

Civil Defence Subject Matter Education in the Former Czechoslovakia in the 1918–1939 Period

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Activity of both the individual and the society has been directed towards creation of values essential for their life since ancient times, either for their protection against harmful impacts of natural and anthropogenic phenomena, or a combination thereof. The aim of the research presented in the article is to examine conditions and education development in the civil defence subject matter in the former Czechoslovakia in the 1918–1939 period. The performed research was carried out as a systematic study of socio-educational phenomena in order to obtain knowledge that describes and explains historical approach to civil defence education. The research part included a systematic process of gathering information, synthesizing the already existing knowledge and its structuring and sorting. A system approach to scientific literature research was used in order to obtain available information sources, published results as well as information from the field of education and civil defence education. The results show that the need for civil defence education was seen as an integral part of the education of a conscious, sturdy, disciplined and prepared citizen. Emphasis in school education and training was put mainly on moral awareness, physical fitness and civil defence training.

Key words: *Education; civil defence education; education system; training*

Education and training of the population for the consequences of war and proper behaviour in emergencies has always been and still is a current topic. The term civil defence education as a socio-educational phenomenon was related to war activity and has its roots in the past. The need and will to defend oneself, including the implementation of practical measures for defence and protection against attackers, has always existed long before the term itself reached the persons and institutions that filled the contents of civil defence education with a specific subject matter.¹

¹ Krátký, L. (1989). *Branná výchova II*. České Budějovice: Pedagogická fakulta v Č. Budějovicích. ISBN 80-7040-003-X.

Men have always faced the task of creating values and protecting them from harmful phenomena at the same time at various stages of human society development.^{2,3} Many years of development of civil defence education, civil defence and civil protection show that the subject matter represents a sensitive indicator of the society and its political development. Society always applied requirements for the civil defence readiness of the population apart from the armed forces when it was necessary to get prepared both politically and practically for the armed conflict. The interest of the society in the civil defence education had tendency to decline or was completely ousted from the social life as soon as the threat passed.

Historical experience shows that in the times prior the catastrophe and in the times of peace (especially in the post-war periods) there was always a certain rejection and opposition to dealing with civil defence education, civil defence and civil protection. Attention was not paid to addressing these issues during such periods.⁴ Society seems to be incorrigible due to historical development and does not want to perceive the efforts of personalities with a vision of the need to prepare necessary measures and principles of correct behaviour in emergencies and proactively and simultaneously implement an educational programme.^{5,6} It is the current threat that leads to an increased interest in education and readiness to cope with extreme situations that cause or may cause harm.

Civil defence education was understood both as the preparation of the population for the promotion of political goals by the armed forces, and an effective defence and protection against military aggression. The demands on the preparation

² Skedsmo, G. – Huber, S. G. (2018). Reliability, Validity and Fairness Key Issues in Assessing the Quality of Teaching, Instructional Leadership and School Practice. In *Educational Assessment Evaluation and Accountability*. Heidelberg: Springer Heidelberg. Volume 30, Issue 4, pp. 343–346. ISSN 1874-8597. DOI: 10.1007/s11092-018-9290-8.

³ Becker, S. M. (2000). Environmental disaster education at the university level: an integrative approach In *Safety Science*, Elsevier B.V., Vol. 35, Issues 1–3. ISSN 0925-7535. DOI: 10.1016/S0925-7535(00)00025-4.

⁴ Felten, P. – Linder, K. E. (2017). The means and ends of academic development in changing contexts. In *International Journal for Academic Development*. Volume 22. Issue 2, pp. 93–94. ISSN 1360144X. DOI: 10.1080/1360144X.2017.1305692.

⁵ David, A. (1995). Transformation of occupational health in the Czech Republic: Challenge for education and training In *Safety Science*, Elsevier B.V., Vol. 20, Issues 2–3, ISSN 0925-7535. DOI: 10.1016/0925-7535(95)00023-A.

⁶ Dušek, J. (2015). International Cooperation of Regional Authorities of the Czech Republic: History, Presence and Future. In *Conference Proceedings „18th International Colloquium on Regional Sciences“*. Brno: Masaryk University – Faculty of Economics and Administration. pp. 300–305. ISBN 978-80-210-7861-1. DOI: 10.5817/CZ.MUNI.P210-7861-2015-40. WOS: 000358536300040.

of the entire population for war situation used to increase in proportion to the development of military technology and scientific progress and their usage in the preparation and conduct of armed conflict. Development of civil defence training took place following two basic directions:⁷

- Civil defence training was used as preparation for an offensive war with the aim of militarizing the society. The threat of frequent military conflicts characteristic for the second half of the 19th century led to the formation of mass armies on the basis of compulsory conscription. At the same time, the leading state forces enforced faster and more thorough preparation of young men for military deployment. This trend often exceeded the army capabilities, which then demanded other institutions, especially schools to take over certain military training tasks. Physical education provided one of the opportunities to implement this requirement, which started to be introduced in public schools in most European countries during the 19th century. Military reasons prevailed over pedagogical and health reasons in introducing physical education into school curricula;
- Civil defence education based on the patriotic focus of education, promoted defensive character. The requirement for physical education and civil defence training was considered to be part of the comprehensive education and training of the society. Civil defence education is characterized by its purposeful, comprehensive and well-planned preparation of the entire population for the defence of the state.

