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## SCHOOL AND EDUCATIONAL OBJECTIVES OF THE INTERWAR PERIOD IN THE 1<sup>ST</sup> CZECHOSLOVAK REPUBLIC<sup>2</sup>

**S u m m a r y:** The paper has the ambition to map the social and political situation in Slovakia in the period between the two world wars which had impact on the situation of families and education. After the establishment of a common state of Czechs and Slovaks – the 1<sup>st</sup> Czechoslovak Republic (1918), there were new conditions for reform movements and ideas of pedagogical thinking. The study is focusing on social events and transformations that guide the school system and education. The paper analyses specifically, what inspired the education and practical functioning of schools in Slovakia in this new state formation of the multinational Republic. The obtained picture tells about the state of reforms in education with its penetration into also into the family education pattern in Slovakia is partially compared with the conditions in the Czech Republic. The educational and upbringing objectives of this period are presented through the statements of historical documents, from a review of available educational literature and the press. We also deal with the question, what ideological ideas of the interwar years had an impact on the setting of goals and in family education. What did parents follow in their daily upbringing at the beginning of the 20<sup>th</sup> century and in the era between the two world wars? The paper, therefore, gives also the insight into the history of everyday life of Slovak families and into the family education in the interwar period.

**K e y w o r d s:** political, social situation in the 1<sup>st</sup> Czechoslovak Republic after 1918, impact on education and training, school, impact on family, family education, educational periodicals, educational literature, differences in development between Slovakia and Czech Republic

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Slovakia became part of the new state of Czechs and Slovaks after the break-up of Austria – Hungary as a result of military defeat and power-political changes in Europe and political activities of the representatives of individual nations. The Czechoslovak Republic, the joint state of Czechs and Slovaks, was announced in Prague 28.10.1918. Based on the right to self-determination the Slovaks joined this announcement by a separate *Declaration of the Slovak nation in Turčiansky Svätý Martin on 30.10.1918*. Among the signatories of this document there were several important national awakeners and political representatives of Slovaks. Among the others f.e. also Andrej Hlinka, a Catholic priest, played a major opinion-making role in the promotion of a new modern state.

Among the political representatives, who deserve the greatest credit for the Slovaks in the establishment of the First Czechoslovak Republic, it is necessary to mention Milan Rastislav Štefánik. He was an important politician, scientist – astronomer, soldier, general of the French army. As a native from Košariská by town Myjava hills in Slovakia, he worked in France as a diplomat, where in 1912 he acquired the French citizenship. Just before the outbreak of the World War I, Štefánik was appointed a Knight of the Legion of Honor for his scientific work and diplomatic achievements in the service of the French government. At the end of the World War I, Štefánik actively participated in the Slovak and Czech foreign resistance and, ultimately, in the creation of a common state of Czechs and Slovaks. As a man with a great political talent, he also introduced to the world of great European politics the first president of the Czechoslovak Republic – Tomáš Garrigue Masaryk and Edvard Beneš. As a proponent of the Czech-Slovak Republic, Štefánik supported the establishment of the Czechoslovak Republic on the principle of equality of both nations and he made great efforts to achieve its diplomatic recognition.

His contacts in the highest military circles in France also determined the successful construction of Czechoslovak legions in the years 1916–1919 from the post of French general, later Czechoslovak Minister of War. He secured the formation of legions mainly in Russia, Italy and the USA. He reorganized Czechoslovak troops abroad, especially in Siberia, to become the basis of the armed forces of the new state and to enable the rapid creation of an army and air force in the Czechoslovak Republic. As a pilot, diplomat, and versatile expert, he was able to gain the respect of the French military and political leaders not only to himself, but also to a wide range of Czechoslovak pilots, who studied at French universities after the war.

