

DEVELOPMENT OF SECONDARY EDUCATION IN SLOVAKIA IN THE PERIOD OF THE FIRST CZECHOSLOVAK REPUBLIC FROM THE STAFF'S PERSPECTIVE

Jarmila Zacharová

Abstract

1918 became a breaking point in the history of Europe. New states were formed, Czechoslovakia was also among them. School education became a cultural base for this small state, however, after the long-term assimilating process of the former Hungarian Kingdom, there was a need to Slovakize the school education actively.

This paper examines the area of the development of secondary education in Slovakia with respect to that time legislative changes, extended by a perspective regarding the solution of staff issues as far as the employment of pro-democratic and pro-national oriented teachers at Slovak secondary schools were concerned. Since there were not Slovak teachers in Slovakia at that time, the school administration was solving the given problem by employing teachers and professors from Bohemia and Moravia on the basis of the requirement of the Minister with Full Powers for the Administration of Slovakia, Vavro Šrobár.

Key words

Czechoslovakia, Ministry of Education and National Enlightenment, school unification, school re-organization, network of secondary schools, Slovakization of schools, staff issue, Czech teachers.

Introduction

The establishment of Czechoslovakia in 1918 and the following twenty-year period meant a breaking and even a historically unique epoch for Slovakia, which also became apparent in the area of education. It is a relatively closed area marked on one hand by 1918, when the Czech and Slovak nations joined together, and created a sovereign republic, and on the other one, by 1938 characterized by its disintegration. This historic period, mainly in the development of education and pedagogy in Slovakia, is of unusual signifi-

cance. A special period of the so called Slovakia “training” started when the Czech teachers and pedagogues contributed to the formation and erection of the Slovak education system and pedagogy in a significant way. “In the world, it is a rare example of a nation with the population of almost 3 million to break free from a hundred year long servitude, to remove the oppression consequences, and to find its way on the level of developed European nations. This work was successfully carried out with the help of the Czech intelligentsia” (Pšenák, 1991, p. 210).

Staff Issue

By the disintegration of Austria-Hungary new opportunities to build a new educational system in Czechoslovakia, related to the new state and changed circumstances, were appearing. Even before the creation of the Czechoslovak Republic, the discussion about the birth of new Slovak education had been developed in the Prague National Committee by prominent pedagogues as Jaroslav Vlček, František Drtina, Karol Kálal, Stanislav Klíma, and others. Despite the fact that it was not clear how the war would be finished, in the Czech national circles there was a prevailing opinion regarding the opportunity to found their own schools in Slovakia. Since the possibilities in Slovakia were limited, even the Slovak that time every-day life was signalling that the Slovaks would be dependent on the help of the Czech teachers and professors (SNA, f. A. Štefánek, Card. No. 13, Inv. No. 667, Beginnings of New-Era Education in Slovakia, pp. 1–2).

The life reconstruction in a Slovak way was a difficult and demanding task due to the fact that the efforts of the Magyar ruling classes had been graduating since the 1870s, and culminating at the beginning of the 20th century. In the area of education, the tightening of Magyarization appeared in the form of Apponyi Acts (1907–1908) leading to the exclusion of the Slovak language from schools, and to the denationalization. The developing trend was alarming. The number of Slovak people schools decreased from 2,016 in 1876 to 354 in 1913, while in the same period the number of Magyar people schools rose from 1,036 to 3,478 (Potemra, 1978, p. 533). A high degree of illiteracy in Slovakia was the heritage of the former Hungarian Kingdom school authorities’ carelessness. Before the takeover, the school attendance in many villages had been irregular, mainly in the period of spring and autumn works. In 1910, an average of illiterate people in 16 predominantly Slovak counties

was 34 %, in the counties with the Ruthenian inhabitants even 65 %. In the Czech regions, the number of illiterate Czechs was at that time 2.34 %, and of the Germans 2.19 % (Magdolenová, 1981, p. 483).

After 1918, the education administration in Slovakia was taken over, after the former Ministry of Cult and Education in Budapest, by a special Slovak department of the Ministry of Education and National Enlightenment in Prague whose School Office of the Ministry with Full Powers for the Administration of Slovakia was its lower-ranking body. Its competencies were subject to the Act No. 64 of December 10, 1918. In this way the government assigned the right to give full powers to a designated member of the government "...to pass regulations, and carry out everything to maintain the order, to consolidate conditions, and to arrange a regular state life" (Act No. 64/1918, p. 55).

Full powers were assigned to the minister Vavro Šrobár who created several offices, together with the Office for Education. It transformed into the Office of Ministry of Education and National Enlightenment in Bratislava. Its main goal in the first months following the creation of the Republic was "to remove as soon as possible, and as intensively as possible the largest part of the non-Slovak teachers and professors, in merely Slovak areas to transform the institutes into Slovak institutes, to establish quickly inspectorates for people schools, and to apply all the Slovak labour farces, if applicable, to leading and prominent positions" (SNA, Card. No. 13, Inv. No. 667, Beginnings of New-Era Education in Slovakia, p. 8).

The shortage of Slovak teachers was apparent immediately after the establishment of the Czechoslovak Republic. On one hand, it was a consequence of the departure of Hungarian nationality teachers and professors from Slovakia, who, according to the Government Ordinance No. 495 of August 28, 1919, were not willing to take an allegiance oath of the common and people school teachers to the newly created state. On the other hand the teacher institute graduates affiliating to the Slovak nationality acquired education in the Hungarian language. In this way the solution of the staff issue in the area of filling the teacher jobs became one of the most significant tasks in the operations of the Office of Education. It was the Minister with Full Powers for the Administration of Slovakia, Vavro Šrobár, the government official Anton Štefánek and Jaroslav Vlček, representing the Ministry of Education and National Enlightenment, who initiated the idea for the arrival of the Czech teachers in Slovakia. It was actually a similar solution of the shortage

of related qualified labour personnel as in case of other spheres of the state administration (Krajčovičová, 1999, pp. 179–184).

The staff filling in the area of Slovak education became a complicated issue. Inappropriate candidates were provided with three-month compensation, and they were recommended to be employed in Hungary. The Office of Education was trying to find most of all "... the teachers and professors of the Slovak origin who had not yet lost completely the sentiment connected with the Slovak nation" (ALU SNK, f. A. Štefánek, Inv. No. 42-XIV-84, pp. 3–4).