Methodology

The aim of the research presented in the article was to examine the condition and the education development in the civil defence subject matter in the former Czechoslovakia in the 1918–1939 period. A framework research project was carried out by the authors in the preparatory phase to achieve this goal, which was based on a historical analysis of available documentation. The research into the conditions and development was based on a set of classified knowledge about the subject matter area of education in the 1918–1939 period as a process of creating knowledge according to certain methodological rules.⁸ A form of applied research was chosen, where specific issues in the field of civil defence education were addressed.

⁷ Krátký, L. (1989). *Branná výchova II*. České Budějovice: Pedagogická fakulta v Č. Budějovicích. ISBN 80-7040-003-X.

⁸ Reichel, J. (2009). *Kapitoly metodologie sociálních výzkumů*. Praha: Grada. ISBN 978-80-247-3006-6.

The performed analyses and evaluation of the acquired knowledge was focused on a certain element in natural conditions, which represented education in the subject matter of civil defence education in the former Czechoslovakia. A critical approach allowed to understand the topic in the contemporary contexts and create its comprehensive picture. The defined period was delimited by the establishment of Czechoslovakia in 1918 and the beginning of World War II in 1939, when the territory of Czechoslovakia was fragmented by the establishment of an independent Slovak State and the Protectorate of Bohemia and Moravia.

The performed research was carried out as a systematic study of socio-educational phenomena in order to obtain knowledge that describes and explains historical approach to civil defence education. The research part included a systematic process of gathering information, synthesizing existing knowledge and achieving increased knowledge.⁹ The aim was to obtain a unified insight into the subject of the study – the development of education in the subject matter of civil defence education in the former Czechoslovakia in the 1918–1939 period. On the one hand, the aim was to separate individual security issues, on the other hand, the individual areas were left as much as possible within the context of other areas. The research question was formulated as follows: “How was the education dealing with subject matter of the civil defence education in the former Czechoslovakia in the 1918–1939 period approached?”. The second research question was defined as follows: “What security issues and areas were reflected and taught within civil defence education?”.

A systemic approach to scientific literature research was used to achieve the goal and background data for the research question in order to obtain available information sources, published results and information from the field of education and civil defence education. Furthermore, the method of analysis and synthesis was used, i.e. the division of the whole into individual components and the connection of partial information into the whole and the description of the principles in interdependencies. This procedure was used in the analysis of historical information and their synthesis especially in the final part of the research. One of the methods for elaborating the goal of the research was deduction, i.e. the process of reasoning from premises, when a conclusion is reached on the basis of evidence. The procedure was applied in the processing of knowledge into the overall final part of the research.

⁹ Jensen, N. – Rice, A. – Soland, J. (2018). The Influence of Rapidly Guessed Item Responses on Teacher Value-Added Estimates: Implications for Policy and Practice. In *Educational Evaluation and Policy Analysis*. Sage Publications INC. Volume 40. Issue 2, pp. 267–284. DOI: 10.3102/0162373718759600.

Period prior 1918

In order to make the overview of the addressed issue more complex, the authors included in the article a reflection of the subject matter in the period prior 1918. The continuity and development of civil defence education in context seems to be more obvious. The emphasis on ideological and physical training of army subjects was also reflected in the requirement in the field of young generation upbringing in the field of education. Jacobite Louis-Michel Le Peletier (1760–1793) expressed in his proposal of children education the demand that all children should be brought up in national and republican ideas in the state-run education institutions and that their physical fitness should be developed. The Order on the Military Training of the Youth was issued in France as early as 1791.¹⁰

Fears of military conflicts, especially in the second half of the 19th century, led to the creation of an army based on compulsory conscription. Emphasis was placed on faster and more thorough preparation of young men for war deployment. This created a demand for other institutions, especially schools to carry out preparation of certain tasks. A suitable opportunity to meet these requirements was physical education, which used to be introduced into public schools in many European countries during the 19th century. The introduction of physical education in schools was not due pedagogical or health reasons, but due to civil defence education needs.¹¹

A new educational system of patriotic-military education began to form for the first time in history as the primary form of civil defence education in connection with the establishment of the mass army, and contained the main elements characterised as all-population and mass-scale with focus on physical and technical preparation for armed struggle. Society, and especially the ruling classes, were interested in the young generation, especially the male youth, and sought to obtain them for their purposes. Two basic directions in the development of youth training and education can be traced in civil defence education from the very beginning:

- School,
- Extracurricular.

Development of civil defence education in schools was initiated at the end of the 19th century, when the pressure of military authorities on schools increased, especially in Europe. Armies exercised pressure on young people to be acquainted with the military basics, took part in military exercises, to learn how to shoot, etc.

¹⁰ Reitmayer, L. (1985). *Teorie a praxe branné výchovy*. Praha: Naše vojsko.

¹¹ Reitmayer, L. (1981). *Úvod do studia obecné teorie branné výchovy*. Praha: Státní pedagogické nakladatelství Praha.

