

# Content of civil defence training in Czechoslovakia during the period 1918 – 1939

Štěpán Kavan<sup>1</sup>

Martin Trčka<sup>2</sup>

<sup>1</sup> Fire Rescue Service of South Bohemia

<sup>2</sup> Technical University in Ostrava

## Abstract

This article is a reflection of civil defence training as a basic element of education. The research focuses on the period after the Czechoslovak Republic in 1918 to the time before World War II in 1939. The aim of the research is to explore the basic approaches to the implementation of civil defence training in terms of the creation of a new state and in relation to civil defence education in Czechoslovakia. A comparative historical analysis forms the basis of the research into the issue of statehood through education. The comparative historical analysis method is used as a specific tool for qualitative research. This is a procedure which can be applied to the basic elements of the statehood issue in education, through which it is possible to learn more about this phenomenon and subsequently explain it.

Perceptions and ideas about the tasks of the state have gradually changed and evolved. This includes the creation and development of the legal order, and the provision of security and public order within the state. Civil defence training was targeted in such a way as to create an environment in which every citizen, irrespective of their nationality, religion, political opinion and social environment, had the physical and mental ability and willingness to enthusiastically and faithfully fulfil their civic duties.

**Key words:** Civil defence training, Czechoslovak Republic, Statehood

## Introduction

This paper aims to examine the basic approaches to implementing civil defence training under the conditions of a newly-established state in relation to military training in Czechoslovakia. After the collapse of the Austro-Hungarian Empire and World War I, and the establishment of the independent Czechoslovak Republic on 28 October 1918, there

was a new awareness of the need to establish a national identity and national sovereignty. One of the consequences of World War I for Czechoslovakia was a boom in pacifism. This is an attitude that rejects war and violence and seeks to find peaceful resolutions to international disputes under all conditions (Wurmová 1924). The post-war period was characterized by the idea of peace. However, this period was limited by the formation of Czechoslovakia in 1918 and the beginning of World War II in 1939, when Czechoslovakia was split into the independent Slovak state and the Protectorate of Bohemia and Moravia.

## **Materials and Methods**

A comparative historical analysis is used as the method for researching the subject of civil defence training in the Czechoslovak Republic between 1918 and 1939. This method is also widely used abroad (e.g. Gall et al. 2003; Sweting 2001). Each question that we examine in pedagogy has its genesis. "The comparative historical analysis therefore does not only constitute a key method for historical pedagogy, but it is in fact the initial step in resolving any pedagogical issue" (Jůva 2009). Comparative historical analysis is therefore referred to as a method, which, together with empirical research of educational reality, forms two basic sources of information for creating pedagogical knowledge (Maňák, Švec and Švec 2005).

Comparative historical analysis is regarded as a specific type of qualitative research. In general, we understand analysis as the analysis of a certain structure whose essence is the breakdown of the monitored unit into simplified components (Blistanova et al. 2016). This means the conversion of a certain phenomenon - the issue of civil defence training - to its basic elements, by which we can better understand this phenomenon and subsequently clarify and explain it (Juliček et al. 2004). The comparative historical method synthesizes the analogous elements identified via a specific analysis and determines their mutual relations. The comparative historical analysis method identifies similarities and differences on the basis of which it determines analogous context and relations, both external or internal, substantial or insubstantial, etc. (Čapek et al. 1985). The comparative historical analysis monitors and compares civil defence training and military training in development. This method therefore combines two fundamental aspects – historical research and comparative analysis. Unlike empirical research, we are unable to observe it or subject it to experiments (Maňák, Švec and Švec 2005). For this article, the following stages of comparative historical analysis were undertaken (Jůva 2009):

- selection of pedagogical facts, analysis thereof, exact description and organization from a historical and logical point of view in order to create a clear basis for further research activities;
- relational analysis that reveals the dependencies between the studied pedagogical facts and their relationships to the broader social conditions under which they occur

(i.e. inclusion in the cultural, political, social and economic context) – a comparison is carried out during this stage;

- critical evaluation of the results of the previous analysis and comparison (in order to define priorities, relationships, dependencies, and the influences that have shaped the studied pedagogical problems, and which manifested in subsequent development).