However, the success of this idea was very limited among Slovaks, even if the Romanian and Yugoslav cities and towns belonging to the Hungarian Kingdom were searched. For the purposes of the state administration, the new Republic needed 17 county supervisors, 190 district chief-executives and 2,800 notaries. Thanks to the thorough Magyarizing policy, just 1,200 Slovak affiliating intellectuals were available in 1919, 200 of them were with judicial education, while a part of these were looking for a job in a more profitable private sector (Šrobár, 1928, pp. 161–403).

With respect to the situation in Slovak education, Vavro Šrobár stated that there were "... perhaps 300 descent-devoted Slovak teachers for common schools, and perhaps 20 secondary school Slovak professors among which just a small portion had been known during the preceding period. More than 4,000 people schools and all the secondary schools and higher education institutions were in the hands of the Magyars, Magyarized ones, or Half-Slovaks. ... We may boldly claim that besides several schools where a scattering of predominantly evangelical teachers was working, the Magyar word and spirit was taught" (SNA, f. A. Štefánek, Card. No. 12, Inv. No. 655, Debate on Slovak Education).

How to solve the given problem? There were several ways available. The Slovak Evangelic Protestants together with Martin Rázus suggested providing the nation-conscious priests with the access to secondary schools as professors. This was refused by Anton Štefánek, arguing with their inadequate qualification (ALU SNK, f. A. Štefánek, Inv. No. 42–VIII-3, Office of Education).

It was Anna Magdolenová who critically evaluated this attitude from a longer period distance perspective. "In situations where this attitude was absent, the irredentism, Hungarophile attitude and reactionism were assumed. They did not reckon on the third possibility, i.e. the state-forming process from the purely Slovak-national perspective. They considered it as suspect,

and they even identified it with the Hungarophile attitude" (Magdolenová, 1981, p. 486). As far as the cause of the Slovak professors shortage at secondary schools was concerned, the author introduced the fact that "... many of them belonged to spiritual orders and were under the order discipline and obedience oath towards the orders' supervisions, which were pro-Hungarian. Thus it happened that the number of Slovak professors at schools was probably five times lower than the number of the Czech professors" (Magdolenová, 1981, p. 487).

As to Anton Štefánek, he was embarrassed by "... the so called October Ones, the previous teachers and professors of anti-Slovak opinions whom ... he could not naturally know altogether. Each of them pleaded their secret, but definitely Slovak sentiments. Due to the fact that they were stammering the Slovak language and they gave away the lack of knowledge concerning the Slovak movement, they usually became suspicious" (ALU SNK, f. A. Štefánek, Inv. No. 42-VIII-3, Office of Education).

With respect to dismissing teachers, Štefánek stated: "On the basis of my own knowledge and the information sent to me, I was especially dismissing the teachers who were known for their extreme chauvinism, who would never agree with the engagement, and who would never educate the youth in accordance with our spirit" (SNA f. A. Štefánek 1900–1960, Card. 13, Inv. No. 667, Beginnings of New-Era Education in Slovakia).

Some of the nationalists, for instance Samuel Zoch and Ján Ruman, were pushing ahead the idea to let the former teachers at schools, and those who were not able to speak Slovak would learn it within the following two or three years (SNA, f. A. Štefánek, C. No. 13, Inv. No. 676, First Days of the Liberated Slovakia and the Slovakization of Education, p. 14). In practise it would mean that the teaching language would be new, but the spirit would remain old. In December 1920, Anton Štefánek reported at the meeting of the government on the results of the verification of the teaching staff Slovak competence at grammar schools in the towns of Ružomberok and Liptovský Mikuláš. The result was that besides a professor of Physical Education in Ružomberok nobody spoke Slovak. A similar situation was also in the towns of Martin and Brezno. Ivan Dérer suggested the adoption of a rule stating that those unable to speak Slovak would not be allowed to teach (Mlynárik, 1987, pp. 84–89).

Vavro Šrobár and Anton Štefánek maintained the position that in selecting the staff it was not sufficient to de-Magyarize solely on the language principle, but it was necessary to prefer the “Czechoslovak and Slav” sentiments. They insisted that “... despite little exceptions, it is not possible to trust the Magyar and Magyarized individuals, ... because they are psychologically deeply rooted in the Magyar nationalism” (SNA, f. A. Štefánek, Card. No. 13, Inv. No. 676, First Days of the Liberated Slovakia and the Slovakization of Education, p. 14). In this context, Anna Magdolenová writes that it deals with “... a school filling by the Czechoslovak element. Not just by the Slovak one, i.e. by the staff with as much Slovak knowledge as possible, but also with the staff respecting the Czechoslovak state and government...” (Magdolenová, 1981, p. 482). So, in the efforts to preserve the Czechoslovak spirit at Slovak schools, teachers took an oath of professorship and teachership: “I pledge that I will carry out my pedagogical duties according to the ideas of my conscience, I will lead the entrusted youth to the good, truth and beauty, I will always keep in mind the benefit of education and I will comply with the effective laws and regulations, and I will work in my position with all efforts to uplift the Czechoslovak Republic” (Věstník MŠANO, 1919, p. 25). So, while employing the school staff, they decided for the principle of loyalty to the Republic, which was understandable, but it was also causing much misunderstanding and hardship, pointed out by several Slovak national intellectuals in a short period (Matula, 2006, pp. 24–29).

Education became the cultural development foundation of the young state. After the long-term assimilation process of the former Hungarian Kingdom, a need to Slovakize it actively appeared. The Education Administration solved the given problem by employing the teachers, professor, and officials from Bohemia, and Moravia on the basis of the requirement of the Minister with Full Powers for the Administration of Slovakia, Vavro Šrobár, in December 1918. It was about 1,400 persons. At the same time, the elementary school textbooks were changed (Nosková, 1989, p. 102). The arrival of Czech teachers and professors was legally based on the Act No. 605/1919, St. B. of October 29, 1919, which enabled to order officially a state employee, teacher or professor to work in any place in Czechoslovakia (Act No. 605/1919, p. 935). Anton Štefánek gave reasons for his actions in the following way: “I briefly recalled the main principles of every school policy and pedagogy: a school consists of pupils and teachers. There were a lot of pupils, but almost

no Slovak teachers. There were just two roads available for me. Either to preserve the old teaching staff in their positions and to provide them with a time and opportunity to learn Slovak and the national (democratic) enthusiasm (SNA f. A. Štefánek, Card. 15, Inv. No. 684, Secondary Schools in Slovakia), or to exchange them with the Czech teachers. I decided for the second opportunity” (SNA f. A. Štefánek, Card. 15, Inv. No. 688, Education in Slovakia).

