

ROMAN ANTIQUITY IN SLOVENIA: ITS PLACE IN HISTORY AND TOURISM TEXTBOOKS AN UNEXPLORED EDUCATIONAL OPPORTUNITY?

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Abstract: *This interdisciplinary-orientated article focuses on two principal issues: 1. the treatment of the Roman era in today's Slovenia in history textbooks for gymnasiums and secondary technical schools, and 2. the position of cultural tourism in tourism textbooks in secondary schools of catering and tourism, which immediately raises the question of how much attention is paid to the Roman era in Slovenia in the context of cultural tourism in the discussed textbooks. The history textbooks for gymnasiums present the Roman era in Slovenia in sufficient detail. In contrast, the textbooks for secondary technical and vocational schools present the era - seen as a whole - in too general outlines and omit certain important facts. Cultural tourism is covered in sufficient detail in tourism textbooks for secondary schools to highlight its prominent role within tourism as a whole, but the Roman era in Slovenia is hardly ever mentioned. This reticence is understandable given the purpose of the tourism textbooks in question: to present the structure of modern tourism, and in this context, cultural tourism, together with ancient monuments in Slovenia, has a limited role. The fact is that secondary school tourism students do not get enough knowledge about the tourism potential of antiquity in Slovenia from general tourism textbooks, and those students who are interested in this period and would like to choose cultural tourism as their career option should look elsewhere for adequate knowledge in this field.*

Keywords: *cultural tourism, Roman era in today's Slovenia, gymnasiums, secondary schools for catering and tourism, textbooks*

INTRODUCTION

Slovenia is famous for its natural beauty and rich cultural and historical tradition, which has its roots already in prehistoric times. Thus, the country can boast of being the site of the oldest flute in the world, which was most likely made by a Neanderthal from a bear bone approximately 60,000 years ago. Another prehistoric artefact is a bone needle, made approximately 35,000 years BC and

considered the oldest bone needle in the world until 2016,¹ and finally, we need to mention the oldest wheel with an axle, created approximately 5,200 years ago. Already in the Neolithic and especially later, in the Copper Age, people built pile-dwelling settlements on the Ljubljana Marshes, which were then covered by a lake, in the vicinity of Ljubljana, the capital of Slovenia, and lived there from approximately 5000 to 1500 BC. The Early Iron Age (c. 800-450 BC), closely associated with the Hallstatt culture, also left a deep mark on the Slovenian territory which in this very age experienced an extraordinary economic and cultural boom, based on iron ore deposits. This age is also famous for the glassware and especially bronze situlae, cult vessels decorated with scenes from the court life of the time, found in the graves of the Hallstatt-era nobles. The settlement of the Celts on today's Slovenian territory in the 3rd century BC coincides with the Late Iron Age or La Tène culture, which was based on iron processing. Among the Celtic tribes, the Norici were particularly renowned as excellent ironworkers, who in the 2nd century BC founded their own kingdom of Noricum on the territory of present-day Austria and partly Slovenia, which was annexed to the Roman state without a fight around 15 BC.

The prehistoric period, which left a noticeable mark on the Slovenian cultural memory, came to an end with the Roman conquest of today's Slovenia which began in the 2nd century BC and ended in the first decade of the first century AD. This article pursues two principal goals: 1. to determine the degree of attention devoted in Slovenian history textbooks (gymnasiums and secondary technical and vocational schools) to the Roman era in today's Slovenia, and 2. to explore how much attention is allocated to Roman monuments in Slovenia in tourism textbooks for secondary schools. Why does this article devote a significant portion of its attention to the discussion of the Roman era in Slovenian history textbooks for secondary schools? The fact is that the Romans integrated the territory of today's Slovenia into their empire whose political and cultural heritage continues to influence Western civilization to this very day. Apart from that, the Roman era left a lasting mark on today's Slovenia in the form of many cultural monuments and our area witnessed some pivotal events in Roman history as a whole. Also, many Slovenian towns, Ljubljana, Celje, Ptuj, Vipava, Ajdovščina etc., are built on Roman foundations, and in view of all these facts, the question if the aforementioned era is properly evaluated in the history textbooks for secondary schools hardly needs defence. After all, it is the secondary level of education which provides future Slovenian tourists and visitors with the most grounded knowledge of Roman antiquity, and the most comprehensive understanding of the Roman era within the Slovenian school system. Also, tourism textbooks used by secondary schools for catering and tourism require careful consideration. How much space do they devote to the Roman tradition? Do future Slovenian tourism workers gain

1 Slovenija ni več dom najstarejše šivanke na svetu (Slovenia is no longer home to the world's oldest needle); https://www.zurnal24.si/slovenija/slovenija-ni-vec-dom-najstarejse-sivanke-na-svetu-276713#google_vignette (28. 4. 2025).

enough insight into the tourism potential of this era at the secondary school level? In other words, in both types of textbooks, for gymnasiums and secondary technical and vocational schools on one side and the textbooks for secondary schools for catering and tourism on the other, the common denominator is the discussion of the Roman era in today's Slovenia, with gymnasiums and secondary technical and vocational schools emphasizing the general educational aspect and with the secondary schools for catering and tourism emphasizing the tourism aspect of this era.