## **1 Content of civil defence training**

In the context of the threat posed to Czechoslovakia from Nazi Germany, ever greater emphasis was placed on military training. The task of schools was primarily to help students develop skills for active life and to show them how to achieve joy in life. Under the influence of international events the cultivation of the civil defence ideal was added to this goal. The need for military training was also perceived in schools. It was not the task of schools to raise soldiers, but they were in a position to provide a good pre-military basis. Schools primarily taught discipline and self-control and prepared its students, via practical exercises, in civic virtues: courage, fearlessness, mutual aid and sociability. Schools were also there to look after the health of youths. One of the recommendations for achieving these goals was to go on outings in any weather (Redakce 1935, p. 145).

The basic approach to creating the content of military training was based on the adequacy of the teaching and the development of youths in terms of their mental and physical abilities. The main role of primary schools was to fulfil its basic tasks in the interests of the nation and the state, thereby contributing to the successful fulfilment of military training. Due to the age and physical fitness of the youths at primary schools, it was undesirable to conduct field exercise according to military methods, or even training using weapons. The responsibility for the fulfilment of this task lay with special military training centres. In this way, military exercises and military training were thereby distinguished from civil defence education, which had a much wider base due to the fact that it covered all school youths, including girls (Kepř 1936, p. 4).

One of the basic areas of military training was protection against air attacks. Civilian anti-aircraft protection, which was focused primarily on the protection of life, health and property of the whole and individuals, gradually became a part of civil defence and military training, in particular after the issuance of Act No. 82/1935 on Protection and Defence against Air Attacks. It was necessary that the purpose, significance and measures incorporated in the Act penetrated into those areas where institutional education began, i.e. in schools (Brym 1935, p. 152).

### **1.1 Civil defence training as education with a new character**

The aim of military training was to prepare to defend the freedom of the nation, which was related to social ideals, world peace, international justice and solidarity (Dolenský 1937, p. 37). The basic task of education and training during military training was to

create confidence, recognition of shared responsibility in one's own community, family, school, community and country. The outcome of such education and training can be expressed through two examples:

- in a situation where someone is drowning or a fire has started, a student / citizen should try to save the person and put out the fire instead of screaming and running around wildly,
- a student / citizen knows what they should do, or not do, to be able to help, and will be able to use this knowledge accordingly.

It was recommended to purchase special maps of the specific region in which the school was located. Students were taught to learn how to read a map, and gained practical experience using it in geography, history, and during outings. Another tool was the acquisition of a training telephone set to practice communication. Particular forms of preparation were alarm drills, which were already taking place according to the school rules. Emphasis was placed on more frequent repetition in order to achieve the fastest possible evacuation of the school. Practice air raid alarms were related to moving students to shelters or their rapid dispersal into a field. Furthermore, training masks were also to be acquired. It was recommended to borrow masks for training purposes in areas with a military garrison, or in those where fire-fighters wore masks. A basic requirement of military training also included knowledge of the provision of first aid. Cooperation with the Czechoslovak Red Cross was recommended in this area (Pátek 1936, pp. 19 – 20).

In moral terms, the military training of students was primarily determined by the military requirements placed on citizens, soldiers and their commanders. Positive characteristics included initiative, honour, determination, discipline, loyalty, morality, honesty, bravery, boldness, conscientiousness, obedience, willpower, disregard of danger, physical health, cleanliness and love of the homeland (Dolenský 1935, p. 106). The teaching content and its primary focus, in particular with regards to the Act on Military Training (Act No. 184/1937 Coll.), was also created. In elementary schools, the content of military training was to focus on the theme of home and region, in junior high school on education about the nation, country and the state and in secondary schools, on the rest of the world and friendly and neighbouring nations.

The tasks of military training required from schools were formulated as (Soukup 1932, p. 45):

- carefully and purposefully chosen physical education;
- moral education which aims to create a durable and valiant nature capable of sacrifice;
- a certain level of general education and individual special knowledge which enables citizens to greater usability in defence of their country and which will also benefit citizens in their normal lives;
- proper state-civic education.

The moral content of the military training was focused on caring for the patriotic feeling of the population, living consciousness of nationality, fellowship, loyalty, devotion, self-confidence, respect for the law, a sense for general order and discipline, creation of a positive atmosphere for the perception of civil defence and support of the mental skills and knowledge necessary to increase civil defence. An individual and collective sense of responsibility and commitment to personal and material sacrifices was promoted.