Such approach was introduced, for example, in France, where school battalions (*bataillons scolaires*) were established. Military exercise was performed in schools in Italy, England, Scandinavia, the Netherlands, Switzerland, Romania, Turkey and Japan. Militaristic approaches also had many opponents. Angelo Mosso (1846–1910), the Italian university professor was a strong critic of this approach, recommended that instead of military exercises, more attention in schools should be paid to modern physical education. The extracurricular form of civil defence education was performed both in the club activities of physical education organizations and in organizations applying new approaches to the youth.¹²

The form of pre-war education was carried out in Austria-Hungary, which also included the Czech Lands and Slovakia. The tendency towards pre-war education was one of the consequences of the defeats suffered by the imperial armies in 1859 in the war with Italy and in 1866 in the military conflict with Prussia. After these military defeats, Austrian officials and soldiers realized that their cause was not only lying in sufficient training and poor armament of the army, but in comparison with the Italian revolutionaries and Prussian soldiers mainly in general lower mental and physical level of the Austrian soldiers.¹³

The civil defence ability of the population was not initially the result of systematic and purposeful education, but a manifestation of resistance to oppression and helplessness. The first tendencies to introduce civil defence education in the Czech territory can be traced in the Sokol movement, where a large amount of population could gain physical fitness and at the same time moral and willpower qualities were formed and developed. The project of civil defence education by Miroslav Tyrš (1832–1884) and Jindřich Fügner (1822–1865), the co-founders of the Prague Sport Union, later Prague Sokol, was developed in detail and represented the first outline of civil defence educational theory. Tyrš formulated not only the goals and tasks of civil defence education, but also determined its means. He published his ideological article “Our task, direction and goal” in the Sokol journal.¹⁴ Sokol developed into one of the first national organizations with a spirit of civil defence. It is Tyrš who is considered to be both the founder of our national physical education movement, and a pioneer of Czech civil defence education. Its tradition begins and develops in his time and through his work. It is also necessary to perceive Sokol association activity as a targeted national revival and an opposition to the contemporary government arrangement, which resulted in a military patriotic mission.

¹² Reitmayer, L. (1985). *Teorie a praxe branné výchovy*. Praha: Naše vojsko.

¹³ Reitmayer, L. (1972). *Stručný nárys obecné teorie branné výchovy*. Praha: Státní pedagogické nakladatelství Praha.

¹⁴ Žižka, J. – Žlábek, J. (1989). *Od pódia ke Strahovu*. Praha: Olympia, 83 pp.

The contents of Sokol physical education activity consisted of comprehensive physical training and educational activities developed in the spirit of the traditions of the Czech nation. The training consisted of drill, floor exercise, and gymnastic apparatus exercises. Thus, speed, dexterity, endurance, strength, resistance to exertion and discomfort, which developed through Sokol trips, were practiced. The goal was the development of physical fitness and formation of moral and willpower qualities based on patriotism.

Austro-Hungarian period brought demand for the school reform, which took place in 1868–1869. The law introduced compulsory school attendance for children aged six to fourteen. Military officials had a strong influence on law-making and pushed ahead the school to develop not only intellectual but also the physical training of the young population in line with the needs of the military. Gradually, the mandatory care for the physical development of young people began to be implemented, which was carried out by a new subject – physical education. In the 1980s another demand began to be enforced for male schoolchildren to be effectively trained in exercises required for the tasks of the military service. Thus, the demand for military education of young people (military propaedeutics) arose in Austria-Hungary as the primary form of civil defence education, which was subsequently carried out for many decades. The requirement that the school physical education should be used as a preparation for military service was successfully more or less enforced. Exercises according to the valid training rules for infantry together with shooting were included in the curricula of both secondary schools and primary schools. The problem was caused by implementation, which required a physical-technical drill and the supportive approach of teachers, who, however, often supported a pacifist approach.¹⁵

During the course of the World War I, the Austrian and Hungarian authorities on schools increased. Education became more and more dependent on the Ministry of Military, which issued guidelines to speed up the training of male youth for their deployment to the front. In addition to saber fencing, shooting competitions were introduced to the secondary schools together with interpretations of war history and military basics, and in 1915 training was expanded by a regulation on the military training of secondary school youth with the direct participation and guidance of military officers, including the introduction of bayonet fencing. A paramilitary organization “Junobrana” was established in the Czech Lands. The Junobrana management fell to experienced physical education teachers, who had to organize marches with young people in military formations, perform exercises with weapons and practice in shooting.¹⁶

¹⁵ Reitmayer, L. (1985). *Teorie a praxe branné výchovy*. Praha: Naše vojsko.

¹⁶ KÁDNER, O. (1929). *Vývoj a dnešní soustava školství*. Praha: Sfinx – Janda.

However, the teaching requirements for pre-war education were not adequate to the age of the youth and the methods of conducting the training were often without any pedagogical basis. Young people learned many singularities without an internal connection with the overall focus of school education. The exercises were often entrusted to military personnel who had no pedagogical education and the practical training was carried out by uncultivated and undeveloped drill exercises.

Development of the civil defence education in the 1918–1938 period

Civil defence education concerned physical, mental and especially moral development. It was a harmony according to the ancient ideal “in a healthy body – a healthy spirit”. According to M. Tyrš, it was possible to express the defence potential of the nation in a similar way as the idea “in a strong body – a strong spirit”. Tyrš imagined quite specifically the real defence in both directions, which can be evidenced from his speeches as early as in 1871 (taken from the Magazine for Civic and Defence Education¹⁷): *“Only that nation can be called a perfectly defence prepared which proper physical exercises in all its society layers are developed with emphasis.”* It is possible to deduce the effort for general compulsory physical education from this statement. *“Self-confidence and resourcefulness that can help itself quickly, courage and forethought, endurance and resentment, simplicity, accuracy and toughness in the way and habits of life, reliability and punctuality of the mind to which the act and not the word applies, friendship sacrificial and enthusiastic, manful discipline self-submissive to the interests of the whole – these are the moral qualities which are cultivated and should be cultivated in our training grounds and on which the national military ability has rested and are resting everywhere.”* It was, in a sense, a prologue to the introduction of a system of moral education. Civics education together with physical education acquired new and more significant characteristics in the military conception. A brief expression of a quotation and mission for the educational system in the civil defence, physical and moral education can be embraced as health, strength and civic virtues.

