

SECURITY EDUCATION IN THE PERIOD OF THE FIRST CZECHOSLOVAK REPUBLIC

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Abstract

The article discusses the security education issue concerning in the First Czechoslovak Republic period. The main focus is on security education of adults in the period between 1918-1938. It demonstrates the rich Czechoslovak tradition and its usage for securitology and education for security in the present and future.

Key words

Security, education, security education, adult education, securitology.

Bezpečnostní vzdělávání v období 1. republiky Československé

Abstrakt

Článek pojednává o problematice bezpečnostního vzdělávání v období 1. Republiky Československé. Na základě analýzy bezpečnostního vzdělávání v období let 1918–1938, především dospělé populace, poukazuje na bohaté československé tradice a možnost jejich využití v oblasti securitologie a bezpečnostního vzdělávání v současnosti a budoucnosti.

Klíčová slova

Bezpečnost, vzdělávání, bezpečnostní vzdělávání, andragogika, securitologie.

„NOTES: Safety of people and possessions in endangered by 1. people committing crime, 2. other bad deeds, 3. natural disasters, 4. sudden misfortune, 5. sudden death, 6. not meeting certain laws.

*As long as bad people exist there will be wrong-doing, oppression, violence. There is only one mean to turn the bad one into the good one. This could not be done by partial hatred but only by love. (Nový lid 1921, 251)*¹

1 Introduction

From the beginning of his existence the humankind tried to avoid the risks and to live safely. The essential need of security was based on the contest of power seizing in various spheres of political, economical and military activities. The turn of 20/21st centuries brought important changes to the development of foreign relations, security system and education. The transformation of the whole security character, omitting so called “hard security”, demanded mainly the security literacy of the people. Security literacy can be ensured by understanding of the important difficulties of the security phenomenon.

This article aims to analyse the chosen aspects of security education during the First Czechoslovak Republic, i.e. 1919–1938 period. The analysis concerns the reality of security in the mentioned time horizon and geographical space. The author of this article does not want to provide with a complete description of the security education during the period of the First Czechoslovak Republic, but he wants to point out some of the significant issues. The article was processed by the means of empirical and theoretical methods, especially document analysis, synthesis, induction and deduction, and historical comparative methods. The author supposes the other research methods (i.e. oral method) used for further detailed analysis to be very enriching the research results. The topic should point out the rich tradition of security education in Czechoslovakia and it can specify the way of history facts and their application using within the scientific disciplines as there are andragogy and securitology.² The author realizes the fact he used a lot of contemporary science terms as andragogy, securitology, security education, which describe the issues in the accordance to the contemporary terminological apparatus.

2 Security and Security Education

History of humans was accompanied by many negative events of various character. There were natural disasters, catastrophes, organised violence. New territories settlement and society industrialization caused that forms of the risk

¹ Cit. NOVOTNÝ, O. J. (1924), díl III. (stupeň horní), část 3., p. 381.

² KORZENIOWSKI, L. F. (2008), pp. 5–274.

and its variety increased. The number and rate of the secondary risks³ were more often than the primary risks⁴. The phenomenon of security was about to be explored and consequently many of scientific approaches originated. Mostly, the security issue explored was limited to the war and peace category, and violence. The conception of security often came out from the philosophical understanding of the war and peace relationship⁵, polemology and irenology.