In the first Czechoslovak government, Štefánik served as Minister of War (1918–1919). In the spring of 1919, at the request of the President of the Czechoslovak Republic, Tomáš Garrigue Masaryk, as the Minister of War of the First Czechoslovak Republic, he organized the return of almost one hundred thousand Slovaks and Czechs to Italy. At the same time, the president commissioned him to resolve the competence dispute between the French and Italian military missions on our territory, which should secure the southern border of Slovakia.

The presented overview briefly describes in which conceptual environment of political opinions in the first Czechoslovak Republic (CSR) the pedagogical thinking in Slovakia was formed, which determined the direction of development and the school system and education. It attempts to comprehensively describe the interwar period from the perspective of families, and also in the relation to the overall situation in the education. The study presents an authentic and modernist forms of family life, in terms of the interwar Czechoslovakia. A significant feature of the development in this period was that everything was happening in the background of a great effort “to build and maintain a free and democratic joint state of Czechs and Slovaks”. Although in the name of the new state both Czechs and Slovaks were defined, it was a multicultural republic. Nationally and linguistically, it was a republic of German, Jewish, Ukrainian and Ruthenian, Polish and Hungarian nationalities<sup>3</sup>. This fact emphasized the ideas of nationalism and was the trigger of tension not only in Czech and Slovak relations.

The education of children in schools and in the family in the 1<sup>st</sup> CSR was guided by these new ideals. In the Czech Republic the dominant concept was in particular the “»Masaryk’s« humanitarian democracy”<sup>4</sup>. On the other hand, in Slovakia the differences were pointing more to the ideas of “national socialism” due to an dissimilar confessional environment and different economic settings in the country. New ideas and ideological reform elements naturally infiltrated not only into the school education system, but also into the system of education in the family. In the school system in the Czech Republic, it was mainly the application of reform efforts in several form. Perhaps the most significant of those reform was in the

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<sup>3</sup> Mírek Němec, *Ve statním zaujmu ? Narodnostni problematika ve středním školství meziválečného Československa* (Usti nad Labem: Filozofická fakulta Univerzity Jana Evangelisty Purkyně, 2020).

<sup>4</sup> Decalogue of humanistic goals, which defended the first president of Czechoslovakia – Tomáš Garrigue Masaryk:

1. Defend the truth.
2. Be aware of the nation, have your national philosophy, respect your history.
3. Take care of the true size of a small nation.
4. Confess the ideal of humanity (humanity has evolved since the Reformation and the Renaissance).
5. Recognize the ideas of freedom, equality and brotherhood.
6. Respect the freedom and independence that we fought in the first world war.
7. Do not forget the Washington Declaration, the ideas on which Czechoslovakia was founded in 1918.
8. Take an interest in what is happening in Europe and in the world. Support the Slavic nation.
9. Pay attention to the culture of the word. Take care of literature and art.

10. **Take care of the school and the teacher.** May they lead to natural patriotism, to a conscious and beautiful love for the homeland, which is manifested in deeds, not in word Let them lead to democracy in the humanitarian sense: everyone has the right to bread and a full education. Read the ideals of individual and national morality as something sacred. Cultivate respect for work, for spiritual values, for science, for knowing the truth, developing a sense of beauty and art. Strengthen the development of thinking to be critical and methodical, to make a person capable of solving the practical problems of life. Pay attention to the dignity of the teacher, his seriousness and authority. Stanislava Kučerová (*In: Faithful už become – selection of the text of the prepared date turned. Stanislavy Kučerová the 100<sup>th</sup> Anniversary of Creation of the Czechoslovak Republic*, 2018).

form of “Prihoda’s”<sup>5</sup> reforms, or the well-known ideal of education according to the “Baťa’s” pedagogical system<sup>6</sup>. In the Czech Republic, the education issues in the interwar period were also characterized by a significant ethnic and multicultural composition of the population. Each of the seven nationalities in the first CSR (there were – Czechs, Slovaks, Germans, Hungarians, Ruthenians, Poles and Jews) benefited from the liberal state policy that included secondary education in their national language. The central question was to find a concept that would be able to harmonize state and national ideas about school education, so that they could fulfill their integration potential<sup>7</sup>.

