

School lessons from the past for future teachers in the school museum

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Izr. prof. dr. Monika Govekar-Okoliš¹

Oddelek za pedagogiko in andragogiko Filozofska fakulteta/
Department of Educational Sciences Faculty of arts Ljubljana, Slovenia
monika.govekarokolis@ff.uni-lj.si

Summary

Museums engage in different educational activities, among them are also simulated school lessons from the past. The article uses the Slovenian School Museum, as an example and describes the education it offers. The study's purpose is to determine views and reactions of future teachers, concerning what they have learnt from the enacted school lesson from the past. A questionnaire given to the participants, was used to evaluate "handwriting" school

¹ Monika Govekar-Okoliš teaches as the Associate Professor at four faculties of the University of Ljubljana (UL), Slovenia. She is employed in the Department of Educational Science of the Faculty of Arts UL. Her field of research is the global and Slovenian history of adult education, andragogy, education and training of teachers and mentors. In these fields she is taking part in several national and international projects (she ran three international projects), summer schools, workshops and seminars. She is author of several scientific monographs, textbooks and articles, national and international. She works with the Slovenian School Museum.

lesson. The study's findings show the lesson conducted in the museum is an effective, living and active way of education on the history of teaching for future teachers. The findings are valuable for supporting efforts to improve the quality of education of teachers to be and museum education in the future.

Keywords: museum education, Slovenian School Museum, future teachers, school lesson from the past, handwriting, history of teaching

Introduction

Today museums have different activities ranging from collecting, documenting, protecting, displaying and interpreting collections. It is important to emphasize that education and learning are the basic connecting elements of all museum activities. Museums are institutions that include history, nature, science, beliefs and art in various ways and in various forms. We can say that these are the environments of specialized and complex learning, which are of great importance for the education and dissemination of knowledge. Museums are important educational and cultural institutions (Bradley, 2009; Kallio, 2015; Leftwich, 2016; Magnier, 2015; Moussa, 2013; Prottas, 2017) since they engage in different forms of education. This includes lifelong learning which gives visitors an opportunity for further, in-depth learning in museums (Anderson, Gray and Chadwick, 2003; Gray and Chadwick, 2001; Kristin-sdóttir, 2017), intergenerational learning, that often takes place in a museum among visitors of different ages (Moldavanova, 2016; Smiraglia, 2016) and non-formal education. Authors (e.g. Balkovec Debevec, 2016; Chobot and Chobot, 1990; Clover et al., 2016) say that non-formal education frequently occurs in museums; namely, planned, targeted education that gives visitors of mixed ages new knowledge about and experience of the past and typically does not lead to certification (like at school, university).

In museums visitors and museum professionals meet as well as artists, teachers, scientists and others. Because of this, museums have the opportunity to offer a comprehensive insight into the complexity of things and events based on data, subjects, activities and knowledge. Learning and knowledge are source of freedom and formation of thinking individuals. It is important that the education provided in museums stimulates visitors' emotions and senses, building a climate conducive to recalling the past and common roots, and generally offering visitors a good learning experience. In this way, museums offer visitors the motivation and incentive to return and bring new visitors along with them. Together with the importance of education in museums, the media should be more actively included because it can

help museums shape the space for voluntary work and create a symbiosis with local communities, libraries, other museums, galleries, laboratories, art centres, recreational facilities, schools and so on (Chadwick, 1980). It thus follows that museums have numerous ways to offer those involved through various types of education as much new knowledge about and experiences of the past as possible to make them efficient in their educational role. With this goal in mind, museums use passive forms of education (permanent and temporary exhibitions) and active forms of education (museum workshops, simulating school lessons from the past etc.). In today's museums, the active role of visitors is very important, one that creates an impression and encourages them to explore the past, seek their identity and integrate the past with the present.