The World War I (1914–1918) brought a new experience for the society and especially for all armies. The influence of the background on the morale of the population, the psychology of the soldier and his combat determination was so significant that it played a significant role in the course of operations and in the war as a whole. The background was only partially endangered by the direct attack of the aggressor in the World War I. The armed conflict was conducted in

¹⁷ Časopis pro občanskou nauku a brannou výchovu. 1936. ročník I. (XIII.), sešit 1.

a shallow zone. Population and material values were mostly affected only when the front moved. Evacuation in particular was sufficient to protect the population, sometimes the population survived the fighting in the cellars or in temporary shelters. The main actor in leading the strike at the background of the enemy was the Air Force, which was numerically weak, inefficient and had a limited range. The war affected the background mainly economically and also psychologically. With the technical and quantitative development of the Air Force, it was necessary to consider its use to destroy the civilian economic potential of the enemy. Simultaneously with the development of the Air Force, means of air attack were also developed. There was also an automatic reaction in the form of building a civilian anti-aircraft defence (CPO). The system focused on the self-help of the population in air attacks and was intended to help in eliminating the consequences of the attack and helping to cope with the psychological and moral fluctuations of the population in the background.

The new self-awareness of national independence and state sovereignty after the collapse of the Austro-Hungarian monarchy following the end of World War I was one of the main directions after the emergence of an independent Czechoslovak Republic in its establishment on October 28, 1918. One of the consequences of World War I in Czechoslovakia was the rise of pacifism which was an attitude rejecting war and violence and saw the possibility of a peaceful solution to international disputes under all circumstances. The idea of peace was the main idea of the post-war period. Education for peaceful thinking was to be cultivated since the young age, so that peace education could enter schools and that a general Peace Day should be introduced into schools.¹⁸

From the point of view of education, a strong emphasis was placed on education for statehood. Education for statehood and patriotism was seen in three main directions:¹⁹

- State propaganda in the form of proclamation and dissemination of ideas,
- Civil defence education,
- Political education.

The aim of this direction and education was love and devotion to the state, sense of state, understanding of its importance, awareness of the obligation to work for the state and make sacrifices to it, to contribute, according to individual possibilities, to its security and consolidation and to its successful external and

¹⁸ Wurmová, J. (1924). Ku dni 15. listopadu In *Časopis pro občanskou nauku a výchovu*. ročník I., sešit 9.

¹⁹ Krofta, K. (1935). *Výchova k státnosti. Výchova k brannosti, výchova politická, propaganda státu*. Praha: Masarykův lidovýchovní ústav.

internal development. The period after World War I, when the Czechoslovak Republic was perceived as a victorious nation, was also characterized by a certain security carelessness.²⁰ It was the direct danger and development in neighbouring Germany which forced the state to become more interested in civil defence education.

Act No. 2/1918 Coll., which established the highest Administrative Offices in the Czechoslovak State, as amended, established the Ministry of Education, which was entrusted with the responsibility for education. The decisive factor in the field of education was the adoption of Act No. 292/1920 Coll., which regulated the administration of education, as amended. This law fundamentally adapted the administration of education. The law stipulated that this administration belonged to the state, which administers it out through the Ministry of Education and National Enlightenment. One of the basic tasks was to build the education of the young state on new, national and democratic principles, as well as to unify the school system throughout the state territory.²¹

The education of the population to statehood was legally regulated in 1919 by Act No. 67/1919 Coll., On the organization of popular civic education courses.²² Thus, civic education became the subject of state and self-government care, see Section 3 *“The cost of organizing these courses is covered by contributions from cities, municipalities, ... and state subsidies.”* This law introduced a compulsory organization of civic education, however, participation in it remained voluntary. The task of public care for civic education was the education of citizens for the newly formed republic with a focus on the following areas:²³

- Civic education on the state system, explanation of the difference between the monarchy and the republic,
- Interpretation of economic issues of the state and municipalities,
- Historical development and independence of the Czechoslovak Republic,
- The importance of democracy,
- Social conditions,
- The moral foundations of the state, devotion to the whole, virtues and civic duties,
- The essence of healthcare,
- On physical education, etc.

²⁰ Pavlíčková, H. – Somr, M. (2016). Through wisdom to humaneness and democracy. Jan Amos Komenský and Tomáš Garrigue Masaryk In *Studia z teorii vychowania*. Warszawa: Wydawnictwo Naukowe CHAT, Tom VII: Nr. 3, (16), pp. 27–36. ISSN 2083-0998.

²¹ Morkes, F. (2002). *Kapitoly o školství, o ministerstvu a jeho představitelích. (Období let 1848–2001)*. Praha: Pedagogické muzeum J. A. Komenského v Praze, ISBN 80-9011461-9-8.

²² Akt No. 67/1919.

²³ Matula, A. (1937). *Branná výchova mimo školu*. Svobodné učení selské.