I. GYMNASIUMS AND SECONDARY TECHNICAL AND VOCATIONAL SCHOOLS

Both gymnasium students and students of secondary technical and vocational schools gain some knowledge about the Roman era in today's Slovenia already in primary school,² where they familiarize themselves with the following historical facts: the finalization of the Roman conquest of today's Slovenia during the reign of Emperor Augustus, the establishment of provinces, the foundation of towns, Romanization, the integration of our territory in the ancient Mediterranean culture, the introduction of more advanced agricultural techniques, crafts and mining. In the chapter dedicated to religious events, primary school pupils are told basic facts about all three religions that prevailed in the Roman Empire: polytheism, Mithraism, and Christianity. The emphasis is on Christianity, which is explained in the most detail, but there is complete silence on the Battle of Vipava, 394, whose outcome left no-one in doubt about the final victory of Christianity in the western part of the empire. For the sake of clarity and necessary precision, the article will focus first on the survey of the textbooks for gymnasiums, and then it will concentrate on the textbooks for secondary technical and vocational schools.

Let us first point out that Slovenian history textbooks for gymnasiums³ deal with the general history of Rome appropriately and in sufficient detail. Thus, they report on the changing social order in the Roman state, its expansion and development, military victories, and social conflicts, and finally they deal with the

² Olga Janša-Zorn, Darja Mihelič, *Zgodovina za 6 razred osnovne šole*, Ljubljana: DZS, 1994, 76-78.

Olga Janša-Zorn, Darja Mihelič, *Stari in srednji vek, 6. razred osnovne šole*, Ljubljana: DZS, 1998, pp. 76-78.

Olga Janša-Zorn, Darja Mihelič, *Stari in srednji vek, 6. razred osnovne šole*, Ljubljana: DZS, 2000, pp. 76-77.

Olga Janša-Zorn, Darja Mihelič, *Stari in srednji vek, 7. razred devetletne osnovne šole*, Ljubljana: DZS, 2005, pp. 71-72.

³ Alenka Cedilnik, Gordana Popovič Lozar, Sonja Škrl Počkaj, Maja Vičič Krabonja, Mirjam Oblak, Irena Paradžik Kovačič, Mojca Kukanja Gabrijelčič, *Zgodovina 1, Prazgodovina in stari vek. Učbenik za zgodovino v 1. letniku gimnazij*, Ljubljana: Mladinska knjiga, 2018, pp. 155-166.

Vilma Brodnik, Robert Jernejčič, Srečko Zgaga, *Zgodovina 1*, DZD, 2009, pp. 193-204.
Janez Globočnik, Milena Globočnik, Adriana Segalla, *Zgodovina na maturi 2010*, Ljubljana: Intelego, 2009, pp. 41-50.

collapse of the Roman Empire and its causes. This article, however, focuses on the Roman era in Slovenia and asks the question of how thoroughly this era is dealt with in the relevant textbooks. On the basis of the review of individual history textbooks for the first year of gymnasiums, when the Roman era is dealt with, it is possible to present the following comprehensive picture of the Roman era in Slovenia.

For the Romans, the Slovenian territory became interesting after 181 BC, after the foundation of Aquileia (Slov. Oglej), at the *north-eastern tip of the Adriatic Sea*, close to the western border of the Republic of Slovenia, as a starting point for their penetration into the Alpine lands, Istria, and the Danube region, from where they obtained slaves and many strategic raw materials. In addition, by conquering all these territories, they wanted to reduce the security risk for northern Italy, which was threatened by tribes from the Danube region and the Alpine lands. The Slovenian territory played a key role in the Roman strategic considerations as it was seen as the fastest route to northern Italy which might have been used by potential enemies of Rome coming from the east. The territory of today's Slovenia was equally important for trade, serving as a junction of two lucrative trade routes: the west-east route that ran from Aquileia as far to the Danube, and the Amber Route running from the Baltic to the Adriatic Sea. The Romans conquered the territory of modern Slovenia in the course of two centuries. A few years after founding Aquileia in 181 BC, they conquered Istria with the aim of preventing the invasions of the Histri, whom they defeated in 177 BC, in Caesar's time they defeated the Celtic tribe of Taurisci, who controlled today's central Slovenia, and during the Illyrian Wars (35-33 BC) and the Dalmatian-Pannonian rebellion (6-9 AD), they used the territory of today's Slovenia as a starting point for their penetration into the Western Balkans. The Romans divided our territory into three units: Region X (Venetia et Histria), which was part of Italy, Noricum and Pannonia.