Museums establish different educational programmes. For example, in the USA, a survey of various museum programmes for students (college museums, campus museums and student museums) reveals they are both a teaching instrument and a foundation for research. One example of a student museum is the Orton Geological Museum at Ohio University, which maintains a rich collection of fossils, historical artefacts and research covering many centuries. In addition to the collection itself, the museum has adapted to the needs of students with a variety of innovative methods that help students deepen their knowledge. The museum has become a learning centre offering a special educational experience that is open to everyone (Bradley, 2009). Many Australian educators and researchers have also expanded knowledge of students' learning in museums through practice and/or research. Educational programmes are considerably more learning- and student- oriented and less object-driven. Griffin (2011) says, that opportunity for communication with teachers and students has expanded dramatically through web-based information, materials and activities. We find similar museum educational programmes with example of school lessons from the past, where students learn about pedagogy and school history. These programmes with school lessons are held in various places, for example in Croatia in the Croatian School Museum in Zagreb (2018), in England in the Black Country Living Museum in Dudley (2018) and the Ragged School Museum in London (2018), in the USA in the Old Sacramento Schoolhouse Museum in California (2018) and in Australia at Sydney Living Museums in Sydney (2018). In Slovenia, several school lessons are also performed in the Slovenian School Museum in Ljubljana (2018).

How are university students - future teachers actively learning about teaching and teacher's role in the past in the Slovenian School Museum in Ljubljana will be described in the continuation.

Education in the Slovenian School Museum

About the museum

The Slovenian School Museum was founded in 1898 by the Union of Slovenian Teachers' Societies and is one of the oldest national, specialist museums in Slovenia. By collecting teaching aids and presenting their use, the Museum's activities initially aimed at the additional training of teachers. Later, the Museum started focussing on collecting, preserving, exhibiting and studying museum objects and other non-material, school-related cultural heritage. In recent times, the Museum has become best known for its pedagogical activities through its simulated school lessons from the past (Okoliš, 2012).

The Slovenian School Museum maintains several collections. The Museum's fundamental collection is the „*exhibition collection*“. It keeps objects with close links to the history of schools in Slovenian ethnic territories. The objects are grouped by their function: most can be classified as teaching aids and materials, school equipment and school documentation. The second collection is the „*archival collection*“. This collection includes mainly private archival material donated to the Museum by former teachers, students and pupils or their descendants aware of the importance of preserving educational materials touching on cultural heritage in the history of Slovenian schools. The third is the „*documentation collection*“, which includes statistical and other important data concerning the history of Slovenian schools. Most of the material consists of a register of schools, annual reports, school folders, whilst there is also an index of biographical teacher data, a collection of newspaper articles, brochures etc. (Okoliš, 2012).

The most important part of the Slovenian School Museum is the pedagogical *library*, which collects and supplements school and pedagogical materials in Slovenia. It includes expert literature, textbooks, journals on the history of schools and pedagogy aimed at young people and teachers. The Museum also maintains a *photo library*. It includes approximately 4,500 photographs of school buildings, teachers and pupils. This is a very attractive documentary source for studying the history of schools. In addition to photographs, the photo library contains postcards, stereoscopic images and various films. The *restoration workshop* has become an obligatory component of the Museum in recent years. In addition, the Museum has a *museum shop* where it sells replicas of museum objects (school slates, fountain pens, inkwells, pencil cases, notebooks and other school requisites and aids (Okoliš, 2012). The shop also sells literature on the history of schools in Slovenia, such as Šolska kronika – School Chronicle, Slovenia's only *journal* dealing with the history of schooling and education in Slovenia (Slovenian School Museum – About the Museum, 2018).

Educational role of the museum

The Slovenian School Museum in Ljubljana has been taking on an educational role over the last few decades. This role is further developed in its simulation of school learning in different historical periods in Slovenia. Every year, visitors from a variety of schools and universities come to the museum; they also include adults, older adults and foreigners from different countries. The Museum's educational goal is for visitors to know what school was like in the past, the role of the teacher and pupils in the classroom, discipline at school in days gone by, the material used in teaching that no longer exists or is today interpreted in a completely different way.

This Museum is an educational institution that offers visitors a special kind of non-formal education. With this end in mind, the Museum organises various forms of education. The most characteristic are *exhibitions*, which used to be the mainstay of the Museum with large rooms full of displays. However, the idea of permanent exhibitions is today increasingly being replaced by temporary ones in order to revive visitors' interest in the Museum. Both permanent and temporary exhibitions are an important vehicle for educating visitors in the Slovenian School Museum as well. Of particular importance is the *permanent exhibition* entitled „*School in Slovenia through the Centuries*“, where selected museum objects for individual historical periods give visitors an insight into the history of schooling and education in Slovenia. It shows the history of schools and pedagogy in Slovenia in various historical periods from the beginnings through to today with the use of pictures, words, maps, graphs, models, drawings, video and audio recordings (Okoliš, 2012).