These reform concepts in the interwar Czechoslovakia had their various forms and applications in school education in Slovakia as well. The changes of social and political conditions were directly and sensitively reflected in the education in the family. There needs to be emphasized that these changes had impact on the family education and the everyday life of the families as well. The Family education formed in particular the basis of value and moral education, which was naturally followed by a new reform of school education and upbringing.

After the establishment of Czechoslovakia, there were relatively high hopes also placed into the transformation of Austro-Hungarian education. This was also demonstrated at the 1<sup>st</sup> Teachers’ Congress in Prague in 1920. Many ideas, program requirements, were expressed here, which, however, were not very often transformed into a legislative form that would guarantee their implementation. The so-called “small school law” was criticized by teachers as “confusing” and unimplemented. It was pointed out that after the establishment of a democratic state, the school system from the monarchy persists and does not correspond to the republican conditions and requirements for the upbringing and education of a free citizen. There were negative voices about the lack of respect for the individuality of the pupil, the insufficient

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<sup>5</sup> Václav Příhoda (1889–1979) was an important Czech pedagogue dealing with pedagogy, didactics, and psychology. From the beginning of his career he devoted himself to philosophy, but after the establishment of Czechoslovakia (1918) he focused on the reforms of Czech-Slovak education. He focused mainly on the area of experimental pedagogy, thanks to which he proved the verifiability of pedagogical phenomena and the provability of courts about them. Even later, he used scientific methods enabling pedagogical and psychological phenomena to be measured, verified and proven. In 1924 he habilitated in 1924 at Charles University in Prague with a thesis in *Psychology and Hygiene Exams*. He was appointed professor at r. 1945.

<sup>6</sup> Tomáš Kasper, Dana Kasperová, Markéta Pánková (eds.), *Vzdělávací snahy firmy Baťa – vybrané problémy* (Liberec: TUL, 2014).

Tomáš Baťa was a Czech businessman, the founder of the shoe company Baťa, also the mayor of Zlín and a public official. Together with his brother Antonín Jr. and his sister Anna founded the shoe company Baťa in Zlín in 1894 and gradually created an extensive complex of production, trade, transport, services and finance. Tomáš Baťa was not only a major industrial entrepreneur, but his activities significantly affected a number of social spheres – including education. His vision of social reality in many ways was based on pragmatic pedagogy. Baťa’s educational concept influenced the models of corporate education the most. Baťa’s influence in the interwar experimental bourgeois education can be indirectly seen in the city of Zlín. [https://sk.wikipedia.org/wiki/Tom%C3%A1%C5%A1\\_Ba%C5%A5a\\_\(1876\)](https://sk.wikipedia.org/wiki/Tom%C3%A1%C5%A1_Ba%C5%A5a_(1876)).

<sup>7</sup> Němec, *Ve státním*.

development of democratic self-government of schools, and the participation of pupils and parents in co-decision on matters of school operation or teaching<sup>8</sup>.

## **Pedagogical Magazines Published in the Interwar Period Presenting the Goals of School Education and Enlightenment Work with the Family, also Supporting Family Education**

As stated by Zuzana Lopatková<sup>9</sup> under Bibliography Slovak but also and foreign newspapers and magazines from the years 1919 to 1938 during the period of existence of the first Czechoslovak based in Slovakia these educational and professional journals: *Cvičná škola v sošitoch* (*School in exercise books*), *Dieťa* (*Child*), *Evangelikus lap* (*Evangelical letter*), *Evanjelický učiteľ* (*Evangelical teacher*), *Kronika* (*Chronicle*), *Národná škola slovenská* (*Slovak national school*), *Naša škola* (*Our school*), *Naše slovo* (*Our word*), *Pedagogický zborník* (*Pedagogical collection*).

