Tourism has its official place in our primary schools, where the subject tourism education is one of the electives, which can be offered by a primary school in the seventh, eighth and ninth grade (the age of pupils: 12, 13 and 14). The subject is allocated 35 hours annually, taking one school year, and when the pupil chooses it, it begins to represent a commitment, the subject being assessed in the same way and according to the existing criteria as all the compulsory school subjects, the marks ranging from 1 to 5. Topics provided by the subject are as follows: 1. Tourism and its development 2. Home Town - tourist destination, 3. Basis for the development of tourism in one's home province, 4. Attitude to visitors 5. Advertising and Tourist Information 6. Caring for the development of tourism, 7. Guiding tourists in the home province (The school, tourist education).

Primary school Vič, Ljubljana, for example, recommends tourist education to pupils who love to travel, feel an interest in their home town, natural and cultural attractions, like attending tourist events, have a sense of fieldwork, being at the same time capable of evaluating positive and negative impacts of tourism on the environment and people (www.osvic.si/cms/images/stories/dokumenti/2011-12/IZBIRNI_7R.pdf). Primary school of Franjo Golob, Prevalje (http://os-prevalje.mojasola.si/DOKUMENTI/DOKUMENTACIJA/DELOVNI%20NA%20C4%8CRTI/Letni_delovni_na%C4%8Drt_O%C5%A0_FGP_15_16.pdf), points out that the subject is a mixture of theory and practice, and therefore part of the instruction which takes place in the classroom, where pupils present papers and presentations, while the practical part of the subject requires fieldwork, which includes interviews, tours and visits. There is a big emphasis on their hometown, too, on the natural and cultural heritage, on the awareness of the importance of tourism as an economic sector, and a broader social phenomenon, on the integration into the tourist life back home and cooperation with tourist societies. In the field of introducing primary school children to tourism the primary school named after the famous mathematician, Professor Josip Plemelj in Bled, Primary School of Professor Josip Plemelj (www.td-bled.si/sekcije-drustva/1507), undoubtedly occupies a highly respectable position. The school had already begun to promote this activity in 1970, when at the instigation of the Tourist Association of Bled it began to educate the youth for tourism (Bled Tourist Association). Reviews of the annual work, plans of some of the primary schools therefore reveal their good awareness of the importance of tourism in the modern Slovenian society and encourage pupils to participate in this extremely important social and economic activity.

It is important to point out, that according to the Annual Work Plan for Tourism Education, the subject connects and upgrades the knowledge the pupils have already obtained in other subjects and activities, particularly in geography, history, Slovene, and a foreign language, as well as in the household, artistic and musical education, science and technology, and in the extra curricular activities, especially in the tourist Club (Učni načrt. Izbirni predmet: program osnovnošolskega izobraževanja. Turistična vzgoja: http://www.mizs.gov.si/fileadmin/mizs.gov.si/pageuploads/podrocje/os/devetletka/predmeti_izbirni/Turisticna_vzgoja_izbirni.pdf, p. 5). Apart from that, the Annual Work Plan sets a number of general objectives of the subject: "...pupils in the elective subject tourism education explore their place of residence, viewing tourism as a changing developmental phenomenon, social movement and economic activity, important for the development of Slovenia, they become acquainted with the basics for the development of tourism in their hometown (province) and in Slovenia. They also learn about and evaluate natural, social, economic and political basis for the development of tourism, in

particular, the natural and cultural heritage in the home environment, and in Slovenia, winning at the same time national self-esteem and pride, discover and evaluate those ingredients of life in the hometown and region that could enrich the visitors and also themselves, learn about the people and institutions that deal with tourism and make a living from it, learn about tourist professions and employment opportunities in tourism activities and develop the ability to perform a variety of jobs in the tourism industry, and learn about the ways of obtaining and providing information in the tourism sector and tourism, learn about the tourist activity, getting ready for the participation in a tourist society, develop the ability of cultural communication and public speaking" (Ibid.: 6).