Besides the permanent exhibition, the Museum stages various *temporary exhibitions* intended for presenting a certain period, revealing the special nature and importance of the exhibits and the history of education during a specific time which enriches and complements the permanent exhibition, while attracting visitors over and over again to the temporary exhibitions because they are interesting and staged in an original and professional manner. These collections are related to the Museum's educational goals and complement the permanent exhibition.

Another important form of education is *museum workshops*. These vary according to the field of activity. For example, in the 2017/2018 school year the following workshops were held: „*Making School Bells*“, designed for children from grades 1 to 3 of elementary school, where they make school bells from clay pots, decorate them with paint and take them home. Also for children, there is the „*Workshop for making bird houses*“ and the „*Embroidery Workshop*“, where they learn embroidery techniques and their different types. Popular among elementary school children is the „*Sumerian workshop*“ where they are taught writing with a stick made of reed.

They write different alphabet characters on clay tablets. In addition, the Museum offers a „Roman Workshop“ for children, pupils and adults where Latin writing is taught. The target groups vary, with the workshops being designed for both children and young people, adults and older adults – anyone wishing to learn writing and manual skills from the past (*Pedagoški programi v šolskem letu 2017/2018 [Educational Programmes in School Year 2017/2018]*, 2017).

Another interesting activity relating to the history of the school and Museum is *puppet plays* adapted for the youngest visitors (*ibid.*).

In addition, there are *school lessons* as carried out in the past, which have been an important form of education at the Slovenian School Museum for years. These are educational activities in which visitors of different ages, children through to adults, directly encounter the past in an engaged way. These lessons provide non-formal education, lifelong learning and intergenerational education; at the same time, this is planned education concerning the typical form of a specific school lesson in a particular time period in Slovenia. Especially interesting are the lessons based on those in Ancient Emona (the Roman name given to the settlement located where Ljubljana stands today), in the Illyrian Provinces (Vodnik's School), in the Austro Hungarian Empire (Sunday School, Natural Sciences, Arithmetic, Good Manners, Physics, A Lesson for Foreigners), in the Kingdom of Serbs, Croats and Slovenians (Handwork) and in the Kingdom of Yugoslavia (Handwriting) etc. (*Pedagoški programi v šolskem letu 2017/18 [Educational Programmes in School Year 2017/18]*, 2017, 10-24. These lessons combine spontaneous learning and entertainment.

”Handwriting” school lesson

This is a school lesson from the past, which was attended by students and will be described in detail below and especially in the research section. The Handwriting school lesson from 1930 was held in a classroom dating back to the late 19th century. Lessons in handwriting constituted one of the most important school subjects in Slovenian history, with the goal of teaching being to develop a distinct and pleasant way of writing by hand. Writing is learned with the help of a worksheet, where oblique letters are written with a pen.

The simulated school lesson takes place in an elementary school during the time of the Kingdom of Yugoslavia. The description of the reconstructed classroom atmosphere for the first school lesson to be considered, namely Handwriting from 1930, is based on materials donated to the Museum by former teachers (belonging to the Union of Slovenian Teachers' Societies), students, pupils and their descendants (teaching aids, and materials, school documentation, curricula, school equipment, statistical and other important information concerning the history of Slovenian scho-



Picture 1: Worksheet from 1930 for the “Handwriting” school lesson (Slovenian School Museum, photo library)

ols during the Kingdom of Yugoslavia). Curators created the school lesson from the past – Handwriting from 1930 – based on the following historical sources:

- Gangl, E. 1931. *Druga čitanka za osnovne šole*. Ljubljana, Učiteljska tiskarna [Second reader for elementary schools. Ljubljana: Teachers’ printing house];
- Levec, J. 1903. *Lepopisne vaje*. Ljubljana: I. Kleinmayr & F. Bamberg [Handwriting exercises. Ljubljana: I. Kleinmayr & F. Bamberg];
- *Učni načrt za osnovne šole v kraljevini Jugoslaviji*. 1933. Ljubljana: Učiteljska tiskarna [Curriculum for elementary schools in the Kingdom of Yugoslavia. 1933. Ljubljana: Teachers’ printing house].

Learning goals are that the visitors as pupils learn each letter and associate the letters with words and phrases. The lesson is suitable for elementary school pupils, students at university, adults and older adults. Handwriting with pen and ink can be learned by visitors of different ages (*Pedagoški programi v šolskem letu 2017/18 [Educational Programmes in School Year 2017/18]*, 2017).