The attachment of *Naša škola* (*Our school*), *Sborník Spolku profesorov Slovákov* (*The Collection of Association of Slovak Professors*), *Slovenská škola a Slovenský učiteľ* (*Slovak school and Slovak Teacher*), *Snahy* (*Efforts*), *Učiteľ a ľud* (*Teacher and people*), *Učiteľský pedagogický časopis* (*Teachers' pedagogical magazine*), *Vestník pokrokového učiteľstva na Slovensku* (*Bulletin of progressive teaching in Slovakia*), *Vestník slovenských škôl robotníckej župy XVIII* (*Bulletin of slovak schools of workers district XVIII*), *Vestník učiteľstva na Slovensku* (*Bulletin of teaching in Slovakia*), *Világosság* (*Clarity*), *Za novú pedagogiku a výchovu* (*For the new pedagogy and education*), *Zprávy katolíckej školskej rady na Slovensku* (*News from the catholic school council in Slovakia*), *Zvesti Ministerstva školstva a národnej osvety Slovenskej krajiny* (*Newsletter of the Ministry of education and national enlightenment of Slovakia*)<sup>10</sup>.

Until the establishment of the First Slovak Republic (1939) and during the II. During World War II, the following journals were also preserved: *Slovenská škola* (*Slovak School*), *Učiteľský pedagogický časopis* (*Teachers' pedagogical magazine*), *Evanjelický učiteľ* (*Evangelical teacher*), *Slovenský učiteľ* (*Slovak teacher*), *Sborník Spolku profesorov* (*The Collection of Association of Slovak Professors*) and *Pedagogický zborník* (*Pedagogical collection*).

In these journals were published various articles, which were supposed to assist parents in raising their children. There were articles, which had the possibility to

<sup>8</sup> Tomáš Kasper, Dana Kasperová, *Dějiny pedagogiky* (Praha: Grada, 2008), 199.

<sup>9</sup> Zuzana Lopatková, "Pedagogické časopisy na Slovensku v medzivojnovom období". In: *Pedagogické myslenia a školstvo na Slovensku v medzivojnovom období* (Trnava: Universitas Tarnaviensis, 2014), 86.

<sup>10</sup> Translations M.P.

shape the parents' opinions on education in a more pedagogical and professional way<sup>11</sup>.

It is very important to mention periodicals in Slovakia with a religious orientation, since there were just a very few purely professional magazines in the field of pedagogy. In these magazines there were often presented articles on education. There were magazines, *Duchovný Pastier* (*Good shepherd*), or *Katolícke noviny* (*Catholic newspaper*), in which one can find a lot of historical references mapping different situations of family education and also the articles about the problems of school education in the interwar period in Slovakia.

A deeper analysis of in literature and periodicals of so-called People's educational journals, which were dealing especially with particular cultural and ethnological content from the beginning of the 20<sup>th</sup> century, is also presented in an extensive work (study) of Dana Hučková<sup>12</sup>. Hučková pays special attention to the content analysis of magazines – *Nové časy* (*New times*; the magazine was being published in the years 1913–1915) and *Nedeľné čítanie* (*Sunday reading*; 1921–1922). In these magazines the articles about upbringing and education have a special position.

## **Analysis of Book and Professional Publications That Dealt with Issues of Family Education, Especially in the Interwar Period**

In the history, the views on family life have always been changing analogically depending on how the views on raising children were shaped. If we want to capture the forms and trends in family upbringing in the period from the late 19<sup>th</sup> to mid-20<sup>th</sup> century (reflecting the interwar period), then we can reach for the findings of research carried out by Josef Langmeier<sup>13</sup>. In this research Langmeier analytically summarized the literature of mentioned period, which was devoted to a problem of family and education in it. The content analysis underwent books and articles, which were published since 1850 to the second half of the 20<sup>th</sup> century, after the World War II, and they were stored in the fund of University Library in Prague. He studied historical research and materials that dealt with wider problem of family, and especially with the issues regarding upbringing of children.