From the point of view of the new state, introduction of civic education as a new subject seemed to be very important made by Act No. 226/1922 Coll., which amended and supplemented the Acts on primary and civic schools. An explicit presentation of civic education can be found among the compulsory subjects in Section 1, Paragraph 1: *“Compulsory subjects taught in general (folk) schools are: religion; civic education; reading and writing; language of instruction; mathematics with the knowledge on measuring forms, natural science, natural history, geography and history concentrating especially on the nation and home country; drawing; singing, handicrafts and physical education. Home economics can be introduced as a special subject. The regulation will control a role of school doctors in the physical education of pupils.”*²⁴

Education for statehood

In 1919, the foundations were laid for civic education and a network of public care bodies was created, which actively developed a rich activity. In 1935, there were a total of 651 district (city) enlightenment associations in Czechoslovakia. There was a total of 12,264 local enlightenment commissions, of which 9,697 were Czechoslovak, 2,090 German, 337 Carpathian, 72 Hungarian and 68 Polish. Educational efforts responded to the cultural and political needs of the citizens and the state. Social developments in Europe, especially the intensification of Nazi tendencies in the neighbouring Germany, led to expanding the education by civic defence education besides civic education itself. The tasks of self-defence, to which the education and training of the individual prepares, also include the joint defence of material and cultural goods and the health and life of citizens.²⁵ Education aimed at preparing citizens to be able to defend their state against potential enemies.

Civil defence education was to be mainly moral and physical. The Minister of National Defence B. Bradáč commented on the topic of civil defence education: *“From the moral point of view, we are obliged to realize the need to join forces of all citizenship to defend the homeland, to consider this defence a not only imposed by state but to fulfil it with love and bearing in mind that we are fulfilling the most holy law for the welfare of the homeland subordinating our personal interests to the whole.”*²⁶ Civil defence should not be focused solely on physical education and civil defence training. The fundamental direction of civil defence education was to make the inhabitants acquainted with the possibilities that they can use to defend

²⁴ Akt No. 226/1922 Sb.

²⁵ Matula, A. (1937). *Branná výchova mimo školu*. Svobodné učení selské.

²⁶ *Rukověť branné výchovy. Nižší stupeň*. (1937). Praha: Vědecký ústav vojenský.

both the state and themselves. The defence of peace and the promotion of international cooperation was gradually gaining importance. The great role model was T. G. Masaryk. The work of citizens for peace should have been perceived as a life and mind attitude.²⁷

Perceptions and ideas about the tasks of the state were gradually changing and evolving. The competence of the state was exhausted for a long time by the protection of the state integrity, its citizens and the state territory against external attacks. Creating and developing a legal order and care for security and order within the state was another task. Gradually, the activities of the state expanded in other directions. The state had to take care of providing the necessary resources to fulfil its tasks, it had to take care of the state economic development and the population, the infrastructure development and also better education of the population. One of the important places where civic and state-building virtues were introduced into life were schools.²⁸

Education for statehood, the so-called popular education, was aimed at creating an environment that every citizen, regardless of nationality, religion, political beliefs or social environment in which he lived, was physically and mentally able and willing with enthusiasm and faithfully to fulfil his civic duties and if necessary, defend the state and the democracy with weapons.²⁹ Although the basic direction was stated in various publications, the uniform plan was missing. There were certain directions, such as the Masaryk Institute of Popular Education, which required a unified plan for education for statehood. This requirement was directed at the government to introduce systematic state economic and civil defence education by organizing courses, seminars, and other attractive forms.

Citizenship education and education for statehood included mainly education for civil defence. Education of the population was intended to lead to the so-called civil defence of the nation, i.e. to the ability to maintain and defend an independent Czechoslovak state against all possible enemies both at home and abroad. Four basic areas were included in the civil defence education:³⁰

- a) Awareness: training related to the war. It was about training the population how to properly protect themselves from danger and attacks. The training could be organized only by experts in cooperation with, for example, the Czechoslovak Red Cross, doctors, firefighters, etc.

²⁷ Čapek, J. (1938). K úloze studentstva a mladých intelektuálů v boji o mír a mezinárodní spolupráci. In *Naše doba. Revue pro vědu, umění a život sociální*, Vol. 45. Praha: Jan Laichter.

²⁸ Novotný, O. J. (1927). Stát. In *Časopis pro občanskou nauku a výchovu*. Vol. IV., No. 8. Praha.

²⁹ Krofta, K. (1935). *Výchova k státnosti. Výchova k brannosti, výchova politická, propaganda státu*. Praha: Masarykův lidový ústav.

³⁰ *Ibid.*, pp. 19–20.

- b) Public health care. This area was focused on supporting physical education in order to increase the physical fitness of the nation. It also took into account the fact that the nation's fitness presupposes care for public health as well as recreation of the population. It was perceived as both the care for both the body and mental health.
- c) Economic and moral power. Emphasis was placed on developing the character of citizens, strengthening solidarity and building good relations between various classes and layers of the nation.
- d) The civil defence of the nation itself. The focus in this area was on the nation's ability to live in a free state, to maintain and defend the state even against an attack, based on the bravery of the population. Bravery had to stem from patriotic feeling and love of the country.