First, a new impression is created by the different environment, i.e. the classroom, which takes the participants back to older days, showing what school desks and chairs used to be like, and other objects in the classroom, such as various pictures on the walls, a cross in the corner, and a portrait of the King. The participants can see items typical of school lessons in Austria before World War I and up to World War II as well as in Slovenia, such as corn grains on the floor in a corner, a wooden statue of a donkey at the front of the class, a cane for punishment on the teacher’s desk, a freestanding blackboard, chalk and a sponge in a bowl for wiping clean the blackboard, old lamps, inkwells on the desks, old pens, and so on.

Participants in these lessons find out what the classroom atmosphere was like, learn how in the past absolute silence was required in the classroom, as well as order

and discipline (the teacher examines the cleanliness of the participants' hands and clothes, the tidiness of their hair, which girls always had to wear fastened back, arms had to be held behind the back, there had to be complete obedience and respect for the teacher), they also see how strict the punishment system was (kneeling in the corner on grains of corn, sitting on the wooden donkey in front of the class, or the shame of having to carry the wooden donkey on one's back), how important it was to learn by repeating after the teacher, using the polite form of language to address the teacher and reply using complete sentences to teachers' questions, and how pupils communicated with the teacher only after their name had been called. The modern-day pupils must stand up and answer respectfully. They also learn the old terminology teachers used in a specific period, and become familiar with the clothing worn by the teachers and pupils (girls wore aprons, boys waistcoats and all of them black sleeve protectors to shield their clothes from the ink). In addition, they see how pupils were segregated by gender – the girls sat on one side of the class, separately from the boys. Sitting in these simulated school lessons from the past on a bench in front of a strict teacher dressed according to the school fashion of the time, with the obligatory cane in their hand invokes memories among the participants who, as children, experienced lessons just like the one from the Kingdom of Yugoslavia but, above all, these lessons represent something new for all those whose school experience is very different.

The lesson content is planned in line with the curricula from specific period and the participants play the role of pupils and are taught specific things in the ways once used in the past. Acting as pupils, the participants also recall their own memories of the time they were students. The participants' active role visitors appears strongly linked to the emotional involvement they experience when they recount (or relive) their own school memories. This emotional experience depends on the age group. Older people remember the way old school used to be because they experienced it and relive their experiences more than young people who do not have such school experiences.

These lessons are a good example of how museums can connect visitors with the past in an original, interesting and cooperative way in order for them to have a pleasant experience and obtain new knowledge. Many visitors from different institutions come to the Slovenian School Museum for this activity every year, often on their own initiative. One of these groups was the group of students of mathematics and physics from the Faculty of Mathematics and Physics at the University of Ljubljana. In master's study programme students have lectures on *Pedagogy with andragogy*. Within this subject of studies, where they learn pedagogical and andragogical skills and knowledge, they also learn about the history of education, how it was in school

in the past (about the topics on education and discipline, teaching tools, teaching didactics, the role of teachers, about the relationship between the teacher and the pupils, etc.). Students are future teachers of mathematics and physics and they visit the Slovenian School Museum every year. There they can actively learn about the history of teaching. In the museum students have first a guided tour of the permanent and temporary exhibition and finally they have school lesson from the past, where they can experience the history of teaching.

Methodology

Aim

There are several aims of the research. The main aim is to find out university students' views and reactions to *school lesson from the past*² (Handwriting from 1930) in the Slovenian School Museum in study year 2016/17. Secondary aims are to determine their opinions, whether they enjoyed the lesson and why, which new things they had learnt, how they saw the teacher–pupil relationship, how they perceived the teacher's role in the lessons and whether the students would return to the Museum for a different school lesson, and if yes for what reason.

Research method

The research was carried out in accordance with the principles of qualitative research. Research study was based on analysis of a questionnaire provided by 16 university students from the Faculty of Mathematics and Physics of the University of Ljubljana.

Participants

The participants consisted of a group of students from the Faculty of Mathematics and Physics of the University of Ljubljana – 16 students (N = 16), future teachers of mathematics and physics, who attended the Handwriting lesson. This group arrived at the Museum with the specific intention to experience the old school lesson on handwriting. All students who attended the school lesson completed the questionnaire. There were 10 female participants and 6 males, their average age was 21.8 years.

² The term “school lesson from the past” is hereafter simply referred to as the “school lesson”.

Data collections

With anonymous questionnaire in a qualitative research we evaluate students' views and reactions to school lesson from the past (Handwriting from 1930) in the Slovenian School Museum.