The textbooks point to a well-developed road network, which consisted of the following roads: 1. Aquileia-Poetovio-Sirmium-Singidunum, 2. Aquileia-Virunum, 3. Aquileia-Tergeste-Tarsatica, 4. Emona-Siscia, 5. Celeia-Virunum (in Noricum), 6. Pultovia (Stražgonjca, near Ptuj)-Flavia Solva (Lipnica, Leibnitz, in Austria). The focus of their attention is also on the Claustra Alpium Iuliarum barrier system, built in the 3rd and 4th centuries, which stretched from the Julian Alps to the Rijeka or Kvarner Gulf in modern Croatia, its purpose being to protect Italy from invasions from the Balkans and the Danube region. The economic aspects of the Roman rule are not ignored either: the introduction of more advanced agricultural techniques, such as the use of the plough and the two-year crop rotation, the latifundia system, and the introduction of new agricultural industries, such as viticulture, oil production, fruit growing, and gardening, all these innovations and activities receiving due attention, and in terms of crafts, the textbooks list the activities that were most established in our area: pottery, brickmaking, stonemasonry, glassmaking, carpentry, blacksmithing, and textile crafts.

To better control and dominate the territory of today's Slovenia, the Romans founded towns, which became centres of Roman power and Romanization, being populated mostly by people of Italic origin, mainly from Aquileia and its surroundings. Textbook writers stress the importance of Latin as the language of administration and culture and the rapid Romanisation of the social elite in particular. Among the towns founded by the Romans, the textbooks highlight in particular Emona, today's Ljubljana, which obtained the status of a colony in the time of Emperor Tiberius (14 AD - 37), and Celeia, today's Celje, which became a municipium in the time of Emperor Claudius (41 AD - 54), then the municipium of Neviodunum, Drnovo near Krško, an important river port on the Sava, and the most important Roman town on the Slovenian soil, the colony of Poetoviona, Ptuj, which was promoted to this status by the Emperor Trajan (98 AD - 117), while other settlements are mentioned only in passing. A partial exception is the textbook by J. Globočnik et al. (2009, pp. 44-45), which, in addition to Emona, Celeia, Neviodunum and Poetoviona, emphasises the importance of Vrhnika (Nauportus) near Ljubljana as an important trading post on the route from Aquileia to the Danube.

For those gymnasium students who might later develop an inclination for cultural tourism, with an emphasis on the Roman era in Slovenia, the most relevant chapter is the one which deals with Roman cultural traditions, which are discussed in all the textbooks aimed at the gymnasiums. The textbooks state, based on preserved tombstones and archaeological excavations, that Greco-Roman deities were worshipped on the Slovenian territory during the Roman era, while at the same time, indigenous cults were preserved. The inhabitants worshipped, for example, the goddess Ekorna, the protector of the Ljubljana Marshes, the god Savus and the goddess Adsoluta, who protected river transport on the Sava, and in Poetoviona they worshipped the divine wet nurses Nutrices. Mithraism, which was favoured especially by soldiers and officials, left its traces in today's Slovenia in the form of mithraeums, especially in Poetoviona, which could boast of as many as five mithraeums, which made the town one of the most significant centres of Mithraism in the Roman empire. Christianity spread to the present-day Slovenian area from Aquileia, with textbooks mentioning episcopal centers in Emona, Tergeste, Celeia, which collapsed during the migration period. As the most notable spiritual representatives of Christianity, textbooks mention Victorinus of Ptuj, a bishop, martyr and church writer from the 3rd century, considered the first Latin exegete of the Bible, bishop Maximus of Emona from the 4th century, bishop and martyr Maximilian of Celeia, who was born and died in Celje in the 3rd century. Of course, Jerome is duly mentioned, the author of the Vulgate, the first officially accepted Latin translation of the Bible, who may have been born in Notranjska (southwestern Slovenia) in an unidentified location of Stridon. And finally, the famous Battle of Vipava in 394 AD, which took place on the Slovenian western border along the Vipava River, is also given due attention. Textbook chapters about the Romans in today's Slovenia conclude with a remark that in the late Roman era, in the age of invasions, the inhabitants retreated to fortresses in higher-lying areas,

where they continued to maintain their church organization. The indigenous population survived the Huns, Ostrogoths and Langobards, while the arrival of the Slavs in the 6th and 7th centuries induced the elite to emigrate, and the less wealthy inhabitants to seek shelter in high mountain areas. With the invasion of the Slavs, the early Christian church organization collapsed in our territory.