The emphasis on patriotism was seen not only as an emotional matter, but also as a dedicated and vigorous action. Personal benefit and convenience should be subordinated to the interests of the whole. It was necessary to develop a historical tradition as a strong legacy and support (Soukup 1932, p. 44). The poem below is an example of such patriotism. It was written by a citizen of Vodňany in South Bohemia and published in the *Náš domov* newspaper on the tenth anniversary of the establishment of the Czechoslovak Republic (Kavan 1928):

To the fallen soldiers of Vodňany by Ladislav Kavan  
*(dated 28 October 1928; original in Czech; own translation)*

Here in the silence of orchards your monument stands,  
the golden glow of your names shines.

Only these golden names link us with you,  
as well as the fair memory floating in our hearts  
above you as a red and white flag,  
When you fought for your homeland with love -  
- alas – a deadly bullet killed you.

Your bodies rot somewhere in faraway countries  
covered by foreign, heavy soil;  
But even if they decayed a long time ago in dark graves  
we will always come to thankfully remember you here,  
where the glow of your names is engraved in granite,  
where many a tear surely dropped to the ground  
and a hymn of remembrance we shall sing to you.

You gave your lives for freedom,  
for the better future of your nation.  
You fought for its trampled rights -  
and now we reap the benefits.  
How do we thank you? The ten past years stay in our minds,  
Here, golden letters in granite glow, saying:  
“Keep freedom dear and honour it!”

Kavan’s poem places a strong emphasis on patriotism, the glorification of the heroic and patriotic act and commemorates the foundation of an independent Czechoslovak Republic.

A significant emphasis on the teaching of discipline can also be traced in the literature of the time. Discipline was labelled as a desirable component of the nation's civil defence. The difference in the discipline taught at schools and military discipline was seen in the fact that students were to be guided and raised via useful and relevant teaching resources. Adherence to rigour and discipline was required of adults and *sui juris* citizens. Examples of the voluntary acceptance of discipline included scouting, Sokol activities (athletics and gymnastics) and sports organizations (Brym 1935, p. 153).

## **1.2 Examples of civil defence training in education**

The course outline of military teaching included a lecture series focused on the defence of the state as a form of updated civic education. The topics covered issues such as the state, the military, national defence, military law, offensive and defensive wars, international protection of the population during war, military economics, supplies for the front line and at home, procurement of raw materials, self-sufficiency and the planned economy. In order to ensure defensive training, themes of war and political history were dealt with which placed an emphasis on linking the present with the past and stimulating interest in military activity. In addition, attention was drawn to personalities from the history of the Czech state, as well as examples of the development of its political and administrative organization, including the development of the border. One of the areas of preparation was also Czech literature lessons. Civil defence teaching and education was therefore reflected throughout the educational process. From a psychological perspective, this was mainly about ensuring that the elements of military education were naturally linked to the curriculum, and not artificially or forcibly.

The best subjects for moral military training were civic education and the teaching of the mother tongue – in particular reading, history and singing; preparation for teaching national history, geography, civic education and natural sciences. It was recommended to emphasize Slavic ideas, particularly Slavic togetherness, literature and Slavic languages (Machník 1936, p. 22). According to recommendations, literature was used for military training. Reading books with a civil defence theme was promoted, for example, by the writer, A. Jirásek, and writers from the ranks of legionaries (Matula 1937, p. 50). One of the initiators and promoters of this idea was Karel Votava, who used in his argument the claim that “Clothing, shoes, guns and ammunition are ready in warehouses, but where is stubborn manliness stored? In books and in the thoughts of our great verbal artists.” (Votava 1936, p. 115). The educational value of literature consisted of the development and consolidation of the idea of patriotism, which was the core idea of military training. The development of vigorous patriotism was to be developed during Czech literature lessons through familiarization with the biographies of Czechoslovak writers, who were to be presented as role models. The convincing description of Dalimil's conservatism, the Jesuit church history of B. Balbín, the scientific patriotism of J. Dobrovský, the passion of J. Jungman, the amorous romance of a broken heart by J. Kollár, the last and greatest love of J. Neruda and S. Čech and the dedication

TG Masaryk, were all used to promote an active approach to civil defence (Votava 1936, p. 116).