The data were provided by students at the end of the school lesson in the Slovenian School Museum. This is important, because the students have a good impression and are full of experiences from the old classroom.

The questionnaire had 5 open questions which were as follows :

1. Did the participants enjoy the school lesson, and why?
2. Which new things did the participants learn during the school lesson?
3. What was the relationship between the teacher and the pupils?
4. What was the teacher's role in the school lesson?
5. Do the participants wish to attend another school lesson, and why?

Data Analysis

The data gathered from student group were analysed qualitatively (Marshall and Rossman, 2006) with a view to answering the research questions. The questionnaire had five open-ended questions. All answers (f) to the questionnaire were transcribed. The answers (f) obtained from the questionnaire were presented in descriptive form. We used conventional content analysis but without coding and derived analysis directly from the responses of group. After the description of responses, there is a short summary of the main findings.

Results

1. Did the participants enjoy the school lesson, and why?

The students liked the *Handwriting school lesson from 1930 in the Kingdom of Yugoslavia* (all 16 participants replied). Students' answers show that all students enjoyed the lesson.

They justified this by noting it was realistic, well presented and well acted (f = 11). They liked the way the teacher spoke and behaved just like teachers used to (f = 10). They saw and experienced what school lessons were like in the past (f = 9). The participants liked the clothes they put on to take part in the lesson, including the sleeve protectors (f = 8). They also learned about school punishment, which they found particularly interesting as during their own school years they had not experienced such strictness and severity of their teachers (f = 14). The atmosphere was intimidating.

ting, but that is how it truly was ($f = 5$), and they valued the fact the teacher led the lesson very realistically ($f = 7$) and that now they could more easily imagine how strict school used to be in the past ($f = 14$). They appreciated that they had learned first-hand about what they already knew in theory from their university course concerning how children were once taught ($f = 13$). The school lesson on handwriting was authentic and it was very interesting ($f = 4$).

After analysing the questionnaires, it may be concluded that the participants enjoyed the lessons. The reasons for this were the opportunity to experience the past, and the strict discipline and authoritarian role of the teacher. The students had expected such a lesson because they had already learned at the university about the pedagogy in the old, strict school of the 19th century up until 1930. Therefore, they paid more attention to the teacher's role, his working method, communication, discipline and penalties etc. They liked these because they enabled them to familiarise themselves with the old school and experience it.

2. Which new things did the participants learn during the school lesson?

The question which new things did the participants learn during the school lesson, produced the following results.

In the *Handwriting lesson*, the students realised just how strict school used to be ($f = 15$). They noticed the teacher's authoritarian attitude to the pupils ($f = 12$). They emphasised that in the past pupils had to respect the teacher and show it, otherwise they would be punished ($f = 14$). Having to address the teacher with Miss Teacher was new to them ($f = 12$). They also mentioned the teacher speaking in old Slovenian ($f = 11$). They also discovered for the first time what it was like to learn handwriting using old pens and ink ($f = 15$). In addition, they learned the basics of old-fashioned handwriting, how to write individual block and small letters with a quill pen and ink, and how to write in a beautiful slanting way ($f = 13$). Another aspect mentioned was the strict discipline and the teacher's behaviour when she was handing out punishment ($f = 14$). They also mentioned they had learned how to behave in school and how to be submissive to the teacher ($f = 9$). They were having to keep their arms behind their backs ($f = 25$). They learned how children used to sit properly in school, thus emphasising the importance of the right posture, stillness and order in lessons ($f = 10$).

The answers show that students learned new things from the past (how to write with real pens and ink, how to behave towards the teacher and respectfully address them, a few old Slovenian words etc.). We found, that student group was prepared to

pay attention to the course of instruction, the content, and to reflect on the new things they had learned.

3. What was the relationship between the teacher and the pupils?

In the *Handwriting* lesson, the students emphasised that in the past teachers were severely authoritarian, while the pupils were in a very subordinate position ($f = 14$). The teacher had complete authority ($f = 14$). There was no shortage of insults and physical punishments ($f = 10$). The students also observed that the teacher behaved in a superior and strict way, while the pupils had to be submissive, obedient and good ($f = 13$). The teacher demanded full discipline and obedience ($f = 15$). The students stated the pupils simply followed the teacher's instructions and did not think much ($f = 12$). The relationship between the two was tense ($f = 6$), authoritarian ($f = 14$), formal ($f = 8$), precise ($f = 9$), remote ($f = 6$), cold ($f = 3$) and verbally abusive ($f = 10$), although at times the teacher did display a respectful attitude to the pupils ($f = 11$). The pupils had to behave according to the rules and were subordinated to the teacher ($f = 9$).