To provide a high number of the working labour from Czech countries was possible thanks to the surplus of secondary school and university graduates caused by the unemployment prevailing after the 1st World War. Without the fact that there was “... a considerable number of the unemployed ... professionally qualified ... pedagogical, judicial ... proletarians, it would not be possible to pacify the Slovaks” (Pšenák, 1991, pp. 15–16).

The first wave of the Czech professors came to Slovakia in a number of more than 250 in 1919 (Schubert, 1990, pp. 72–78) on the basis of the appeal of the Minister with Full Powers for the Administration of Slovakia, Vavro Šrobár (www.saske.sk/cas/3-98/studia2.html).

A wide migration started, which was taking place during the total existence of the first Czechoslovak Republic. It had an impact on towns and the country as well, and the arrival of the Czech teachers was a needy and positive step. A new era in the development of the Czech-Slovak and Slovak-Czech relations started, surpassing in significance the existing contacts. The Czech intelligentsia was helpful to the Slovak nation to be established among developed new-era nations of Europe. Already in the first year of the young state existence, Anton Štefánek appreciated, in the report of the budget committee on the state budget of Czechoslovakia for 1919, the positive influence of the Czech teachers in building Slovak education: “The Czech teachers proved themselves in an outstanding way, and their activities and influence were apparent everywhere they came. And I am just pointing out that in the period of seven months we have organized with good Czech professors and teachers (sic) filled probably 70 secondary, vocational and civic schools, then we have placed some hundreds of the Czech teachers at elementary schools...” (www.psp.cz).

Development of Secondary School Education in Slovakia

After the establishment of Czechoslovakia, there were differences among the schools system of the Czech countries and Slovakia. The compulsory

school attendance in Czech countries took 8 years, but in Slovakia it took just 6 years. According to the establishing bodies, there were state, civic, church and private schools in both territories. The elementary education at a people, or common school was followed by a civic school with three years in the Czech countries and four years in Slovakia. In the area of secondary school education, it was necessary to harmonize the curricula of the schools of a grammar school type. The differences of secondary professional schools and vocational school education were coming out of various economic conditions of Bohemia, Moravia and Slovakia. The education of art did not exist in Slovakia at all. In 1914, the Magyar Elizabethan University was established, which was not finished in its construction, and it came to its end in 1918.

The supporters of the school system unification, school legislative reorganization, school management, and administration in the Czech countries and Slovakia assumed the removal of these differences from the former period, and the introduction of new common principles presenting the base for building a school system of a democratic state (Kázmerová, 2004, p. 418).

In the area of secondary school education, the creation of secondary school network in Slovakia in the period of the first Czechoslovak Republic was connected with its reorganization following from the unifying efforts of the governmental bodies. The reform base was created by the Act No. 293/1919 St. B. of May 27, 1919 (Act No. 293/1919, p. 397).

The structure of secondary schools was created by eight-year grammar schools, realschules, and four-year teacher institutes whereas the grammar schools were divided to grammar schools, eight-year grammar schools, eight-year reformed grammar schools, and realschules. According to Hungarian laws, even the institutes for nurses and higher schools for girls. The most popular type was represented by eight-year grammar schools because the graduates could study at a university or technical higher education institution. Grammar school education required the execution of entrance exams. A pupil at the age of 10 could become a student. For the secondary schools, i.e. all the types of grammar schools, industrial schools, commercial and teacher institutes on the whole territory of the Republic the law defined the same curricula, textbooks and conditions for the enrolment of students at secondary schools. The law defined the examination conditions, student classifications, it unified the terms for holidays, conditions for school-leaving exams, their content and scope.

In the 1930s, the reform efforts of the Minister of Education, Ivan Déer, partially shifted the system unification of secondary schools prescribed by curricula. The compulsory curricula determined a common teaching plan for all the types of grammar schools in the 1st–4th year different from the 5th and 7th year. The law defined the study possibilities at universities and technical schools.

The degree of unification became also apparent in the represented teaching subjects. The differences followed from the cultural-ideological traditions of both countries. While the Czech countries left out religious education in the final three years, it was taught throughout the whole study period in Slovakia. This phenomenon was closely connected with the political situation in Slovakia, i.e. with the growth of the Slovak People Party influence and its negative attitude to school secularization. The Slovak society was particularly sensitive about the interferences in the area of religious education, and considered it as a discrediting of religious traditions and attacking of religious rights (Kázmerová, 2004, p. 426).

Table 1: Grammar schools in Slovakia in the school years of 1919/1920–1937/1938

| School Year | Number | | Students | | Teachers | |
|-------------|------------|---------------|----------|------------------|----------|------------------|
| | of Schools | of Classrooms | Total | Girls among them | Total | Women among them |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1919/1920 | 43 | 353 | 11,951 | | 716 | 54 |
| 1920/1921 | 44 | 375 | 12,916 | 1,982 | 808 | 72 |
| 1921/1922 | 44 | 387 | 13,157 | 2,363 | 896 | 74 |
| 1922/1923 | 42 | 419 | 13,770 | 2,563 | 780 | 73 |
| 1923/1924 | 44 | 442 | 15,561 | 3,085 | 800 | 86 |
| 1924/1925 | 42 | 457 | 16,247 | 3,325 | 808 | 102 |
| 1925/1926 | 42 | 478 | 16,522 | 3,367 | 805 | 95 |
| 1926/1927 | 42 | 488 | 17,084 | 3,579 | 819 | 96 |
| 1927/1928 | 45 | 488 | 16,011 | 3,357 | 869 | 111 |
| 1928/1929 | 45 | 493 | 16,229 | 3,765 | 902 | 123 |
| 1929/1930 | 44 | 507 | 16,666 | 3,637 | 944 | 152 |
| 1930/1931 | 44 | 529 | 18,051 | 4,269 | 966 | 165 |
| 1931/1932 | 44 | 574 | 20,138 | 5,227 | 1,032 | 187 |

| | | | | | | |
|-----------|----|-----|--------|-------|-------|-----|
| 1932/1933 | 44 | 571 | 21,513 | 5,947 | 1,020 | 180 |
| 1933/1934 | 44 | 609 | 22,882 | 6,788 | 1,042 | 226 |
| 1934/1935 | 44 | 623 | 23,943 | 7,368 | 1,104 | 263 |
| 1935/1936 | 50 | 650 | 25,137 | 7,953 | 1,147 | 297 |
| 1936/1937 | 56 | 695 | 27,692 | 8,890 | 1,214 | 308 |
| 1937/1938 | 57 | 737 | 29,519 | 9,693 | 1,353 | 358 |
| 1938/1939 | - | - | - | - | - | - |

Table organized according to: Education in Slovakia. 1949. Schools, students, teachers in the school years of 1918/1919–1947/1948, Bratislava: Slovak Department for Planning, p. 47.