The danger to the state was perceived in the evolving international situation. It was difficult to balance the necessary education for peace with the education for the civil defence. Education with an emphasis on preparation for peace had a strong justification in the first years of the newly formed Czechoslovak Republic. However, preparation for peace should not weaken the nation and the state. Two personalities of the Czech history, Petr Chelčický and Jan Žižka stood as a contrast.^{31,32} Chelčický held the view that evil should not be opposed and condemned the war. On the other hand, Žižka was an important Hussite military leader who promoted Jan Hus's idea of church reform by fighting. Skořepa commented on issues of education that pacifism as a teacher's attitude must be real. Emphasis was placed on preparing for peace, especially where there was a fear of war, where it was necessary to defend oneself to the extreme, so the fighting tendencies of young boys had to be reduced. It was based on the assumption that even a child must be able to defend himself. The fighting instinct should not only be suppressed, but also converted into morally tolerable forms, such as wrestling with the rules, a drowning person rescue, first aid in an accident, etc.³³

It is necessary to state that Czechoslovakia or rather the Czech lands were among the countries with the lowest number of illiterates regarding the issue of enlightenment and education. The number of illiterates just slightly exceeded 1% in Bohemia, Moravia and Silesia according to the statistics from 1930. The number of illiterates reached 6% in Slovakia and 21% in Carpathian Ruthenia. In general,

³¹ Skořepa, M. (1933). *Výchova pro stát* In *Časopis pro občanskou nauku a výchovu*. Vol. X., No. 4. Praha.

³² Polman, K. (1933). *Výchova pro míra obranu* In *Časopis pro občanskou nauku a výchovu*. Vol. X., No. 2.

³³ Skořepa, M. (1933). *Výchova pro stát*. In *Časopis pro občanskou nauku a výchovu*. Vol. X., No 4.

it was a total of 3.25% of the illiterate population. When compared to the data from 1921, the number of illiterates reached 3% in Bohemia, Moravia and Silesia, 13% in Slovakia and 44% in Carpathian Ruthenia. In total, it was 7.5% of the illiterate population.³⁴

Civil defence ability

The concept of training in the field of civil defence, respectively civil defence education in the interwar period defined by the years 1918–1938 was associated with the establishment of the Czechoslovak Republic in 1918 and the subsequent development of the republic and the international situation. A concept can be seen where the hierarchy of moral and educational values including humanity, statehood and nationality was emphasized. The realization and defence of these ideals were considered the duty of every person, nation and state. The Czechoslovak Republic had no tendency to engage in war activities, there were no causes or no territorial claims outside the set borders. The defence of borders, territories and populations was a fundamental goal in the education and training of the population.³⁵ The need was perceived from an early age to educate the future nation not to intensified militarism, but to honest civil defence education.³⁶

Civil defence ability was perceived primarily as the ability to defend against an attacking enemy. Emphasis was placed especially on increasing the civil defence level, when the whole nation and all citizens needed to be educated with this goal in mind. Civil defence education applied to all inhabitants of the state, military education only to those who would defend the state militarily. Military education was a special kind of civil defence education. It was well known that not only the army in the field has a decisive role in the defence of the state, but it also depends on agriculture and industry, on their performance and self-sufficiency.³⁷

Educating young people to increase civil defence ability during school education was primarily the task for schools. Subsequently, this obligation was transferred to sports associations, such as the Czech Sokol Association. Students were considered to be future possible men in the military service, so the idea of

³⁴ Beuve-Mery, H. (1937). *Výchova mládeže v Československu*. In *Naše doba. Revue pro vědu, umění a život sociální*. Vol. 44.

³⁵ Milič, B. (1935). *K výchově pro stát*. In *Časopis pro občanskou nauku a výchovu*. Vol. XII., No. 2.

³⁶ Krýsa, V. J. (1938). *Obrana civilního obyvatelstva proti leteckým útokům*. Praha: Československá grafická unie.

³⁷ Dolenský, J. (1929). *Branná výchova školní mládeže. I. díl (předmluva)*. České Budějovice: Společenská knihtiskárna.

civil defence education was promoted as early as in the schools. The idea was presented that in the interest of the state future, it was necessary to introduce civil defence education as a certain precursor to military service. The lack of love for the nation and the state was an obstacle to the proper performance of military service. As Dolenský stated, while safeguarding the existence of the state and undisturbed development, civil defence education and the army should be supported.³⁸ This attitude was based on the existence of wars in the world. It was necessary for the teacher to discuss this matter with the students and prepare them for such possibility. Civil defence training and special military training had to be the life manifestation of the nation in the times of peace. One of the goals of civil defence education at school was to educate young citizens of the Czechoslovak Republic in physical and moral bravery and endurance for a possible defensive war.

Exercises of physical and moral endurance, patience, modesty, self-exertion and devotion were considered appropriate preparation for military service. The greatest emphasis was placed on education for love of the nation, for the state and its representatives, for its people, national culture and others. During the lessons, students should have been encouraged to be aware of national pride in individual subjects, such as appropriate promotion of historical heroes as models of the struggle for freedom, the use of examples of courage and bravery from everyday life, the use of physics, chemistry and geography to point out the context. The idea that the idea of defence could penetrate all subjects was spread.^{39,40} Schools and other organizations were to shape young citizens, especially male, as conscious, high-principled and healthy men. It was obvious that the set goal could not be achieved in a short time horizon.⁴¹

In order to provide an appropriate degree of civil defence readiness of citizens during the enemy attack, already primary schools should educate the youth to increase their civil defence ability by the following means:

- Education to devoted love to nation and state,
- Education to physical and moral bravery,
- Education to a real insight (e.g. in humanism, pacifism and school of thoughts disorganizing society),
- Awareness of the importance of cultural, economic and military self-defence both on the personal and national level.

³⁸ Ibid., p. 9.

³⁹ Ibid., p. 13.

⁴⁰ Krofta, K. (1935). *Výchova k státnosti. Výchova k brannosti, výchova politická, propaganda státu*. Praha: Masarykův lidovýchovný ústav.