Comments about relationship between the teacher and the pupils show that the students experienced a strict and authoritarian attitude of the teacher, different from that they themselves experienced at their school. They learned about the strict upbringing since while in the role of pupils they were only permitted to speak when asked something by the teacher, and at all other times strict discipline and complete silence during the lessons was required. One student was punished, so he had to kneel for a few minutes on corn, because he was not quiet during the school lesson.

4. What was the teacher's role in the school lesson?

The students responded that the role of *Miss Teacher* was to supervise the pupils ($f = 7$), discipline them ($f = 12$) and prepare them for further learning ($f = 14$). Since the teacher was very strict, her behaviour was perceived as intimidating ($f = 13$). As the authority, she spoke the most and had the final say, which is why the students did not feel good in the role of pupils ($f = 9$). Concerning this, the students said there was also a stress on their posture while sitting, cleanliness and politeness towards the teacher ($f = 8$). There was very little two-way communication between the teacher and the pupils as the latter were only allowed to speak when asked by the teacher ($f = 15$). Her role was educational as she was trying to give the children new knowledge and teach them general skills and good behaviour, sitting quietly and still, patience and order during class ($f = 11$). The participants emphasised two roles the teacher played:

educating the children and bringing them up, with the second of these being much more important than it is today in the school ($f = 7$).

We saw that students recognised the importance of the teacher's role. Teachers were a strict authority. Teachers were successful and their teaching was interesting, as they had taught the participants new things. The students described the role of the teacher in greater detail as they were actually examining theoretical knowledge in practice; in the case of instruction in the old school they recognised the extremes of the teacher's strict discipline.

5. Do the participants wish to attend another school lesson, and why?

It was expected that answers to the question whether the participants wish to attend another school lesson, and why would vary as the participants' experiences were completely new.

The answers show that most participants would like to attend other school lessons. The reasons for this are listed below:

The experience of the *Handwriting* lesson filled the students with enthusiasm for history as their answers were generally positive – 14 students replied with a 'yes'. They gave the following justification for this:

- museum school lessons from the past are very interesting ($f = 15$),
- because it would be interesting to see and experience other lessons in various subjects from the past ($f = 14$),
- experience some other teaching methods from the past ($f = 12$),
- because a great deal of knowledge and new information is gained in these lessons ($f = 10$),
- because I am interested in the relationship between teacher and pupils in other lessons ($f = 3$),
- because it is good to experience the role of teachers in the past ($f = 6$),
- because it was fun and experiential ($f = 7$),
- in order to compare the lessons ($f = 4$),
- good experience, attitude and atmosphere in the classroom brings strict discipline and is intimidating ($f = 5$).

Two students ($f = 2$) said they would not attend another lesson. They gave no reason for this.

These answers imply the students were enthusiastic about the school lesson and would attend again. The students found the school lessons in the Museum interesting with regard to both their content and the experience of relationships from the past. They learned what kind of relationship there was between teacher and pupils, how

the discipline was strict and how the teacher was a strict authority. This was a new teaching experience for the future teachers.

Discussion

The study findings show that *handwriting school lesson* from the past is an good living form of non-formal education for museum visitors and especially for future teachers, because they gain new, additional, knowledge and personal experience about the history of teaching. This form of education is illustrated in the article using the Slovenian School Museum in Ljubljana as an example, where this type of study of the effectiveness of the school lessons is unprecedented. The effectiveness of school lessons – Handwriting from 1930 was examined. The participants were university students from the Faculty of Mathematics and Physics of the University of Ljubljana, Slovenia in study year 2016/17 (16 students attended the Handwriting school lesson). Analysis of their answers to the questionnaire showed the students liked the school lesson very much. Among the reasons for this, most mentioned the new experience of a school lesson from the past, the strict discipline and the authoritarian teacher. We must emphasise that students had already received theoretical knowledge about the pedagogy of the old school in the 19th century up until 1930, and had sought to experience such a school in the Museum. Therefore, they were much more attentive to the course of instruction, the methods and forms of education, the learning resources, the content, the communication and the role of the teacher etc., as we have seen in their answers.