To summarize, gymnasium textbooks provide a solid overview of the Roman era, all the more so because they include a lot of pictorial material that sheds additional light on the cultural and material achievements of the era. Among the important historical events, the textbooks record the military revolt at Vrnika in AD 14 (Karge, 1973, 102–103), the support given to Vespasian by the Roman legions at Ptuj in AD 69 in the race for the imperial throne (Božič et. al., 1999, 193–194), and of course the Battle of Vipava in 394 (Divjak, 2010), while they skip many other interesting events from the 3rd and 4th centuries, even though they are worth mentioning because they underline the importance of the Slovenian territory as the shortest access to Italy from the Danube region and the Balkans for emperors, usurpers and invaders alike.

In any case, the history textbooks for gymnasiums successfully fulfil their educational role and provide sufficient basic knowledge to stimulate the students who are interested in this field and willing to deepen their knowledge also in the form of further reading and tourist visits. Apart from the textbooks, gymnasium students can utilize the collections of general matura exam papers (for gymnasiums) which enable them to test their knowledge of the subject, which means that the discussed era carries appropriate weight in the Slovenian school curriculum for gymnasiums.⁴ The only deficiency in the textbooks is that they do not give enough emphasis to the fact that it was the Roman writers who integrated central and south-western Slovenia into the myth of the Argonauts and thus put Slovenia on the map of ancient mythology (Divjak, 2020). The textbooks explain that the Argonauts according to the myth also visited our country on their return journey to Greece which began with their sailing into the mouth of the Danube, continued along the river and ended with their voyage into the Adriatic Sea, but the narrative the textbooks provide is so sketchy that it requires a more detailed explanation.

The idea that the Argonauts sailed along the Danube until they reached the Adriatic Sea is found in the poem *Argonautica* by Apollonius of Rhodes, a famous Hellenistic scholar from the 3rd century BC. According to his version, the Argonauts sailed through the straits of the Bosphorus and the Dardanelles into the kingdom of Colchis, present-day Georgia, on the shores of the Black Sea, stole the golden fleece and fled the country by sailing into the mouth of the Danube, and then they sailed continuously along the same river until they eventually sailed into the Adriatic Sea. The idea that the Argonauts used the Danube route to sail into the

⁴ *Zgodovina, zbirka maturitetnih nalog z rešitvami 2005-2010*. Ljubljana: Državnih izpitni center, 2011; Alenka Vugrinec, *Preveri svoje znanje, Zgodovina 1, Zbirka nalog za zgodovino v 1. letniku gimnazije*. Ljubljana: Ataja, 2003.

Adriatic Sea without having to make one single overland journey during the voyage suggests that the Greeks had only the most insufficient knowledge of the river system in the interior of the Balkans. The Greeks had colonies on the Adriatic coast, which they established mostly in the 4th century BC (Dzino, 2014, 51–529), while they founded no settlements in the hinterland and therefore had little knowledge of the interior. Slovenian history textbooks for gymnasiums are unanimous that the Greeks were not present in our area as colonists, except perhaps in the coastal zone, as suggested by the ancient Greek name for the coastal town Koper in Slovenia, Aegida, which is derived from the Greek word for goat, and which is also referred to in the later Latin name Capris (Lat. Capra goat) for Koper, but their influence in the interior was felt only in the form of commerce and the exchange of goods, many of which have been found in the graves of Halstatt-era nobles (Brodnik et al., 2009, 192). A more comprehensive geographical knowledge of our area was available only after the Roman conquest of the Slovenian area, as well as Istria, Pannonia, Dalmatia and the western Balkans, and on the basis of this new geographical knowledge, it was possible to refute convincingly Apollonius of Rhodes' explanation of the Danube's estuary into both the Black and Adriatic Seas.

Two Roman writers, Gnaeus Pompeius Trogus (fl. first century BC), and Gaius Plinius Secundus, Pliny the Elder (23–79 AD), mention our territory in connection with the Argonauts. According to Trogos (XXXII, III, 13–15),⁵ the Argonauts sailed along the Danube and the Sava until the latter became unnavigable, whereupon they dismantled the ships and carried them on their shoulders as far as to the site of future Aquileia, and then sailed into the Adriatic Sea along the river Natisa, which flows past Aquileia. Pliny the Elder is even more precise, mentioning Vrhnika (Nauportus) as the end point of the Argonauts' voyage on the Danube, Sava and Ljubljana, after which the Argonauts dragged their ships across the land to the Adriatic Sea, where they reconstructed the ships and re-embarked them somewhere near Trieste (*Historia naturalis*, 3. 22. 18). On this occasion, it is also worth mentioning the Greek geographer Strabo (64/63 BC – ca. 24 AD) who in his *History* (4.6.10) pointed out the exceptional geographical significance of Vrhnika (Nauportus) as an important stage on the ancient trade route from Aquileia to the Danube. The route ran first overland from Aquileia to Vrhnika, within a distance of some 80 or 90 km, where goods were reloaded onto boats and ships and then shipped, first along the Ljubljana, then along the Sava and the Danube to Belgrade and on to the Black Sea. Apart from commercial role, Nauportus had a vital function as a river port in the military operations conducted by Augustus against the tribes in the West Balkans during the Illyrian wars in 35–33 BC (Šašel Kos, 2011, 112–113; 2013, 193–194; 2012, 97; 2014, 44–46, Istenič, 2009, 860–861). By mentioning Vrhnika, Aquileia and Trieste as staging posts on the Argonauts' return journey to Greece, the Roman writers put on the mythological map of antiquity the central and south-eastern part of today's Slovenia (Zlobec,

5 *Historiae Philippicae et Totius Mundi Origines et Terrae Situs* (Philippic Histories and the Origin of the Whole World and the Places of the Earth).