Concerning the security education analysis during the First Czechoslovak Republic, it is necessary to point the specific aspects of the social phenomenon of security⁶. Security science has been structured and formed from the new point of view of the security during several recent years. The new terms describing security theory has been launched, e.g. securitology.⁷ Even though the most precise terminology would be abstracted, it is possible to state the security phenomenon used to be and it is very probable to be related to the social life, relationships and activities. The same bond existed during the First Czechoslovak Republic period. We can mention also a very remarkable anthropological phenomenon. None of living creatures is able to jeopardize itself as the human being throughout all the activities – social relationships, natural resources or using of technical means. Historically, wars became the most dangerous phenomenon. In the period 1918–1938, “the new independent state, whose exotic name Czechoslovak Republic⁸ was not very familiar to Europeans” was founded on the residuals of the Austro-Hungarian Monarchy. The state that had a lot of its own problems was facing the real threat of the next world war in the coming years, provides a very interesting occasion for an analysis of the complicated security education matter. Official authorities have started to support adult education legislatively and financially, which has caused new educational institutions for adults foundation, e.g. citizen schools, high citizen schools devoted to general education and requalification of the unemployed. It was important that the new political organization of the state, and troubles emerging from it, led the state officials to support the new generating system of citizen education. One of the first legislative acts of the new republic there was Act no. 67 on the citizen courses organization issued on 7th February 1919. The free courses of citizen education were held under the rule of this law. The

³ Rising as a result of activities of man.

⁴ Natural disasters, catastrophes, etc.

⁵ HOFREITER, L. (2009), p. 13.

⁶ ŠKVRNDA, F. (2009), pp. 85–91.

⁷ KORZENIOWSKI, L. F. (2008), pp. 5–274.

⁸ Cit. JOHN, M. (1994), p. 9.

courses intended to spread the basic knowledge of the government of the state, historical development, the meaning of democracy and the security of citizens of the republic, as well. The concept of Act no. 67 was broader⁹ and it should include all the citizen-educational reality. But the actual political, financial and time matters had narrowed its validation to only citizen education. The following political and economical situation has enabled courses broadening to other fields – science – security of the science as well, philosophy – philosophy of security also, history – history of security, etc.

3 Philosophical-methodological View of the Security Education

The army used to have the central position in the security education. The education concentrated on army leaders and modulation of their personalities. T. G. Masaryk set the leaders to form the army morality¹⁰: “The life force emerging from the intelligence, the initiative, and especially from the loyalty that must get through right to the flesh and blood of the army. This life force came from, and it is kept on, reasonable and ethical activities of the officers corps...”¹¹ Education, seminars in various fields, was the condition of the command to achieve a level. T. G. Masaryk focused the fact the commander in democracy must satisfy high professional needs, which used to be established by the best old armies. Masaryk declared he himself was not an officer¹², but he openly approached military and professional problems. The first president appreciated professionals which he called the educated. In his opinion the military art and professional army control were not easy to learn. These abilities were formed and passed on by generations. These are inherited war experience and systematic intellectual work, together with values cumulated by significant individuals and groups and transferred by their daily service. Masaryk had already emphasized the importance of the qualifications during his stay in Russia.¹³ And also during the period of the First Czechoslovak Republic he demonstrated his advanced reality understanding by founding of the intellectual professional base – Military Institute of Science.¹⁴ The institute¹⁵ began to issue the magazine *Military Insights* and its supplement *Exercising Units* as one of the most important activities, it

⁹ ŠERÁK, M. (2009), p. 85.

¹⁰ FIALA, B. (2001), pp. 45–48. Description individual types of morale.

¹¹ cit. GAVET, A. (1922), p. 106.

¹² MASARYK, T. G. (1925), p. 401.

¹³ In context of reality, when cs. military corps had come to fight with Prussian soldiers.

¹⁴ MIKA, J. (2006), pp. 67–74.

¹⁵ Vojenský historický archiv v Praze, fond VÚV, kartón 1–8.

also issued a lot of books, translations and dictionaries. Important were also other activities as the lectures programme and making the institute library available to professional public. Military Institute of Science contributed to public interest of scientific work in the army by organising of several competitions, it supported the military training of citizens and organizations and organised preparative courses for commanders. The institute founded The Military Museum as one of its famous contributions. According to the president's thoughts the significant competences were given to the French Mission, especially in the educational part. The president followed the "old" French Army doctrine, which expanded¹⁶ after the winning war and were giving warranty of creating the staff base for professional work and education. The president's attitudes were reflected in his words quoted in the magazine which was very helpful in security education field – *Military Insights*. "The modern army must be armed also with education for its strategy and tactics. The education here does not mean the dead knowledge, but the ability to develop the most effective means and ways of defend by the means of science."¹⁷ He supposed high level of education of the officers occupying very responsible posts, however he demanded high education generally.¹⁸ T. G. Masaryk did not want to admit such a situation when education makes the gap between the army and civil population.¹⁹ He admired French officers that were highly educated, and so he recommended the Czech army officers to get comprehensive primary education.²⁰ The president found improving the comprehensive education essential for increasing of the professional level of the army. He thought every adept of military art must be generally smart and be able to think well.²¹ On his own experience from the world war when he met officers that were not suitable to existing war circumstances, he concluded the army needed the best educated people. This ensured possible flexibility of strategy and strategy estimations. He attributed the important role in the security education to general intelligence development.