Finally, it is necessary to single out some contents, based on the operational objectives of the subject tourism education: basic concepts about tourism, forms of tourism, the history of tourism in the hometown, province, home town as a tourist destination, the natural surface, climate and water as a basis for the development of tourism, the flora and fauna in the region as a basis for tourism, heritage: monuments, museums, events, gift shops, tourist, cultural, sports and other events, culinary culture - the culture of hospitality, transport and communication in the tourism sector, the importance of and types of transport links, communication connections, communal facilities, catering and tourist professions, schools for tourism and catering, connectedness of trade, transport, craft industry and agriculture with tourism, the impact of tourism on the economy of the place, the basic rules of behaviour for tourists (tourist etiquette), types and forms of advertising, the amateur forms of work in tourism, the Tourist Association of Slovenia, professional forms of work in tourism, tourist agencies, tour guidance, the choice of paths, where guidance is being performed, the analysis of the guidance (Ibid.: 8-11).

The overview of the Annual Work Plan reveals that the 'founding parents' of the subject have set ambitious targets, trying to make full use of 35 hours allotted to the implementation of the plan. It mentions all the topics and contents relevant in tourism and the Plan therefore serves as a useful introduction to the further education in this field.

CONCLUSION

The purpose of the article is to present tourism education in primary schools in modern Slovenia, discussing this school activity in a wider historical perspective and in relation to the Tourist Association of Slovenia, namely in what degree tourism education is supported by the Tourist Association of Slovenia. Tourism has been widely recognised as an important economic activity which promises greater prosperity and social progress to the Slovenian society as a whole and as a result, school activities associated with tourism have a reliable institutional support. This support of tourism as an economic sector,

however, is not a recent invention but dates back to the second half of the nineteenth century when the State (the Austro-Hungarian Empire) provided a legal framework of tourism and placed this economic activity first under the supervision of the Ministry of Transport and later under the Ministry of Public Works. Individual lands within the empire also recognised the need for an institutional treatment of tourism and founded their own provincial associations which were assisted in their efforts by various tourist organisations and embellishment societies. In the Slovenian lands, Lower Styria was the first to take action in this field, but the German nationalism prevailing in both the Provincial Association of Styria and tourism organisations in Lower Styria created a false impression of Lower Styria as a German land in spite of its predominantly Slovenian population. Carniola, by contrast, took a more realistic approach, and used both the Slovenian and German languages in the promotional materials and relevant regulations.

The second issue, raised in this article, is whether the recognition of tourism as an economic sector in the Austro-Hungarian Empire found a corresponding echo in the Slovenian primary school readers (text-books) of the period. So far, the author of this article has managed to identify only one reader which incorporates a text on tourism, entitled Let's promote tourism, which was found in the *Reader for repetitive training schools and/or agricultural-continuation schools*, composed by Ljudevit Stiasny (1862-1936), well read and active educator, whose *Reader* presents a novelty in relation to other Slovenian primary school readers. Unlike other primary school readers which are basically divided into two parts: the first one encompassing the texts of the most notable Slovenian writers and poets, belles lettres (fiction), and the second part encompassing the so-called realia (historical, geographical and natural science topics), Stiasny's reader, apart from the works of fiction and examples of realia, introduces the third group of texts of a predominantly utilitarian character. As Stiasny's *Reader* is intended for the rural youths, it encompasses the topics such as agriculture, horticulture, forestry, crafts, trade and one short text on tourism. The text in question Let's promote tourism relies rather heavily on the recommendations and instructions given by various tourist organisations and embellishment societies, emphasising cleanliness, tidiness, quality food and quality services, reasonable prices, workable transport facilities, old buildings, traditional customs, national costumes, an attractive natural environment and tidy localities, even though tourist organisations are not mentioned as a source of reference in the text. It can be argued on the basis of present evidence that Stiasny seems to have been the first Slovenian educator to promote tourism in the Slovenian lands within the Austro-Hungarian Empire. Unfortunately, the Provincial Association of Carniola, in spite of its active approach to the promotion of tourism, does not seem to have made any effort to promote tourism in primary schools in the Slovenian lands.

In the independent state of Slovenia (henceforth Slovenia), by contrast, tourism education is a school subject with a firm educational background, being regulated by the Annual Work Plan for Primary Schools. It is an elective, which means that a pupil is free to choose any electives offered by his/her primary school, but once the elective is chosen, it presents a commitment which is at the end of the year assessed with the grades ranging from 1 to 5. In addition to this educational background, tourism education derives its support from the Tourist Association of Slovenia, which organises numerous activities and initiates projects promoting this activity among the Slovenian school population. Unlike the Provincial Association of Carniola, for which there is no evidence that it had ever encouraged the Slovenian youth to participate in tourist activities, even though they were very much on the agenda in Carniola before WW1, its descendant, the modern Tourist Association of Slovenia, is making a gigantic step forward in this direction.

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