1999, 24–27; Ogrin, 2017, 109–110) as well the nearby locations outside the borders of the Republic of Slovenia which are historically and culturally closely linked with our country. All these facts should be included in Slovenian history textbooks in both primary and secondary schools, in order to spread awareness among Slovenians of the extraordinary historical and mythological significance of our territory at all levels of education. However, if we overlook too sketchy an interpretation of the myth of the Argonauts, it can be argued that the Roman era in Slovenia is treated in history textbooks for gymnasiums in considerable detail.

Unfortunately, the Roman era in the textbooks for secondary technical and vocational schools⁶ does not receive the same degree of attention. If we start with Berzelak (2000), he focuses primarily on the material culture, crafts, settlements, roads, archeological finds, but he completely ignores the religious life in today's Slovenia in the Roman era, not mentioning either paganism, Mithraism or Christianity. As a result, he passes over in silence the religious implications of the Battle of Vipava in 394 which he sees exclusively as Theodosius' final attempt to preserve the empire in its undivided form (p. 83). Karlovšek and Robnik also encapsulate the era in question in a single chapter, which spans no more than two pages. Basically, the textbook gives a very similar knowledge to that provided by the history textbooks for gymnasiums, but some important details are omitted: Aquileia is not mentioned as the starting point for the Roman conquests, Roman towns are presented on the map, but not handled in the text, nothing is written about the foundation of the towns themselves, but the religions that established themselves in our area in the Roman era are correctly listed: Greco-Roman polytheism, Mithraism, and Christianity. This brevity can be explained by the fact that students in secondary technical and vocational schools have history lessons only in the first two years of schooling, and as a result, the history textbooks aimed at such schools have to handle the material in a much more succinct form. To summarize, history textbooks for gymnasiums pay sufficient attention to the Romans in today's Slovenia, while the history textbook for secondary technical and vocational schools cannot afford to treat the Roman era at the same length due to the demands of the school program.

II. SECONDARY SCHOOLS FOR TOURISM AND CATERING

It is common knowledge that tourism attracts visitors and creates positive economic effects, which is evident in the financial inflows and new employment possibilities, which presents fresh opportunities especially for the hitherto neglected rural areas and smaller towns and market towns (Bole, Bigaran 2014). However, the focus of this section of the article is on cultural tourism as the field

⁶ Stane Berzelak, *Zgodovina 1 za tehniške in druge strokovne šole*. Ljubljana: Modrijan, 2000, pp. 81-83.

Metka Karlovšek, Vesna Robnik, *Zgodovina za srednje strokovno in poklicno-tehniško izobraževanje*, učbenik. Ljubljana: DZS, 2012, pp. 10-11.

which is attracting increasing attention from the experts. According to UNWTO, "Cultural tourism is a type of tourism activity in which the visitor's essential motivation is to learn, discover, experience and consume the tangible and intangible cultural attractions/products in a tourism destination. These attractions/products relate to a set of distinctive material, intellectual, spiritual and emotional features of a society that encompasses arts and architecture, historical and cultural heritage, culinary heritage, literature, music, creative industries and the living cultures with their lifestyles, value systems, beliefs and traditions."⁷ Cultural tourism can greatly increase the appeal of a tourist destination and at the same time remedy at least some excesses caused by the seasonal nature of tourism, which is a major problem for tourist destinations today (Zorko, 2005, 135, 141). As Potočnik Topler (2020, 6) points out, cultural tourism is on the rise in Europe and around the world, where it generates approx. 37% of all tourism activities. Greg Richards also emphasizes the importance of cultural tourism, which generates as much as 39% of tourism revenues according to UNWTO (Črnelič Krošelj, Rangus, 457).