⁴¹ Soukup, F. A. (1932). *Školní výchovou k brannosti národa. Studie pedagogicko-didaktická*. Praha: Svaz československého důstojnictva.

The Minister of National Defence commented on the civil defence education of the population as follows: "*To cultivate wisely civil defence means to be prepared for the war. However, this does not mean to have just a ready and trained army. Today and in the future, this will mean that the whole nation must be prepared with all its moral and material resources.*"⁴² It is clear from the above-mentioned statement that civil defence education, formerly also called civil defence training or pre-military education, was not a separate issue or a problem. Civil defence education formed part of the overall effort to increase civil defence capacity of the state. It was not and could not be a goal, but only a means.

Focus on civil defence education

Civil defence education – was a training aimed primarily at awakening love to the homeland, nation, state and planting a sense of duty to them, to stimulate efforts for home security. The aim was to concentrate both mental and physical forces on defending the state.⁴³ Schools should put emphasis on deepening civil defence education in the broadest sense as well as military education. Civil defence education was clearly seen as a certain basis and first step towards military education. School education was intended to support the subsequent physical fitness of the army and its spirit. This laid the foundation for civil defence education of the whole nation since childhood. The basic idea was that advanced defence could turn war away or at least weaken its negative consequences.

The concept of civil defence education was perceived in two basic directions. It was civil defence education both military and cultural. Military approach to civil defence education was aimed at an offensive and combat military training. Cultural approach to civil defence education was a connection and direction towards the spiritual, physical and technical culture of the population in accordance with the needs of the state defence. This approach was preparing the population for moral virtues, mental and physical abilities and technical skills, which should bring benefits not only for life and activity during the war, but also for life and activity during the peace.⁴⁴ Civil defence training can therefore be described as the will and the ability to defend oneself, one's country and one's homeland.

⁴² Machník, F. – Melichar, V. (1936). *Brannost národa a střední škola*. Praha: Novina Praha, Vol. 2.

⁴³ Matula, A. (1937). *Branná výchova mimo školu*. Svobodné učení selské.

⁴⁴ *Ibid.*, p. 20.

- Civil defence education was divided into three basic components:⁴⁵
 - Moral and scientific;
 - Physical;
 - Military (pre-military).

The goals of physical education coincided with the goals and ideals of physical education in the above-mentioned concept of civil defence education. Civil defence education in terms of morality was a development of character to patriotism and to loyalty to the state and to humanity, and was associated with the teaching of state defence. Pre-military education was preparing men for military service, the military service itself was intended to maintain military training of the reservists at the appropriate level.

A safe nation was perceived as one that educated its population with the same care in creative activity, and at the same time in civil defence awareness. Civil defence education was a vital interest of the national as a whole itself, and its level was a measure of contemporary security.⁴⁶ Civil defence included a sense of responsibility, duty, order, discipline and at the same time it was an expression of the act of patriotism and civic solidarity. The aim was to support civil defence ability of the entire population, regardless of age or whether they were subject to military service.

The basis of civil defence education was seen as bringing young people out of narrow individualism and leading them to the realization that the state society is a necessary social form that can have no other purpose in a modern state than to increase the satisfaction (well-being) of its citizens. It was a principle to make the citizen realise that he is not an isolated individual, but a member of the community of the family, the state and will not perceive possible military service as a personal burden and harm to personal freedom. Discussions were carried out about the obligation of the military service during possible period of mobilization or the possibility of alternative activities. It should have been emphasized to the citizen that he has a homeland and a political home, which is the highest subject of his thinking and efforts. The idea of perfection in the form of society was highlighted. Each individual had to perceive his own duty towards the whole within an internally free society.⁴⁷

⁴⁵ Dolenský, J. (1937). *Příručka branné výchovy pro učitelstvo národních škol*. Praha: Státní nakladatelství.

⁴⁶ *Rukověť branné výchovy. Nižší stupeň*. (1937). Praha: Vědecký ústav vojenský.

⁴⁷ Soukup, F. A. (1932). *Školní výchovou k brannosti národa. Studie pedagogicko-didaktická*. Praha: Svaz československého důstojnictva.

Conclusion

The development of the Czechoslovak Republic after World War I was influenced by a period of great changes in the way of war conducting and as a result of the developments, especially the rise of A. Hitler to power in neighbouring Germany in 1933. The Czechoslovak state had to respond to the situation through the preparation of the citizens, from children, youth and the preparation of conscripts to building an army. The expansion of the possibility of war waging in addition to the ground form to the possibility of airborne – air pressure put pressure on the protection and defence of families, schools, government authorities, social organizations and institutions to take over certain part of responsibility for this education. One of the characteristic features of the political system of pre-Munich Czechoslovakia was its great fragmentation. This inconsistency was also reflected in physical education and civil defence organizations.⁴⁸

The need for civil defence education was seen as an integral part of the education of a conscious, capable, disciplined and prepared citizen. Training of the civilian population in the field of civil (anti-aircraft) defence, and in the above-mentioned examples especially in school education, was carried out in the context of general education and the situation of the Czechoslovak Republic in the interwar period. Emphasis in school education and upbringing was placed especially on:⁴⁹

- Moral sturdiness,
- Physical fitness,
- Civil defence education.