The staff problem of the secondary school Slovak pedagogical experts was solved by the arrival of the Czech teachers. So, in practise, the employment, dismissing, appointing of inspectors, teachers and professors were carried out. In relation to that, Anton Štefánek said that “I mostly inspected the secondary schools personally. I dismissed Magyar professors and looked among them for such individuals who would be able to be engaged for the Republic. On the basis of my own knowledge and the information sent to me, I was predominantly dismissing the professors who were known for their extreme chauvinism, who would never agree with the engagement, and who would never educate the youth in accordance with our spirit” (ALU SNK, f. A. Štefánek, Inv. No. 42-XIV-84, pp. 3–4).

Of course, the state was also creating new study opportunities for the Slovak applicants who were after passing entrance exams studying free of charge in four-year teacher institutes. The studying was finished by a school-leaving exam, and the graduates became temporary teachers at people schools. After completing the 20-month practical service, they were allowed to apply for a teacher competence exam, the passing of which was a condition for acquiring the tenure (Mátej, 1976, p. 347). The first graduates completed their studies at Slovak teacher institutes in the school year of 1923/1924 (Mátej, 1976, p. 352).

Table 2: Teacher academies in Slovakia in the school years of 1919/1920–1938/1939

| School Year | Number | | Students | | Teachers | |
|-------------|------------|---------------|----------|------------------|----------|------------------|
| | of Schools | of Classrooms | Total | Girls among them | Total | Women among them |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1919/20 | 15 | 57 | 1,291 | | 197 | 52 |
| 1920/21 | 15 | 57 | 1,418 | 759 | 204 | 36 |
| 1921/22 | 16 | 59 | 1,574 | 839 | 213 | 54 |
| 1922/23 | 16 | 60 | 1,706 | 891 | 196 | 57 |
| 1923/24 | 16 | 62 | 1,790 | 946 | 200 | 64 |
| 1924/25 | 15 | 64 | 1,929 | 934 | 199 | 59 |
| 1925/26 | 15 | 62 | 1,825 | 828 | 185 | 57 |
| 1926/27 | 15 | 61 | 1,736 | 802 | 196 | 61 |
| 1927/28 | 15 | 60 | 1,626 | 748 | 183 | 59 |
| 1928/29 | 15 | 58 | 1,589 | 484 | 177 | 59 |
| 1929/30 | 14 | 59 | 1,815 | 970 | 173 | 58 |
| 1930/31 | 15 | 65 | 2,120 | 1,152 | 191 | 62 |
| 1931/32 | 14 | 67 | 2,403 | 1,294 | 216 | 79 |
| 1932/33 | 15 | 74 | 2,779 | 1,491 | 225 | 73 |
| 1933/34 | 15 | 65 | 2,918 | 1,558 | 237 | 72 |
| 1934/35 | 16 | 75 | 2,979 | 1,579 | 222 | 66 |
| 1935/36 | 18 | 73 | 2,938 | 1,617 | 235 | 74 |
| 1936/37 | 23 | 75 | 3,077 | 1,797 | 270 | 89 |
| 1937/38 | 14 | 54 | 2,263 | 1,342 | 223 | 76 |
| 1938/39 | – | – | – | – | – | – |

Table organized according to: Education in Slovakia. 1949. Schools, students, teachers in the school years of 1918/1919–1947/1948, Bratislava: Slovak Department for Planning, p. 151.

The situation in the staff employment became gradually stabilized. The exam order of October 1930, which was published for acquiring a regular professor or teacher competence, defined the condition for a secondary school study completion and compulsory eight-semester study at a faculty of arts or faculty of science. The qualification to teach professional subjects was acquired in the Czech countries because there were no technical higher

education institutions in Slovakia. These requirements helped to improve the quality of the teaching process at secondary schools. A number of students was constantly growing. While, for example, in the first school year of the new Republic 1918/1919 there were 15,354 students studying at secondary schools, in the school years of 1937/1938, there were 29,519 students, so, their growth was represented by 92 % (Slovenská vlastiveda, 1936, p. 300).

After the establishment of the first Czechoslovak Republic, it was also necessary to build the network of professional education. In contrast to the Czech countries, Slovakia was on a low level, which was a result of the obsolete agrarian character of the country. The structure of professional education was created by commercial, professional, industrial schools and the schools for women vocations. Later, apprentice schools were assigned to them.

Commercial schools belonged to the most popular schools. The first unifying changes appeared according to the Act No. 73/1922 St. B. in the school year 1922/1923, when a unified type of a four-year commercial academy, two-year commercial school, one-year commercial courses and two-year merchant schools was introduced (Act No. 73/1922, p. 229). The teaching content in all types of commercial schools was defined; however, the unified curricula were only published in 1932. The unification of commercial education was concluded in 1933 by the adoption of unified directives of taking a school leaving exam at a four-year commercial academy. A graduate could continue in studies at a commercial higher education institute, or at a faculty of law after passing a supplementary secondary school-leaving exam (Harna-Kamenec, 1988, p. 82).

The change of social, political, financial and economic situation in the country required qualified experts. The qualification for industrial branches was acquired by experts in higher industrial, master, professional and apprentice schools, and the schools for women vocations. The secondary school-leaving exam and study opportunity were provided by higher industrial schools, which enrolled the civic schools' graduates and the graduates of grammar school lower years. The Governmental Directive No. 25 of February 7, 1925 became unifying in the area of their management (Governmental Directive No. 25, p. 274). It adjusted the administration, supervision, salary and working rates for teachers. The overall administration of industrial, professional and business schools belonged under the competence of the Ministry of Education and National Enlightenment.