But cultural tourism also presents challenges. It is not mass tourism by nature, being rather defined as niche tourism, but the question is whether it has already lost its elite character (Potočnik Topler, 2020, 54) in the face of the masses of tourists who flock to culturally inviting destinations. Another problem, which is pointed out by, for example, Bogataj, the legend in the field of Slovenian ethnology and cultural heritage, is the danger that the misuse of cultural heritage for tourist purposes leads to trivialization, and then he lists some inappropriate practices in this area (2023, 316-317). However, the aim of this section of the article is very limited. Namely, it attempts to answer the question of how much attention the textbooks for secondary schools of tourism and catering in the Republic of Slovenia pay to Roman antiquity in today's Slovenia. However, in order to be able to answer this question in sufficient detail, it is necessary to determine how much attention the textbooks pay to cultural tourism and which chapters deal most consistently with the supply and demand for cultural goods. In other words, we are interested in whether textbooks for tourism and catering recognize the cultural and tourist potential of the Roman era in Slovenia and treat it accordingly.

In this chapter, we will analyze two textbooks on tourism, namely *Introduction to Tourism* by Danica Zorko and *Tourism for Modern Times* by Sebastjan Repnik, which are both classified as textbooks for secondary schools for tourism and catering, targeting as such the schooling population who will hopefully seek employment in tourism. It can be expected that at least one part of it will specialize in cultural tourism. On this occasion, we will raise two questions:

1. How much attention do the two textbooks pay to cultural tourism, especially in the field of tourist offer and tourist demand?

⁷ (<https://www.unwto.org/glossary-tourism-terms>), 17. 5. 2025.

2. How much attention do they pay to the Roman era in Slovenia?

The textbook titles make it clear that both textbooks encompass tourism as a whole, in all its aspects, from the definition of tourism presented in the introductory chapter to the chapters on marketing and promotion at the end of the book. Thus, Zorko (2005) first provides the definition of tourism and explains under what conditions it can operate at all (Basic Definition of Tourism), briefly surveys the history of tourism (Historical Development of Tourism), presents the concept of tourism demand and then discusses issues covered by other chapters, namely Tourist Offer, Tourism Market, Functions/Effects/Tourism (Positive and Negative Effects), Directing Tourism Development (Organization, Policy, Statistics), Basics of Tourism Marketing, Dimensions of Tourism (World, Europe, Slovenia). Cultural tourism is discussed primarily in the following two chapters in her textbook: **Tourist Demand** and **Tourist Offer**,⁸ which are placed between the chapters Historical Development of Tourism and Tourism Marketing. Repnik (2023) also defines tourism (1 Introduction to tourism), explains the basic terms used in this economic branch (2 Basic terms in tourism), (3. Conditions for the development of tourism), (4. Tourism market), (5. Tourist demand), (6. Tourist offer), (7. Economic and non-economic functions and effects of tourism) ... (12. Factors and methods of pricing). Repnik touches upon cultural tourism in the chapters and subchapters dedicated to (2.5.9 Types of tourism according to the motive), (3.1 Tourist needs), (3.2 Motives for travel), (5 Tourist demand) and (6. Tourist offer) which identify the elements that constitute cultural tourism. To sum up, both authors seem to tacitly agree that there is a sufficiently large number of tourists, domestic and foreign, who value cultural goods and events, thereby generating the tourist demand in this field, which in turn affects the tourist offer.

Tourist Demand

Within the chapter **Tourist Demand** (Zorko), which is further divided into three subchapters: **Tourist Needs**, **Tourist Motivation** and Factors of tourist demand, we will first focus on the subchapter **Tourist Needs** and then we'll continue with the analysis of another subchapter **Tourist Motivation** in the hope that the two subchapters will provide the answers to two questions: 1. what urges so many tourists to visit destinations with the attractive cultural offer and 2. what needs do they wish to fulfil in the process?

Tourist needs

Tourism is – understandably – based on the needs because a person becomes a tourist when he/she feels the need for tourist engagement. Experts often classify needs into three groups, namely: basic needs, higher quality needs, and luxury needs (Zorko, 2005, 52), and cultural tourism is undoubtedly intrinsically linked with the need for higher quality, especially the need for education and

⁸ All the boldings in the text are the work of the authors.

culture. Apart from this basic classification of human needs, Maslow's hierarchy of human needs, originally used in psychology, is also exploited by tourism professionals who add relevant tourist parallels to the traditional levels in Maslow's hierarchy of human needs, which Zorko, for example, cites in full (p. 52):

1. basic existential needs – travels to satisfy personal needs (travel to work, business trips),
2. safety needs – travels to sustain basic human functions (regeneration of life force, travel for medical reasons),
3. social needs – private and group trips to socialize and communicate,
4. the need for dignity, respect, and self-esteem – prestigious travels and holidays that reflect one's social standing,
5. developmental and creative needs – travels and holidays that provide personal satisfaction and joy.