Culturally conceived civil defence education was important in expanding the education not only of pupils and students in schools, but also of the entire population. The goal of civil defence education was the service to the whole as an expression of a certain human and national community. Civil defence education can be seen as a supporting component in the ideological conception that led the individual citizen towards patriotism, civic solidarity and humanity. Civil defence education aspired to direct the citizen towards a democratically active person, a person with an interest in his community, social order and state system. The civil defence of the population ideally stemmed from the feelings of a man and from his free will to defend the state. This concept should also be taken into account in current approaches to security and defence education.

⁴⁸ Obdržálek, Z. (1997). *Branná výchova jako súčasť komunistickéj výchovy*. Bratislava: Slovenské pedagogické nakladateľstvo.

⁴⁹ Kalivoda, K. – Stýblová, B. – Valla, B. (1939). *10 branných vycházek. I., Pro hochy i dívky 6–7leté*, Praha: Nákladem česko-slovenské grafické Unie.

The aim of civil defence education was mainly to plant into young people the generally valid moral principles of a good citizen, respect and love for the state, cultural values and historical traditions. Civil defence was not to be a special goal, it was intended to stem from the overall civic education, from the national consciousness. The emphasis in civil defence education was mainly put on the mental side of a man. It was therefore an ideological content of teaching and education. Civil defence education can be described as moral and civic education, which built and provided moral foundations of civic virtues such as heroism, discipline and sociability, which were to prove themselves when the state was in danger. Such education was not limited to civic education, but permeated all subjects, especially elementary studies, homeland studies, history, geography.^{50,51}

In addition to developing their own civil defence ability, civil defence education was implemented in schools with the aim to achieve a healthy, well-developed, resilient and hardened body, to practice sharp-wittedness, attention, alertness in observation the surroundings and in the terrain. It was also about educating in discipline and being well organised particularly in the threat of war.⁵² The implementation of civil defence education took place in many subjects with the intention of supporting and strengthening the mental and moral resilience of students. Civil defence education was strongly promoted, however, most teachers had nor the opportunity nor the experience in civil defence education or attended special courses.⁵³ The fundamental direction of civil defence education was that everyone joining the army would come physically, mentally and morally well-prepared and well-educated by the means of civil defence education.⁵⁴

The issue of how to teach school children to act correctly under different circumstances was and has remained one of the most important issues of today and the past. A mere theoretical interpretation, though as more illustrative as

⁵⁰ Kavan, Š. – Pavličiková, H. – Felcan, M. – Brumarová, L. (2019). Vzdělávání a výchova v oblasti dopravní bezpečnosti. In *Mezinárodní kolokvium Safe and Secure Society 2019*. Sborník příspěvků. České Budějovice: Vysoká škola evropských a regionálních studií, pp. 28–34.

⁵¹ Pecháč, J. (1936). Dějepis a branná výchova. In *Časopis pro občanskou nauku a brannou výchovu*, Vol. I. (XIII.), No. 1. Praha: Státní nakladatelství.

⁵² Zhang, J. – Fu, J. – Hao, H. – Chen, N. – Kim, Y. (2018). Development of Safety Science in Chinese Higher Education. In *Safety Science*, Elsevier B. V., Vol. 106. ISSN 0925-7535. DOI: 10.1016/j.ssci.2018.02.034.

⁵³ Valla, B. (1937). Přípravy na další činnost v branné výchově. In *Časopis pro občanskou nauku a brannou výchovu* Vol. II. (XIV.), No 5. Praha: Státní nakladatelství.

⁵⁴ *Rukověť branné výchovy. Nižší stupeň.* (1937). Praha: Vědecký ústav vojenský.

possible, is insufficient.⁵⁵ It is necessary to explain where the danger lies and how to protect oneself, first by examples, then by imitating the situations with examples of right and wrong behaviour. It is necessary to enable students that what has been explained theoretically in the lessons, has also been practically practiced during the practical exercises, e.g. the principles of evacuation, individual improvised protection and sheltering. In this way, students gain not only knowledge, but above all valuable habits and a general overview of the principles of correct behaviour in the event of danger.

In general, the idea of achieving the ideal harmony of the soul in love, beauty, goodness and truth can be observed in the researched period of 1918–1939. However, everything in the world must be fought for, so even these virtues and qualities must be fought for, protected and defended. The best way of defence is the word, but that time was not convenient only for verbal defence. The idea of a sense of ideal was emphasized, as all movements in the history, whether early religious or later patriotic, when led by a strong idea, brought success and benefit to humanity. It was necessary to revive the idea of conscious love to the homeland, nation and state.⁵⁶ The moral value of civil defence education can be found in the perception of a paradigm in which an individual can move from egoism towards solidarity with the society in which he lives.

Reflections and research in the areas of civil defence education in the past were carried out mainly by the Departments of Civil Defence Education at the Faculties of Education. Their current absence limits the professional development in this area. Departments of Health Education or Social Studies can represent a partial substitute; however, safety issues are usually of a marginal interest in their curricula. The implementation of scientific research activities is a basic precondition for possible professional development and a high-quality contemporary approach to issues of education in the field of safety at universities preparing future teachers.

⁵⁵ Kavan, Š. (2020). *Ochrana člověka a společnosti – vývoj vzdělávání v bezpečnostních tématech*. Praha: Nakladatelství Lidových novin. ISBN 978-80-7422-753-0. DOI: 10.32725/zsf.2020.74227530.

⁵⁶ Rublič, J. (1935). *Obrana národa a státu podle vzoru přírody*. Chrudim: Nakladatelství zahradnické literatury.