We saw that the school lesson from the past was effective, because the students' answers indicated that they had learned something new. Students mentioned they acquired new knowledge in the history of schooling in Slovenia, directly experiencing what learning in school was like in the past and the characteristics of the lessons. In the Handwriting school lesson, they learnt the basics of handwriting, writing individual letters with a pen like those used in the past, they learnt to sit upright and also to be subordinated to the teacher. The effect of the school lesson on the participants was also shown by their answer regarding how they had experienced their relationship with the teacher. In the Handwriting lesson, they mentioned in particular the teacher's strict and authoritarian attitude to the pupils and the pupils' inferior position. They felt this when they were permitted to speak only when called on by the teacher, whereas at all other times they had to be silent and listen; they had to sit still, and there were many insults and punishments. Physical punishments were often administered in school (for example to kneel for a few minutes on corn). We recognise that the students' perceptions relate to the role of the Museum's employees

in portraying a teacher from a particular historical time. The lesson on Handwriting from 1930 had different educational goals and a different time in which the school imposed very strict discipline. The teacher acted very strictly and authoritatively. This was an important experience for students.

Responses to the question about the teacher's role also show the participants in the school lessons emphasised the important role of the teacher. She was a strict authority but with considerable knowledge. Students felt the educational role of the teacher consisted of her dominant role, the control exercised over the pupils, their intimidation and punishment. Students were educated through strictness and gained new knowledge via their active role as pupils in the lesson from the past.

Through the education provided acquired students experience and knowledge about school in the past. This supplemented the knowledge they already possessed and made it easier for them to understand the characteristics of education of yesteryear. The school lesson was effective, because it filled the participants with enthusiasm. Most students indicated they would like to attend other museum school lessons with the intention of gaining more interesting historical experiences and knowledge. The lessons left a strong impression on them. Such simulated school lessons from the past in a museum are an effective living form of education, offering university students an active experience and a unique impression of the past by connecting with the present in an interesting, participatory, even playful way, while also imparting new knowledge, better understanding and incentive to research the history of schooling and pedagogy. As the results of this study are quite limited, further research is needed in the wider European and global area. The findings are important for improving the quality of students' learning and museum education in the future.

Conclusion

This analysis, the first example of the Slovenian School Museum in Ljubljana (2018) in Slovenia, seeks to highlight the important role of school lessons from the past, thereby helping to preserve the living cultural and educational heritage. We know the role of museums is now different. The museum has become a non-formal and lifelong learning centre offering a special educational living experience such as with simulated school lessons from the past that is open to everyone. In fact, the great advantage of museums today lies precisely in meeting the individual needs of visitors. Museums offer them a direct experience, incidental learning and the chance to acquire new skills via organised education. In today's museum, the active role of visitors is vital since it can leave them with a lasting impression while encouraging

them to explore the past, seek their own identity and integrate the past with the present.

Students thus complement each year their knowledge in the history of pedagogy and the role of teachers and attitudes in school, as they learn directly from their own experiences. They are so much better understood the importance of the old discipline in the school and the related role of the teacher. In addition, they are aware of the consequences of severe punishment, as they experienced this at school lesson and museum. We believe school lessons from the past are ever more popular in museum education because they entail organised education and incidental learning for visitors of different ages who benefit from a unique experience of history and leave with a specific impression and new skills. Slovenian School Museum is today also so aimed at the additional training and learning of teachers and future teachers.

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Školska nastava iz prošlosti za buduće učitelje u školskom muzeju

Sažetak

Muzeji se bave različitim odgojno-obrazovnim aktivnostima, među kojima se simulira i nastava iz prošlosti. U članku se, primjerice, koristi Slovenski školski muzej i opisuje obrazovanje koje nudi. Svrha studije jest odrediti stavove i reakcije budućih učitelja, što se tiče onoga što su naučili iz donesene nastave iz prošlosti. Upitnik koji se daje sudionicima, korišten je za procjenu školske nastave „krasopisa“. Rezultati istraživanja pokazuju da je školska nastava iz prošlosti provedena u muzeju djelotvoran, živi i aktivan način obrazovanja o povijesti poučavanja budućih učitelja. Rezultati su vrijedni za podupiranje napora za poboljšanje kvalitete obrazovanja učitelja i muzeja u budućnosti.

Ključne riječi: muzejsko obrazovanje, Slovenski školski muzej, budući učitelji, školska nastava iz prošlosti, krasopis, povijest nastave