It is both significant and encouraging that travels and vacations for the sake of personal satisfaction and joy are ranked higher on Maslow's scale than prestigious (expensive) travels and vacations. However, before cultural tourism can reach its full potential, certain conditions must first be met. In addition to the basic need for food, housing and security, more demanding and sophisticated needs must also be fulfilled beforehand, and it is humanities-oriented education in particular, fostered mainly in gymnasiums, which is one of the preconditions for developed cultural tourism. For that reason, the role school systems play in bringing up well-read and knowledgeable generations can never be overvalued, especially in educating those future tourists/visitors who will integrate cultural tourism into their lifestyle, seeing it as one of their priorities. Like Zorko, Repnik also points out that, according to Maslow's scale, cultural tourism satisfies higher needs because it is related to the need for education and learning about the world (3.1 Tourist needs, p. 27).

Tourist Motivation

The predominant motives in tourism are listed already at the very beginning of the textbook (Zorko) in the introductory chapter Basic Definition of Tourism, subsection Concepts, which among others identifies the types of tourism according to the predominant motives of tourist trips or holidays (pp. 24-25), such as health, recreational, cultural, sports, mountaineering, travelling, religious, hunting, fishing, shopping, conference, trade fair, educational, business tourism, etc. Cultural tourism is defined as an activity consisting of: "visiting a cultural event, cultural institution, cultural site (architectural, sacral, painting, sculpture, etc.), collection, etc." (p. 24). Further and more detailed information on the tourist motives is provided in the chapter Tourist Demand, subchapter **Tourist motivation**, where Zorko gives a list of **acquired motives**, such as the change of environment, recreation, cultural and sporting pursuits, health promotion, as opposed to **innate or inherited motives**, such as the inner urge to move, play, and rest. Then she lists several sets of motives which all endeavour to fulfil particular

human needs, for example, motives conditioned by the human psyche and/or the body, by the desire to communicate, socialise, and make friends, by the desire to explore, by the need for change, adventures, education, and shopping. The motives most closely associated with cultural tourism are undoubtedly those which express a desire for exploration, change, adventure, education, and shopping, where the emphasis is on history, culture cultural heritage, customs and traditions (p. 54).

In 2.5.9, Repnik also lists the types of tourism according to motivation: health tourism, recreational tourism, sports tourism, mountain tourism, fishing tourism ... cultural tourism, which he defines as: "the motive of travel is to learn about the history and heritage of other peoples and their modern way of life and thinking. Cultural tourism includes folklore societies and visits to events, museums, and festivals". Repnik again touches on tourist motivation in (3.2 Motives for travel), defining cultural motives as "conditioned by the desire to change the environment to learn about other countries" (p. 28). It may be noted here that Repnik's definition of cultural tourism as an activity linked to visiting foreign countries is somewhat narrower than Zorko's, who does not necessarily associate cultural tourism with visiting foreign countries (p. 24). This more inclusive view of cultural tourism (both domestic and international) is particularly relevant for this article, which endeavours to raise the reader's awareness of the cultural potential of the Roman era in today's Slovenia and to encourage domestic (Slovenian) visitors to properly evaluate the Roman cultural heritage within their own country, not ignoring at the same time the Slovenian cultural heritage as a whole.

Tourist Offer

The chapter Tourist offer, subsection **The elements of the tourist offer** (pp. 73-113) (Zorko), is equally instructive for the understanding of cultural tourism, as it identifies and lists the attractions which constitute the tourist offer in the field of cultural tourism. The tourist offer is generally divided into a) the primary offer (tourist attractions in the strict sense) and b) the secondary offer (infrastructure enabling access to tourist attractions), with the primary offer consisting of 1. natural tourist attractions, which include everything connected with nature: rivers, waters, mountains, parks, gardens, landscape parks, karst caves, the sea, and 2. social or anthropogenic attractions: the material and spiritual values created by man in the past and as well as those which are still being created. The social or anthropogenic assets of relevance are mainly those involving the work of human hands, such as castles, palaces, town centres, squares, villages, secular and sacred buildings, works of art and art collections, archaeological, architectural, urban, artistic and historical monuments, monuments to famous people, especially their birthplaces, cemeteries and tombs, technical monuments, ethnological sites, outdoor museums, and the tangible and intangible assets of folk culture.

However, the list of anthropogenic attractions goes even further than that and comprises also cultural institutions: museums, galleries, libraries, archives, theatres, opera houses, concert halls, congress centres and, rather surprisingly,

zoos, botanical gardens, and aquariums. The category of social or anthropogenic goods would, of course, be incomplete without mentioning events (cultural events, festivals, tourist-cultural events, events reviving customs and traditions, events associated with important anniversaries, important battles, historical events ... sporting events, economic events and fairs, other social attractions) (pp. 73-78). Repnik also distinguishes between natural (natural tourist attractions) and social or anthropogenic assets that have been and continue to be created by man (6. Tourist offer, pp. 36-39). In the subchapter Cultural and Historical Monuments (Tourist Offer), Zorko produces a list of some of the most notable cultural and historical monuments, both international and native. If we restrict our search to native monuments in Zorko's textbook, we see that the references to antiquity are scarce: Rifnik near Celje as a prehistoric and late antique settlement, the necropolis at Šentpeter near Celje, the Roman-era finds at Ptuj, and Ljubljana's monuments from the Emona period (p. 79), but generally castles, palaces, famous personalities, churches, monasteries, pilgrimage sites, etc. are at the forefront of the discussion.