¹⁶ Upon acceptance of the Munich contract, French military cooperation was virtually nonexistent. Distaste and general attitude towards France deepened within the ranks of the military. More closely NENIČKA, L. (2007), pp. 281-282.

¹⁷ Cit. MASARYK, T. G. (1933), 2nd volume, p. 402.

¹⁸ Cit. MASARYK, T. G. (1933), 1st volume, p. 105., 2nd volume, p. 478.

¹⁹ MASARYK, T. G. (1933), 1st volume, p. 117.

²⁰ Through high school.

²¹ MASARYK, T. G. (1933), 2nd volume, pp. 402-403.

So called political education made very important part of adult education in the eriod of the First Czechoslovak Republic, and it was also significant part of the education in the Czechoslovak Army. T. G. Masaryk understood political education of the officers as the obligatory premise for successful fulfilment of the commander role. According to the president the commanders might have their political feelings, insight and experience, but they should not bring politics to the army.²² When analyzing the security education entirely it is needed to say the political education attributed significantly not only to soldiers education but to the education of all inhabitants of the new state. The former Austria-Hungarian Monarchy was not interested in Czech national enlightenment and it used to behave restrictively to Czechoslovak educational tendencies.²³ The new founded state had to defend its own existence, to find its own identity and solve a lot of problems. To support the adult education was one of the possibilities, and the political education of commanders and their subordinates also played an important role. "A politically educated commander is able to lead his subordinate and to give him an advice, and to be his leader."²⁴ The need of political education was sustained by the fact it could be partly contained in the commanders resolution and it could also make the commanders' and politicians' cooperation possible. Political education made an important part of universal education from this point of view. "A politically educated commander does not feel isolated in the democracy state, but he understands democracy features and forces."²⁵ The first president paid an important attention to the security education forms and methods, he wanted to know which of the civil sciences were studied in the army. He wanted officers to be able to watch and solve the real life problems. He understood the political education as a way how to give army higher sense of the state and the necessity of military forces in the state life. He focused on that "the democratic army would be an army of thinking soldiers."²⁶

4 Conclusion

The brief analysis of the security education during the First Czechoslovak republic period was the aim of this article. Author wanted to point out especially the key questions – issues, that could form certain inspiration for experts studying the described theme nowadays. The author was not allowed to provide

²² MASARYK, T. G. (1933), 1st volume, pp. 112–113.

²³ BENEŠ, M. (2008), p. 25

²⁴ Cit. MASARYK, T. G. (1933), 1st volume, pp. 99, 105–106, 2nd volume, p. 478.

²⁵ Cit. MASARYK, T. G. (1933), 1st volume, p. 99.

²⁶ Cit. MASARYK, T. G. (1933), 1st volume, p. 115.

detailed analysis of the matter because of the given size of the article, that is why he concentrated on the specific philosophical-methodological aspects of the adult security education, not on its organisation and material-technical background. On the basis of the found knowledge it is possible to state that the security education was given extraordinary attention during the First Czechoslovak Republic period. The whole spectrum of various subject, namely the state, the state apparatus, the army, the schools and the special-interest organisations used to pay their attention to the security education. The author expects this brief analysis can initiate the discussion about the role and importance of the security education of adults.

5 Literature

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Archival Source:

Vojenský historický archiv v Praze, fond VÚV, kartón 1–8

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