As Ulrich Matoušek states (referring to this study), in this research was shown that the authors of books about education (including family education) in the

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<sup>11</sup> Selectively, but not systematically, we studied the selected volumes of magazine periodicals in libraries in Bratislava, in which I searched for articles orienting the family in education.

<sup>12</sup> Dana Hučková, "Literatúra v službách výchovy. Dva projekty ľudovovýchovných časopisov zo začiatku 20. storočia". In: *Periodiká v minulosti a súčasnosti (Periodicals in the past and in the present)*. Zborník príspevkov z vedeckej konferencie (Bratislava: Univerzitná knižnica, 2018), 82–90.

<sup>13</sup> Jiří Langmeier, "Otázka psychické deprivace a vývoj výchovných názorů u nás". *Československá psychiatrie* 17 (1962): 646–652.

mid-19<sup>th</sup> century, devoted primarily to the **spiritual issues**. In the period until 1899 the focus is on **moral principles and offenses against them**. The child should be encouraged to discipline, to obedience, and this should be done from the earliest age. The family hierarchy is emphasized. Although the kindness of the parents is not rejected, it must be carried out with an uncompromising attitude towards the child's mistakes. The sexuality of the child should be suppressed already in the tiniest indicated manifestations. The children usually used polite form of address towards their parents. The parent was considered a direct superior child<sup>14</sup>.

Further loosening of the patriarchal structure of society at the beginning of the 20<sup>th</sup> century and the changing position of women led to a sharp decrease in authoritarianism in all spheres and areas of life and thus also in education. There was carried through that the **child's obedience** should be conscious, not blind, not required by force. The violence must be limited, not allowed, at any case. The child's upbringing should be positively oriented, it should build on the positive aspects of his personality. On the one hand, despotic authority is rejected, as well as excessive, exaggerated love. Handbooks on education recommend paying attention to the **age difference** between children and adults. **Respect and authority** were strongly required. The ideal of education in this period is **rationality, universal education, moderateness**.

There were also analyzed books on education, which were published after the World War I (since 1918), which are increasingly emphasizing the **health aspects of education**. They were written mainly by the doctors, dealing with the topics as child's hygiene, nutrition, the custody, and care of the child. Education should start from the cradle by following the regularity of feeding, the rhythm of sleep, getting the child used to various regular and self-serving activities. There wasn't much special attention given the development of the child's intellect. **The educational ideal in family education was order, regularity, calmness, moderateness** and, of course, **obedience of the children**, which was achieved by consistency and precision in the care of parents.

In addition, the newly established professional institutions contributed to improving of the professional level of pedagogical work and psychology. In 1928 a professional department in Prague, the *Psychological institute* was founded by Josef Stavěl. The institute devoted to the creation of psycho-diagnostic tools, standardization, and validation of well-known foreign methodologies in the diagnosis of the child. This department also significantly contributed to the development of pedagogy and psychology in the interwar period. Several young Slovak scientists started their professional activities at this institute too. Nowadays they are considered to be the pioneers and founders of Slovak psychology and pedagogy – especially prof. Juraj Čečetka; prof. Anton Jurovský, prof. Tomáš Pardel and others. Among the important

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<sup>14</sup> Oldřich Matoušek, *Rodina jako instituce a vztahová síť* (Praha: Sociologické nakladatelství SLON, 1993), 36.

personalities, who stood at the birth of psychology and pedagogy in Slovakia, it is necessary to mention Professor Juraj Čečetka particularly and in more detail<sup>15</sup>.

Under the influence of this inspiring environment in the second half of the thirties of the 20<sup>th</sup> century the first *psychological and pedagogical monographs* as well. From these we can mention the work of A. Jurovský Jurovského *Psychologické základy výchovy (Psychological fundamentals of education)*<sup>16</sup>. This was followed by other pedagogical publications – Čečetka's pedagogical – psychological work *Adlerovská psychológia a pedagogika (1937; Adlerian Psychology and Pedagogy)*<sup>17</sup>.