History was also recommended to promote the idea of civil defence, particularly historical writers and teachers of history. Society is not determined only through a summary of individuals - a certain relational structure and rules also belong to it. These bonds are not created "ad hoc" or over and over again from the beginning with no relation to the past, but rather they build on what has already been (Machula 2015, p. 7). Society carries within itself a legacy of the past and it was possible to utilize this fact to consolidate and expand military training. Watching human development and the development of the nation therein, its historical mission and the constant struggle for existence provided many opportunities for effective civil defence education and cultivating traditions. It was pointed out through historical examples that those who manifested themselves as weak were the ones who were in danger. The teaching of history was therefore conceived not only as "magistra vitae" - the teacher of life, but mostly presented as a "magistra virtutis" - the teacher of bravery (Matula 1937, p. 48).

In terms of military training, history was to indicate the outline of the technical development of weapons and the methods of warfare, as well as highlight the ideals for which people fought their battles. The methodological direction was determined by the idea that the state was "Strengthening our spirit through the heroic deeds of our ancestors" (Dolenský 1936b, p. 7). The aim was to empathize and stimulate love for the nation on the basis of situations and personalities taken from the nation's history. The relationship of history to military training can be seen as ideological and factual. The ideological correlations consisted of recognizing how the nation's ancestors fought and defended the ideals that were constantly recognized and towards which society was directed. The context of the struggles and efforts of ancestors to hold on to such ideals resulted in the creation of national and military traditions, which formed an important moral factor. The following are examples of the topics that were recommended (Dolenský 1936, pp. 59 - 161):

- How Prince Svatopluk redeemed his betrayal
- Czechoslovak legions in Russia
- The battle of Zborov
- Not for gain, not for fame!
- How Czechoslovak legionaries died
- Honour orders you to be unselfish.

A concrete example of the preparations for civil defence in primary schools was the inclusion of military training during the education of natural sciences - natural history (Smékal, Úlehla 1930). There was an introduction to the theme in three main areas - breathing, poisonous gases and civilian anti-aircraft protection. In terms of teaching, basic information was provided and explained about the oxygenation of the body during breathing, as well as the possibility of poisoning and the lack of oxygen supply to the body. In this context, the principle of gas masks or protective masks, filter functions and

the use of so-called activated carbon in air filtration were explained. In connection with the defence of the population, the possibility of sheltering, making shelters more resistant and making sure they had the basic equipment for survival were dealt with. Poisonous gases were characterized as weapons of war and classified according to their harmful effects on the human body. Civilian anti-aircraft defence was presented with the aim of increasing the protection of the population during air raids. The civilian anti-aircraft service included:

- Warning and alarm service;
- Public order policing - supervision and intervention;
- Firefighting service - extinguishing of fires;
- Samaritan service - provision of first aid, locating injured people;
- Decontamination service - marking and cleaning-up of contaminated places;
- Communication service - monitoring the effects of air raids, transmitting reports, connecting teams;
- Concealment service - masking important buildings and facilities.

The issues of protecting the respiratory tracts and anti-aircraft protection were also included in the education of subjects such as chemistry, physics and natural history. The teaching of chemistry was closely related to the use of hazardous materials and war chemicals. In addition to the production of chemicals, knowledge of protective filter properties, neutralization and decontamination were all important. When physics was taught, explanations focused on the basics of aviation, weapons and the telephone (Jirkovský 1937, p. 126). It was possible to support the interest of teachers and students in military preparations and training by adding the appropriate regulations, textbooks, manuals, murals, samples, etc., to libraries.

Educational significance was also attached to singing lessons. One example of an important song of the time is the Hussite hymn "Ye Who Are Warriors of God". Singing was used to accompany rhythmic exercises in a gym, in particular marching exercises (Machník 1936, p. 29). Another example of the role of singing was the creation of so-called school anthems, of which the one of St. Wenceslaus General and Civic School in Strýčice, near Čakov, in South Bohemia is reproduced below. The author is unknown (taken from Dolenský 1937, p. 142):

1. We are the children of the Šumava foothills,  
fields and forests, that's our  
paradise.  
We shall bring goodness, beauty  
and health to our native land.
2. We shall protect our  
motherland and nation,  
firmly stand on our soil,  
love our language and ancestry,  
properly live and work.
3. Our school is a solid wall protecting  
Czechness, our state and humaneness,  
There is a good seed of virtue, love  
and morality in our hearts.
4. Let's lead our land in concord  
to progress and agreement,  
let's boldly defend the republic,  
its flag, honour and freedom!