Tourist destinations in Slovenia

Another relevant subchapter is the section **Tourist Destinations in Slovenia**, which is also part of the chapter Tourist Offer (Zorko, p. 116), where the types of tourist destinations are listed according to the criteria of the Statistical Office of the Republic of Slovenia: 1. Ljubljana, 2. spa resorts, 3. seaside resorts, 4. mountain resorts, 5. other tourist resorts, 6. other places, while Repnik distinguishes between spa, mountain, seaside and other municipalities and the capital of Slovenia according to the statistical division of Slovenia (2.6.3 Tourist destinations, p. 24). Why is this chapter relevant to the purpose of this article? It directs our attention to the wealth and variety of the tourist offer in Slovenia, which really enables all the tourists and visitors to find the type of tourist engagement which is indeed tailored to their needs. At which tourist destinations can we expect to find the monuments and artefacts from the Roman era? We can assume that Roman monuments and the finds from the Roman era will be dealt with in the subsections dedicated to Ljubljana, other tourist resorts and other places because spa, seaside and mountain resorts are rather unlikely to be associated with the Roman era unless they were either founded by the Romans or somehow or other rooted in the Roman world. In fact, among the types of tourist destinations listed by Zorko, only Ljubljana is associated with Roman antiquity, Roman Emona being regarded as the hallmark of Ljubljana (p. 119), while Repnik does not mention any traces of antiquity whatever in either his presentation of statistical regions or in any other page in his textbook.

Eventually, after analysing both textbooks, we can draw a few conclusions in relation to the knowledge of cultural tourism and Roman-era monuments and artefacts which is provided by Zorko and Repnik. In both textbooks, the role of cultural tourism within the broader structure of tourism is duly recognized. In other words, both authors give an integral view of cultural tourism, so that the reader gets a clear idea of its position within a broader context of tourism. Numerous and

varied social or anthropogenic assets referred to by both authors reveal the enormous potential of cultural tourism, and if such attractions were no longer accessible for tourist visits, the tourist offer would be seriously impoverished and tourism as a whole would lose much of its appeal. Both authors also take note of the prestigious position of cultural tourism on Maslow's scale of human needs, which is positioned at the very top of the scale. They both explain the category of primary and secondary offers and on the basis of statistical regions, they identify different types of tourist destinations in Slovenia. However, in Repnik's textbook, antiquity in today's Slovenia is ignored, nor is there any mention of Ptuj either as an ancient or medieval town, nor of the necropolis at Šempeter near Celje, nor of Ljubljana's Emona or the ancient city of Celeia, which is to be explained with the scope of the textbook, which has to present the basics of the tourism industry in 118 pages. The textbook by Zorko is considerably more extensive (approx. 200 pages), but even here the references to antiquity are rare.

Given the nature and purpose of both textbooks, this sparseness is understandable. Both texts provide a basic knowledge of tourism, from its definition, history, and tourist needs to contracts and marketing. Under such circumstances, it is understandable that cultural tourism, and with it the traces of antiquity in today's Slovenia as part of tourist offer, cannot be at the forefront of the debate, since ancient monuments present only a stone in the mighty and complex edifice of today's tourism. This means that secondary school history textbooks remain one of the primary sources from which tourism and catering secondary school students can acquire a basic knowledge of Roman antiquity. Given the aims and objectives of secondary schools for catering and tourism to provide fundamental information of this economic branch, antique monuments within cultural tourism cannot occupy a central stage, nevertheless, students should be more actively reminded of the potential of antiquity within cultural tourism in the future.

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Appendix: photos of some Roman monuments in the Republic of Slovenia



Roman necropolis in Šempeter near Celje: https://sl.wikipedia.org/wiki/Rimska_nekropola,_%C5%A0empeter_v_Savinjski_dolini (31. 5. 2025)



Rifnik – archeological finds from the late Roman age,

Pokrajinski muzej Celje: <https://www.pokmuz-ce.si/sl/razstave/zunanje-razstave/arheoloski-park-rifnik/> (31. 5. 2025)



The location of Emona within the Province of Italy: <https://sl.wikipedia.org/wiki/Emona> (31. 5. 2025)



The citizen of Emona (replica):
https://sl.m.wikipedia.org/wiki/Slika:Emonec_replika_5787.JPG (31. 5. 2025)



One of the finds in the mitreums of Ptuj: <https://sl.wikipedia.org/wiki/Mitraizem> (31. 5. 2025)



St Victorinus of Pettau: <https://katoliska-cerkev.si/sv-viktorin-ptujski-skof> (31. 5. 2025)

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