Table 3: Industrial schools in Slovakia in the school years of 1921/1922–1938/1939

| School Year | Number | | Students | | Teachers | |
|-------------|------------|---------------|----------|------------------|----------|------------------|
| | of Schools | of Classrooms | Total | Girls among them | Total | Women among them |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1921/22 | 11 | 62 | 1,351 | 22 | 100 | 2 |
| 1922/23 | 11 | 74 | 1,663 | 93 | 145 | 8 |
| 1923/24 | 11 | 97 | 1,771 | 127 | 151 | 10 |
| 1924/25 | 14 | 101 | 1,893 | 117 | 157 | 7 |
| 1925/26 | 16 | 96 | 2,058 | 73 | 141 | 6 |
| 1926/27 | 14 | 84 | 1,737 | 155 | 144 | 6 |
| 1927/28 | 14 | 91 | 1,867 | 115 | 148 | 7 |
| 1928/29 | 12 | 70 | 691 | 143 | 105 | 6 |
| 1929/30 | 14 | 95 | 2,101 | 205 | 140 | 7 |
| 1930/31 | 14 | 91 | 1,999 | 147 | 140 | 7 |
| 1931/32 | 14 | 88 | 1,772 | 82 | 141 | 6 |
| 1932/33 | 15 | 88 | 1,802 | 69 | 161 | 10 |
| 1933/34 | 15 | 94 | 1,738 | 120 | 164 | 10 |
| 1934/35 | 14 | 92 | 1,694 | 142 | 165 | 11 |
| 1935/36 | 13 | 91 | 1,761 | 166 | 162 | 13 |
| 1936/37 | 13 | 91 | 1,800 | 146 | 173 | 14 |
| 1937/38 | 12 | 91 | 1,945 | 89 | 147 | 7 |
| 1938/39 | 12 | 87 | 1,723 | 123 | 136 | 7 |

Table organized according to: Education in Slovakia. 1949. Schools, students, teachers in the school years of 1918/1919–1947/1948, Bratislava: Slovak Department for Planning, p. 151.

In spite of the fact that Slovakia ranked among agrarian countries, it was the economic schools which played a unique role. Until 1919, they were nine of them with the Magyar language as a teaching language. The following schools ranked among the most significant ones: Mining and Forestry Higher Education Institution in Banská Štiavnica (1763), Winery School in Bratislava (1884), School for Foresters in Liptovský Hrádok (1886) and Agricultural Academy in Košice (1906). People economic schools attended by 14–16 year old students were being established by the Act No. 75/1920

St. B. (Act No. 75/1920, p. 130). Economic schools provided education on a different knowledge level. Their administration was in the competence of Ministry of Agriculture (Mátej, 1976, p. 348).

Professional schools for women vocations had a specific position. They were created by the reorganization of Hungarian schools for housewives. The curricula were prepared in 1920, partly changed in 1925 and revised in 1932 (Slovak Education in the Present Times, 1932, p. 58). The Directive No. 73, St. B. of February 17, 1922 unified this type of schools, adjusted the working load of a teacher. The directive was confirmed by the Act No. 252, St. B. of December 20, 1923 (Act No. 252/1923, pp. 1251–1254). Schools were oriented towards the adjustment and sewing of clothes for women and children, cooking and learning skills necessary for house keeping. Young women could continue in their studies at special schools where they were acquiring skills for establishing their own businesses, qualification in administration, in social institutes for the youth and others (Pázstor, 1995, p. 133).

Table 4: Professional schools for women vocations in Slovakia in the school years of 1921/1922–1938/1939

| School Year | Number | | | Teachers | |
|-------------|------------|---------------|----------|----------|------------------|
| | of Schools | of Classrooms | of Girls | Total | Women among them |
| 1 | 2 | 3 | 4 | 5 | 6 |
| 1921/22 | 9 | 15 | 901 | 68 | 42 |
| 1922/23 | 9 | 19 | 695 | 68 | 39 |
| 1923/24 | 9 | 38 | 630 | 71 | 41 |
| 1924/25 | 10 | 44 | 776 | 78 | 52 |
| 1925/26 | 12 | 46 | 837 | 72 | 49 |
| 1926/27 | 11 | 38 | 844 | 76 | 56 |
| 1927/28 | 17 | 55 | 1,120 | 119 | 78 |
| 1928/29 | 20 | 81 | 1,452 | 140 | 92 |
| 1929/30 | 21 | 97 | 1,706 | 144 | 102 |
| 1930/31 | 22 | 101 | 1,668 | 160 | 119 |
| 1931/32 | 23 | 100 | 1,577 | 176 | 128 |
| 1932/33 | 22 | 95 | 1,548 | 176 | 127 |
| 1933/34 | 23 | 100 | 1,710 | 175 | 125 |
| 1934/35 | 21 | 85 | 1,556 | 188 | 143 |

| | | | | | |
|---------|----|----|-------|-----|-----|
| 1935/36 | 21 | 81 | 1,660 | 196 | 145 |
| 1936/37 | 21 | 85 | 1,808 | 217 | 157 |
| 1937/38 | 20 | 85 | 1,631 | 216 | 159 |
| 1938/39 | 19 | 79 | 1,690 | 175 | 134 |

Table organized according to: Education in Slovakia. 1949. Schools, students, teachers in the school years of 1918/1919–1947/1948, Bratislava: Slovak Department for Planning, p. 151.

Apprentice education seemed to be problematic, which followed from the organization and content aspect of teaching. Its organization was adjusted by the Act No. 259/1924, St. B. (Act No. 259/1924, pp. 1597–1598) with the executive decree of November 30, 1925, which on the basis of an agreement between the Ministry of Education and National Enlightenment and the branch ministries of industry, business, trade, finances, and the Ministry with Full Powers for the Administration of Slovakia unified temporarily the organization, administration, teaching and supervision over autonomous apprentice schools (Placht-Havelka, 1934, p. 926).

In 1928, a commission solving the curricula inconsistencies was established at the Ministry of Education and National Enlightenment. Two years later. It was substituted by a didactic commission for the reform of apprentice schools (Magdolenová, 2004, p. 290).

Table 5: Apprentice schools in Slovakia in the school years of 1921/1922–1938/1939

| School Year | Number | | Students | | Teachers | |
|-------------|------------|---------------|----------|------------------|----------|------------------|
| | of Schools | of Classrooms | Total | Girls among them | Total | Women among them |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| 1922/23 | 95 | 333 | 10,474 | 335 | 577 | 24 |
| 1923/24 | 123 | 404 | 11,337 | 601 | 688 | 40 |
| 1924/25 | 133 | 439 | 11,767 | 806 | 728 | 45 |
| 1925/26 | 135 | 472 | 12,711 | 1,041 | 786 | 63 |
| 1926/27 | 175 | 530 | 13,325 | 1,293 | 915 | 90 |
| 1927/28 | 193 | 578 | 13,284 | 1,325 | 1,015 | 106 |
| 1928/29 | 196 | 594 | 13,596 | 1,310 | 1,055 | 93 |
| 1929/30 | 208 | 626 | 13,734 | 1,298 | 1,116 | 90 |

| | | | | | | |
|---------|-----|-----|--------|-------|-------|-----|
| 1930/31 | 218 | 658 | 13,586 | 1,367 | 1,193 | 83 |
| 1931/32 | 241 | 645 | 12,061 | 1,439 | 1,238 | 89 |
| 1932/33 | 251 | 643 | 10,497 | 1,400 | 1,242 | 87 |
| 1933/34 | 237 | 600 | 9,362 | 1,482 | 1,191 | 71 |
| 1934/35 | 233 | 584 | 9,828 | 1,790 | 1,136 | 84 |
| 1935/36 | 237 | 607 | 11,066 | 2,077 | 1,140 | 104 |
| 1936/37 | 240 | 684 | 13,166 | 2,401 | 1,199 | 124 |
| 1937/38 | 131 | 669 | 13,427 | 2,351 | 1,074 | 69 |
| 1938/39 | - | - | - | - | - | - |

Table organized according to: Education in Slovakia. 1949. Schools, students, teachers in the school years of 1918/1919–1947/1948, Bratislava: Slovak Department for Planning, p. 151.