At schools, physical military preparation was incorporated into the teaching of physical education, whereby an emphasis was placed on doing exercise in the open air (paragraph 3, Section 12, Act No. 184/1937). At schools where physical education had not yet been implemented, it had to be provided as a compulsory subject. The existing two physical education lessons per week were considered inadequate and it was recommended to have at least three lessons (Pátek 1937, p. 98). The health of youths was simultaneously being tackled in relation to physical education. In addition to the revival of physical education, such an approach also required an adjustment on the part of the school system in terms of hygiene. Overall, this process was known as eubiotics (Štorch 1929, p. 27).

Decree No. 26.969-I/35 on the Civil Defence Education of National School Students, issued by the Ministry of Education and National Culture on 24 May 1935, required schools to place a greater emphasis on suitable games and exercises in nature, orientation practice in the field and marching. The curriculums for council schools (Decree No. 69.485-I-32 issued by the Ministry of Education and National Culture on 9 June 1932) also featured outings as a part of physical education, as well as trips with marching exercises, up to three hours in the first and second grades, with increased demands for the third and fourth grades.

The purpose of marching exercises is characterized by Václav Fiala (Physical education of youths, No. 2, October 1935; taken from Dolenský 1937, p. 143): "The purpose of marching exercises is to accustom students to continuous and regular marching, teach them cooperation and disciplined independence, bring them to readiness and keen observation in nature under various circumstances, teach them to apply their acquired knowledge from various subjects and fields in practice, reasonably harden their health by staying outdoors even in inclement weather and indirectly, or by direct example, familiarize them with national military training". The last sentence could be modified as follows: practically instil in youths the basic elements of military training in the spirit of the democratic system. Within this context, marching exercises were to be organized through games with the aim of stimulating a live interest in students. "Properly planned

marching exercises according to a particular season with the participation of history, geography and science teachers should be directed towards the love of one's native land as the basis for love of the homeland." (Dolenský 1937, p. 144).

In terms of its content, military training dealt with the overall training of a new character. The core subjects in the educational part of the military training are given in Table 1. This training took place through (Matula 1937, p. 50-51):

- physical education, gymnastics, sports, races, physical work, endurance, self-control and dexterity;
- mental education for the love of home and patriotism education;
- singing, outings, appropriate literature, discipline.

Table 1: Core subjects in the educational part of military training

<b>Name of subject</b>	<b>Brief characteristics</b>
Terrain studies, maps, scales:	relief, orientation, measuring of lengths, determining position on a map, orientation according to drawings.
Orientation:	determining cardinal points, principles of behaviour when orientation is lost, marching according to orienteering compass.
Signalling:	Morse code, agreed signals.
Determining distances, distances on a map:	measuring distances in strides, estimating distance, measuring.
Evaluation and use of terrain:	exploration of terrain and possibilities of its use, outlook, shelter, its modification, concealment – masking, daytime and night activities.
Observation and reporting:	choice of observation point, training of memory during terrain observation, reporting, daytime and night observation.
Defence against airplanes and gases:	civilian anti-aircraft defence, basic knowledge of the use of gases during a war, use of protective masks and training, alarm service, behaviour of the population, fire-fighting service, types of airplanes and their labelling.
Health education and first aid:	diet and lifestyle, physical exercises, treatment of injured persons, first aid kit, physical hardening, effect of food on performance.

Cooking:	preparation of tea and soup, preparation of open cooking fire.
Shooting training:	weapon studies, preparation for shooting, shooting safety, target shooting with airguns, ballistics, sighting.
Supervisory and guard service:	purpose and essence of the service, commanders, guards.
Camp building:	building of tents and their subsets, emergency shelters, waste pit, latrines, emergency winter shelters, woodcutting.
Intelligence:	receiving reports and their interpretation, monitoring and reading of trails.
Contacts and connecting:	knowledge of timetables, use of telephone and telegraph, swimming and rowing.