A completely new element in the network of education was provided by art schools because they had not had their own predecessors in Slovakia by that time. In 1919, the Private Music School was opened in Bratislava which was functioning on the basis of the financial support from the Music and Dramatic Club. In January 1928, the school was integrated into the network of public schools by a Ministry of Education Decree; its activities were managed from the state financial sources. The school was renamed to Music and Dramatic Academy for Slovakia. In the same year, even the School of Artistic Crafts was established. The teaching linked the tradition of crafts production with the requirements of industrial development. A significant portion in the school establishment was represented by Jozef Vydra, a well-known personality of art. The school had a general specialization, obligatory for all the students, and a special one, in which the fine arts education was acquired. (Dejiny Bratislavy, 1966, pp. 427–435).

The education system in the first Czechoslovak Republic was extended by another element and that was special education, referred to as education for deviant children. It suffered from many difficulties and it gained a legal shape in 1929 by the Act No. 86, St. B. (Act No. 86/1929, pp. 615–619). A maintenance duty was partially taken over by the state, however, private institutions and persons were continuously supporting this area of education in a significant way.

In 1924, a private institute for the education of the deaf-mute was established in Košice with the support of the Regional Club of Thoroughness. In

1925, based on the support of Red Cross, the Home of Slovak Little Cripples was established. In 1924, the State Institute in Kremnica established a continuing one-year shoe-making and tailoring trade school for graduates, which after the completion of master examination authorized a graduate to work autonomously. The Institute for the Blind in Levoča enabled the education in the specialization of basket-makers, brush-makers and musical instrument tuners. In the school year of 1937/1938, there were 13 special schools with 1,086 inmates and 109 pedagogues in Slovakia (Magdolenová, 1982, p. 282).

Another group was represented by the schools of ethnic minorities considered as of different language than the Czechoslovak one. (Ústava Československej republiky, 1923, pp. 30-31). The Magyar minority education linked the education tradition from the period of Hungarian Kingdom, and in fact it did not have to deal with the problem of professional employment as in case of the Slovak education. The legislative also solved the issue of minority Ukraine and German education. In the school year of 1920/1921, there were 727 Magyar people schools, 11 German schools and 58 Ukraine-Ruthenian schools (Kázmerová, 2004, pp. 434-435).

The so called problem of borderer's schools became a paradoxical one when the Slovak inhabitants were getting into the minority position on a mixed Slovak-Magyar territory, and the Act No. 292/1920, St. B. did not define conditions for the establishment of a school in this case. The situation was under discussions in Parliament until 1935. The club of Slovak League was helping to solve the situation abroad; it contributed to the establishment of more than 200 schools, among which there were 49, completely constructed from its own sources (Magdolenová, 1982, p. 280).

A great emphasis was laid on the establishment of a quality secondary school because, as stated by Anton Štefánek, the blooming of Slovakia would be possible just when a "following generation takes positions which have been recently filled with unreliable elements" (SNA, f. A. Štefánek, Card. 15, Inv. No. 688, Education in Slovakia). To fulfil these plans, it was necessary to manage the transition from the so called Hungarism to the Czechoslovakism in the area of education policy. It dealt with the change of a spirit in schools that was significantly initiated by Anton Štefánek: "The national sentiment, and nationalism were considered purely formally here - in a linguistic way. The main aim is to learn how to speak accurately, and to write in accordance with the pure Štúr literary style, and a Magyar or Magyarized professor at

Table 6: Students according to sex at people, civic, secondary schools and higher education institutions in the school years of 1921/1922–1938/1939

| School Year | Students | | Number of students at | | | | | | | | | |
|---------------------|----------|------------------|-----------------------|------------------|---------------|------------------|-----------------|------------------|-------------------|------------------|-------------------------------|------------------|
| | | | People Schools | | Civic Schools | | Grammar Schools | | Teacher Academies | | Higher Education Institutions | |
| | Total | Girls among them | Total | Girls among them | Total | Girls among them | Total | Girls among them | Total | Girls among them | Total | Girls among them |
| | | | | | | | | | | | | |
| In absolute figures | | | | | | | | | | | | |
| 1921/22 | 396,340 | 193,320 | 356,573 | 176,511 | 24,491 | 13,570 | 13,157 | 2,363 | 1,574 | 839 | 545 | 37 |
| 1927/28 | 372,723 | 182,743 | 327,108 | 165,849 | 26527 | 12,619 | 16,011 | 3,357 | 1,626 | 748 | 1,451 | 170 |
| 1931/32 | 575,339 | 279,904 | 515,460 | 256,143 | 34,945 | 16,881 | 20,138 | 5,227 | 2,403 | 1,294 | 2,393 | 359 |
| 1937/38 | 635,126 | 309,941 | 529,731 | 262,765 | 71,272 | 35,710 | 29,519 | 9,693 | 2,263 | 1,342 | 2,341 | 431 |
| 1938/39 | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... | ..... |

Table organized according to: Education in Slovakia. 1949. Schools, students, teachers in the school years of 1918/1919–1947/1948, Bratislava: Slovak Department for Planning, p. 47.

any secondary school will become capable of forming and educating the Slovak youth towards the authentic patriotism and progressive democratic ideal, when s/he overcomes the resistance against the Slovak language, when s/he learns how to speak and write Slovak in a melodious way. As they say, two or three years are enough, and all the Magyar professors will change their language and sentiments to become Slovak patriots and Slovak nationalists and idealists” (SNA, f. A. Štefánek, Card. 15, Inv. No. 684, Secondary Schools in Slovakia). Anton Štefánek radically rejected this attitude due to the fact that the determining factor is not just a language, but also a spirit and attitude represented by a professor (SNA, f. A. Štefánek, Card. 13, Inv. No. 667, Beginnings of New-Era Education in Slovakia).

Conclusion

The Czech-Slovak relations are a significant component in the history of our nations. In the context of history, they were carried out in the area of politics, economy, culture and education. The relations in these areas influenced each other, and brought many positive elements to the national cultural heritage. It was mainly the Czech intelligentsia that helped to raise Slovakia from the hundreds of years of falling behind, also in the area of education. The steps of Vavro Šrobár and Anton Štefánek proved to be right because after the arrival of the Czech teachers, professors and inspectors in Slovakia, an extensive literacy revival of the Slovaks appeared. Besides the area of education, activities in the after-school and people-formation areas were also prevailing. However, it is important that it was not just the new organization system which was started, but predominantly “the spirit of the age” was changed in the sense of an idea that what stands beyond a quality school is a prepared teacher.

One of the Czech professors stated in this respect: “We came to Slovakia not so much to teach, but to fight. I do not mean the fight against the Slovak reaction ... but the fight of two cultures, two kinds of world, and that is the democratic – Czechoslovak world against the Magyar non-democratic world. So, it is the fight against the old culture” (Loubal, 1922/1923, p. 73).

References

ALU SNK, f. A. Štefánek, inv. č. 42-XIV-84 [ALU SNK, f. A. Štefánek, Inv. No. 42-XIV-84].

- ALU SNK, f. A. Štefánek, inv. č. 42-VIII-3. Školský referát [ALU SNK, f. A. Štefánek, Inv. No. 42-VIII-3, Office of Education].
- Dejiny Bratislavy [History of Bratislava]. 1966. Bratislava: 606 p.
- Dostupné na internete [Available at]: <<http://www.psp.cz/eknih/1918ns/ps/stenprot/059schuz/s059002.html>> [cit. 2006-04-10].
- HARNA, J. – KAMENEC, I. 1988. *Na společné cestě* [On the Common Road]. Praha.
- MAGDOLENOVÁ, A. Slovenské školstvo v predmníchovskom Československu [Slovak Education in the Pre-Munchen Czechoslovakia]. In *Historický časopis*, 1982, vol. 30, no. 2.
- KÁZMEROVÁ, L. K vývinu štruktúry školstva na Slovensku v rokoch 1918–1938 [On the Development of the Slovak Education Structure between 1918–1938]. In *Slovensko v Československu 1918–1938*. Bratislava: Veda, 2004.
- KRAJČOVIČOVÁ, N. Čeští zamestnanci v štátnych službách na Slovensku v prvých rokoch po vzniku Československa [Czech Employees in the State Service in Slovakia in the First Years after the Establishment of Czechoslovakia]. In *Československo 1918–1938. Osudy demokracie ve střední Evropě*. Zv. 1. Sborník mezinárodní vědecké konference. Praha: Historický ústav, 1999, pp. 179–184.
- LOUBAL, F. Slovenská škola I [Slovak School I.]. In *Věstník československých profesorů*, 1922/1923, p. 73.
- MAGDOLENOVÁ, A. Slovenské školstvo v prvých poprevratových rokoch [Slovak Education in the First Years after the Take-over]. In *Historický časopis*, 1981, vol. 29, no. 4, pp. 483–487.
- MÁTEJ, J. a kol. *Dejiny české a slovenské pedagogiky* [History of the Czech and Slovak Pedagogy]. Bratislava, 1976.
- MATULA, P. *Českí stredoškolskí profesori na Slovensku 1918–1938* [Czech Secondary School Professors in Slovakia between 1918–1938] and Slovak Pedagogy Prešov: Vydavateľstvo Michala Vaška, 2006.
- MATULA, P. Existenčné podmienky českých a slovenských stredoškolských profesorov na Slovensku v rokoch 1918–1938 [Existence Conditions of the Czech and Slovak Secondary School Professors in Slovakia between 1918–1938]. [cit. 2004-03-22]. Dostupné na internete [Available at]: <<http://www.saske.sk/cas/3-98/studia2.html>>.

- MLYNÁRIK, J. *Česká inteligencia na Slovensku* [Czech Intelligentsia in Slovakia]. Kolín nad Rýnom, 1987.
- NOSKOVÁ, H. Působení českých stredoškolských profesorů a učitelů v meziválečném období ve vybraných oblastech severozápadního Slovenska [Performance of the Czech Secondary School Professors and Teachers in the Inter-war Period in the Selected Areas of North-West Slovakia]. In *Český lid*, 1989, vol. 76, no. 2.
- PÁSTOR, Z. Živena a jej školstvo [Živena and its Education]. In *Zborník z osláv 125. výročia Živeny spolku slovenských žien v Martine*. Martin, 1995.
- PLACHT, O. – HAVELKA, F. *Průručka školské a osvětové správy* [Education and Enlightenment Administration Manual]. Praha, 1934.
- POTEMRA, M. Školská politika maďarských vlád na Slovensku na rozhraní 19. a 20. storočia [School Policy of Magyar Governments in Slovakia on the Turn of the 19th and 20th Centuries]. In *Historický časopis*, 1978, vol. 26, no. 4, p. 533.
- PŠENÁK, J. Čeští profesori na Slovensku za prvej Československej republiky [Czech Professors in Slovakia in the First Czechoslovak Republic]. In *Česko-slovenské vzťahy v rokoch 1918–1938*. Prešov: FF UPJŠ, 1991.
- SCHUBERT, J. Čeští učitelé a slovenské školstvo v r. 1919–1939 [Czech Teachers and Slovak Education between 1919–1939]. In *Československé školství, učitelstvo a T. G. Masaryk. Sborník přednášek z kolokvia*. Přerov: Okresní vlastivědné muzeum J. A. Komenského v Přerove, 1990. pp. 72–78.
- Slovenská vlastiveda. II. [Slovak Homeland Study II.]. 1943. Bratislava.
- Slovenské školstvo v prítomnosti [Slovak education in the Present Times]. 1932. Praha.
- Sľub učiteľstva a profesorstva č. 320 [Oath of Teachership and Professorship No. 320]. In *Věstník MŠANO*. 1919. Bratislava, vol. 1, p. 25, no. 4, November 27, 1918.
- SNA, f. A. Štefánek, kart. č. 12, inv. č. 655. Debata o slovenskom školstve [SNA, f. A. Štefánek, Card. No. 12, Inv. No. 655, Debate on Slovak Education].
- SNA, f. A. Štefánek, kart. č. 13, inv. č. 667. Počiatky novodobého školstva na Slovensku, pp. 1–8 [SNA, f. A. Štefánek, Card. No.13, Inv. No. 667, Beginnings of New-Era Education in Slovakia, pp. 1–8].
- SNA, f. A. Štefánek, kart. č. 13, inv. č. 676. Prvé dni oslobodeného Slovenska a poslovenčenie školstva [SNA, f. A. Štefánek, C. No. 13, Inv. No. 676,