*Source: Matula 1937, p. 57.*

Teaching was organized in such a way that the theoretical part was done in classrooms in the winter months and the practical work (marching exercises, field games and camping) outside in the summer months. The teaching of first aid and protective services was carried out as a part of the subject "military techniques". This subject included the application of first aid during defence, house and factory fires, explosions, and during gassing. It also involved active technical assistance, the procurement of tools, equipment, materials and transport vehicles, the setting up of shelters and the adaptation of buildings for military purposes, as well as auxiliary services during evacuations, intelligence services, cycling, supply services and others.

During military training, further emphasis was put not only on obedience and following orders, but also on the ability of students to lead others. The ability to lead others also included responsibility for this activity. For this reason, many schools implemented so-called student self-governments. The opportunities to be taught leadership were a part of gym classes. Whenever possible, during order drills and marching / hiking exercises, teams were split into smaller ones with the command thereof entrusted to either an older or selected individual. This supported the responsibility of the individual for a group and taught independent decision-making (Hala 1936, p. 117).

The need for a comprehensive understanding of military training throughout the educational system caused teachers some difficulties. Military training courses for primary and secondary school teachers, and reserve officers, were therefore held at the end of the 1937 school year. They were organized by the Ministry of National Defence and the Ministry of Education and National Culture and held in Prague, Brno, Bratislava, Banská Bystrica and Košice. The practical exercise classes were assessed particularly

positively. The courses were attended by several hundred teachers (Magazine for Civic and Military Training 1937, p. 110). With regards to educating teachers, Obdržálek mentions that in the second half of the 1930s, courses began being organized for teachers which focused on the interpretation of military training at schools, on the basics of military disciplines, elements of military training in individual subjects and physical education tasks as a part of military preparations (Obdržálek 1977, p. 23).

Of no less importance was the issue of teaching and preparing university students. In 1934, of its own initiative, the Association of Slovak Students at the Comenius University in Bratislava organized pre-military education. The chancellor's office supported this activity and commissioned a physical education instructor to prepare it. Based on this activity, the Comenius University in Bratislava put forward the proposal to implement mandatory pre-military preparations in the form of proper and systematic physical education carried out according to physiological rules (Obdržálek 1977, p. 23).

Given the diversity of the focus of universities, military training was not implemented as a unified subject on a compulsory basis. Reports on military training lessons can be found at those universities with technical specializations such as Prague, Brno and Ostrava. At these universities there were lectures on military topics such as military techniques, an army in the rear, interpretations of the military and its development, ballistics, national defence and cartography. However, the topics did not include the issue of civilian anti-aircraft protection, which was crucial at that time (Krýsa 1938, p. 107).

The Scientific Military Institute issued publications called *The Military Training Handbook, Higher Level* (1936); *The Military Training Handbook, Lower Level* (1937). These publications and others e.g. the *Magazine for Civic and Military Training* (1936), contained information, knowledge and explanations for teaching purposes on the recommended and useful skills for every citizen. Schools were charged with contributing to the military preparation of youths, in particular in the moral and physical area. These publications reflected, to a certain extent, a comprehensive summary of the findings and the overall perception of military preparations.

The task of school education, in particular physical education, was twofold. Firstly, the targeted civil defence education of students so as to establish an understanding of the defence and protection needs of the population against air attacks. Secondly, to improve efforts to raise healthy children who were able-bodied, strong, skilful and daring (Machník 1936, p. 29). Physical education meant developing strong and healthy adolescents. This included promoting the benefits of a hygienic lifestyle, healthy eating habits and outdoor exercise and work on the growth of children, as well as highlighting the harmful effects of not following the advice. In short, to promote exercise as special systematic care for (a person's) health (Štorch 1929, p. 98).

### 1.3 Moral civil defence education

Teachers have always been one of the drivers of development and their opinions had an impact on the direction of thinking. In these terms, teachers were seen as individuals sharing responsibility for the moral civil defence education of youths and the nation. The idea of military training was not an unfamiliar issue; Tyrš's ideals were known in the period between the world wars, in particular amongst members of the Czech Sokol Community, where they were reflected in the spirit of the Legion during the First World War. In this spirit, military training covered the entire nation. "It is a persistent, deliberate and sustained impact on the whole nation in order to raise all the physical, mental and social skills to repel attacks on the cultural, economic and political autonomy of the nation in peace and in war." (Dolenský 1937, p. 4).