- First Days of the Liberated Slovakia and the Slovakization of Education, p. 14].
- SNA, f. A. Štefánek, kart. 15, inv. č. 684. Stredné školy na Slovensku [SNA f. A. Štefánek, Card. 15, Inv. No. 684, Secondary Schools in Slovakia].
- SNA, f. A. Štefánek, kart. 15, inv. č. 688. Školstvo na Slovensku [SNA f. A. Štefánek, Card. 15, Inv. No. 688, education in Slovakia].
- SNA Bratislava, f. A. Štefánek, Card. 15, III, Inv. No. 687.
- Školstvo na Slovensku. 1949. Školy, žiaci, učitelia v šk. r. 1918/1919–1947/1948 [Education in Slovakia. 1949. Schools, Students, Teachers in the School Years of 1918/1919–1947/1948]. Bratislava: Slovenský plánovací úrad.
- ŠROBÁR, V. *Oslobodené Slovensko. Pamäti z rokov 1918–1920* [Liberated Slovakia. Memories from 1918–1920]. Vol. 1., Praha. 1928.
- Vládne nariadenie č. 25 o výkone najvyššej správy vychovania a vyučovania, dozoru k nemu, o pôsobení MŠANO vo veciach škôl priemyslových, odborných, pokračovacích, živnostenských (učňovských). zo dňa 7. februára 1925 [Governmental Directive No. 25 of February 7, 1925 on the supreme administration execution in the area of formation and education, its supervision, the Ministry of Education and National Enlightenment performance in the area of industrial, professional, continuing and trade (apprentice) schools]. 1925. In *Zbierka zákonov a nariadení*. Praha: Štátna tlačiareň.
- Ústava Československej republiky 1923 [Constitution of the Czechoslovak Republic 1923], pp. 30–31. Praha: Štátna tlačiareň.
- ZACHAROVÁ, J. K existenčným podmienkam českých učiteľov na Slovensku v rokoch 1918–1938 [On the Existence Conditions of the Czech Teachers in Slovakia in 1918–1938]. In *Človek a spoločnosť*, 2007, vol. 10, no. 1, 12 p. Dostupné na internete [Available at]: < <http://www.saske.sk/cas/index.html> >.
- ZACHAROVÁ, J. Počiatky vysokého školstva na Slovensku – 90. výročie vzniku Univerzity Komenského v Bratislave. In *Acta Humanica*, 2009, no. 3, pp. 114–119.
- ZACHAROVÁ, J. Vzťah českých učiteľov k slovenským žiakom z pohľadu jazykovej otázky v slovenských školách v rokoch 1918–1938 [Relationship of the Czech Teachers to the Slovak Students from the Perspective of a Language Problem at Slovak Schools in 1918–1938]. In *Človek*

- a spoločnosť*, 2007, vol. 10, no. 2, 15 p. Dostupné na internete [Available at]: < <http://www.saske.sk/cas/index.html>>.
- Zákon č. 64/1918 Zb. z. a n. o mimoriadnych prechodných opatreniach zo dňa 10. decembra 1918 na Slovensku [Act No. 64/1918 St. B. of December 10, 1918 on extraordinary temporary regulations]. 1918. In *Zbierka zákonov a nariadení*. Praha: Štátna tlačiareň, p. 55.
- Zákon č. 605/1919 Zb. z. a n. o úradnom prikázaní štátnemu zamestnancovi, učiteľovi alebo profesorovi, aby pracoval na ktoromkoľvek mieste v Československu zo dňa 29. októbra 1919 [Act No. 605/1919 St. B. of October 29, 1919 on the official order to a state employee, teacher or professor to work at any place in Czechoslovakia]. 1919. In *Zbierka zákonov a nariadení*. Praha: Štátna tlačiareň, p. 935.
- Zákon č. 293/1919 Zb. z. a n. o štruktúre stredných škôl na Slovensku zo dňa 27. mája 1919 [Act No. 293/1919 St. B. of May 27, 1919 on the structure of secondary schools in Slovakia]. 1919. In *Zbierka zákonov a nariadení*. Praha: Štátna tlačiareň, p. 397.
- Zákon č. 75/1920 Zb. z. a n. o úprave organizácie hospodárskych ľudových škôl zo dňa 29. januára [Act No. 75/1920 St. B. of January 29, 1920 on the amendment of the economic people schools organizations]. 1920. In *Zbierka zákonov a nariadení*. Praha: Štátna tlačiareň, p. 130.
- Zákon č. 73/1922 Zb. z. a n. o obchodných akadémiách zo dňa 15. februára 1922 [Act No. 73/1922 St. B. of February 15, 1922 on the academies of commerce]. 1922. In *Zbierka zákonov a nariadení*. Praha: Štátna tlačiareň, p. 229.
- Zákon č. 252/1923 Zb. z. a n. o úprave organizácie odborných škôl pre ženské povolania a právne pomery učiteľstva týchto škôl zo dňa 20. decembra 1923 [Act No. 252/1923 St. B. of December 20, 1923 on the amendment of the organization of professional schools for women vocations and legal conditions of teachers at these schools]. 1923. In *Zbierka zákonov a nariadení*. Praha: Štátna tlačiareň, pp. 1251–1254.
- Zákon č. 259/1924 Zb. z. a n. Živnostenský zákon pre územie Slovenska a Podkarpatskej Rusi. Časť: učňovské školy zo dňa 10. októbra 1924 [Act No. 259/1924 St. B. of October 10, 1924 on the trade law for the area of Slovakia and Sub-Carpathian Ruthenia. Part: apprentice schools]. 1924. In *Zbierka zákonov a nariadení*. Praha: Štátna tlačiareň, pp. 1597–1598.

Zákon č. 86/1929 Zb. z. a n. o pomocných triedach (školách) zo dňa 24. mája 1929 [Act No. 86/1929 St. B. of May 24, 1929 on special classes (schools)]. 1929. In *Zbierka zákonov a nariadení*. Praha: Štátna tlačiareň, pp. 615–619.

Contact

Mgr. Jarmila Zacharová, PhD.
Department of Pedagogical Studies
Faculty of Humanities
Žilina University in Žilina
Univerzitná 8215/1
010 26 Žilina
e-mail: jarmila.zacharova@fpv.uniza.sk