In terms of morals and civil defence, human qualities, which were characterized as properties of will, reason and feelings, were reflected in the education. These properties were then assessed in general and military terms, and in terms of the subject (oneself) and society (see Table 2).

Table 2: Characteristics of human qualities in terms of moral civil defence education

	General standpoint	Military/executive standpoint
Properties of will	<p><b>COURAGEOUS – UNDAUNTED</b> (towards themselves) The person has full control of themselves, can force themselves, is able to concentrate their energy into performance and overcoming obstacles</p> <p><b>DISCIPLINED</b> (towards society) Subordinates themselves to a higher will, interests of society, nation and humanity</p>	<p><b>VALIANT</b> (towards themselves) In battle the person overcomes their fear, is led by the love of their friends and nation, develops all of their energy to overcome the enemy and danger (the opposite - cowardly)</p> <p><b>OBEDIENT</b> (towards society) Knowingly and voluntarily subordinates themselves to the will of their superior with higher responsibility (the opposite – treacherous)</p>
Properties of reason	<p><b>TRUTHFUL</b> (towards themselves) Desires knowledge, acknowledges only the truth, is an opponent of lies</p>	<p><b>MILITARY PROFESSIONAL</b> (towards themselves) Complements his education, is thinking and inquiring (the opposite – ignorant, uneducated)</p>

	<p>IMPARTIAL (towards society) Comes to conclusions carefully, objectively and impartially both towards themselves and others</p>	<p>EXACT (towards society) Fulfil orders and duties in a complex manner (the opposite – negligent, disorderly)</p>
<p>Properties of feeling</p>	<p>HIGH-MINDED (towards themselves) Tries to be a virtuous, perfect gentleman</p> <p>HUMANE (towards society) Actively and energetically acts towards their fellow men and humanity</p>	<p>PERSEVERING (towards themselves) Uses their own power and possibilities to achieve a moral goal, does not surrender to pessimism and defeat (the opposite – indifferent)</p> <p>SELFLESS (towards society) Resolved to prove their love to friends and motherland through their work, suffering or even death, is sociable and a patriot (contrast – cruel egoist)</p>

*Source: Dolenský 1937, p. 5; adapted by the author*

The perseverance and constant harmony of the combined qualities of will, reason and feeling, constituted the moral character of the individual.

## **Conclusion**

Civil defence education, and thereby the issue of statehood, primarily focused on awakening an individual's love of their country, nation and state, as well as instilling a sense of duty thereto and encouraging efforts to protect one's home. The aim was to focus an individual's mental and physical strengths towards the defence of the state. Civil defence education, in its broadest sense, and military training were therefore emphasized and deepened at schools. Civil defence education was clearly seen as a certain foundation and a precursor to military education. School training supported the subsequent physical fitness of the army, and its spirit. The foundation for defence training and education of the entire nation from childhood was therefore laid out. The basic idea was that advanced military abilities could avert a war, or at least reduce its negative consequences.

A nation that was considered safe was one that educated its population to carry out creative activities with the same care as that used for raising defence awareness. Civil defence education was in the nation's vital interests, and the level thereof was a contemporary measure of security (Kováčová, Vacková 2015). Civil defence involved a sense of responsibility, duty, order and discipline, and was also an expression of patriotism and civic solidarity. The aim was to support civil defence for the entire population, regardless of age and whether they were subject to military duty.

In the first decade of the Czechoslovak Republic, the state did not pay specific attention to the issues of military training, and military training at schools was not implemented during this period. The cultural and political events in Europe after 1930 stressed the need for the implementation of systematic preparations for military training. From 1932, cultural, sports and other organizations organized various activities through which they wanted to increase the civil defence capabilities of the population.

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**Contact address of the author(s):**

plk. Mgr. Štěpán Kavan, Ph.D., Fire Rescue Service of South Bohemia, Pražská 52b, 370 04, České Budejovice, Czech Republic, [stepan.kavan@email.cz](mailto:stepan.kavan@email.cz)

Ing. Martin Trčka, Ph.D., Faculty of Safety Engineering - Technical University in Ostrava, Lumírova 13, 700 30 Ostrava, [martin.trcka@vsb.cz](mailto:martin.trcka@vsb.cz)

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