Between 1934 –1944 Čečetka was leading the publishing of the magazine *Pedagogický zborník (Pedagogical collection)*. At this time also he edited the *magazine for parents – Dieťa (Child)*, and also and other magazines, which should be particularly highlighted as an important contribution for family pedagogy. In this magazine, several articles about the most modern knowledge of child psychology and its development were published, which were intended not only for teachers but also for parents. The articles should contribute to find a better way in education in school and in the family environment<sup>18</sup>.

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<sup>15</sup> He is considered to be the founder of pedagogy especially in Slovakia. His professional opinions were crystallized under the influence of positivism and New-Freudism. His extensive scientific interests within philosophy led him to psychology and pedagogy. He was the first Slovak associate professor of pedagogy (1937) and the professor of pedagogy since 1939. In the 1930s, he became involved in publishing pedagogical periodical.

<sup>16</sup> Translation M.P.

<sup>17</sup> Translation M.P.; J. Čečetka published and contributed several works in pedagogy, namely: “Zo slovenskej pedagogiky” (1940; From Slovak Pedagogy), “Príručný pedagogický lexikón” (1943; Handy Pedagogical Lexicon), “Úvod do všeobecnej pedagogiky” (1944; Introduction to General Pedagogy), two-volume “Pedagogika” (1947, 1948; Pedagogy), “Výbor zo slovenských pedagógov” (1947; Committee of Slovak Teacher), “Sociológia v pedagogike” (1965; Sociology in Pedagogy).

In the years 1929–1938, Čečetka also dealt with issues of counseling in the choice of school and profession, diagnostic methods, by using the statistics in the processing of psychological and didactic test

<sup>18</sup> The second important founding figure of Slovak pedagogy and psychology was Professor Anton Jurovský. An overview of Anton Jurovský's most important publications should begin with the fact that in 1934 he published his first book, *Psychologické základy výchovy* (Bratislava, 1934, 1935; Psychological fundamentals of education), which clearly showed the close connection between psychology and pedagogy. His other textbooks *Psychológia* (Martin, 1942, 1943; Psychology) took an important place in the development of psychological thinking in Slovakia. From the perspective of the content and application of the professional, psychological and pedagogical scientific view of family life, is remarkable his work on family coexistence, which was published shortly after the WW2. Nevertheless, this was the result of his research, scientific, counseling, pedagogical-psychological work with families and children from the previous years *Súlad v rodinnej živote* (Martin, 1946; Consistency in family life).

In this monograph, he focused on research on the phenomena of ordinary but real family life and the psychological evaluation of family life factor The psychological conditions of living in a family and the scientific research of the family became the subject of this book, and it we can be still used nowadays to compare its approaches and research methodology with current one The family plays an important role in the life of the individual as well as in society and it is determined by it all time Jurovský presented the family as a social and psychological environment, as a “social little world” with all the attributes of the family spirit and harmony in it. The harmony of family life determines the understanding of the family as a social institution and also as a social group. The publication was created during the first post-war years, when there were still many dangers in the development of the whole society. It was also a specific difficulty in conducting psychological research on the family. And of course, there was not enough literature for

For the sake of completeness of this analysis, we need to add that after the World War II there was another sharp change in the understanding of the family in the continuity and consequence of the extensive societal changes that affected the whole of Europe. In books about education the space is thus given to the new experts – psychologists, who progressively promote some entirely new topics affecting ideals of education in the family. The topic of **maternal and parental love** is emphasized, which, however, began to fully appear in the monitored manuals of practical education, after World War II, after 1950. The idea of a new direction was differed in the way, that it required from the parents to manifest towards the children their patience, attention, kindness, close contact, understanding their needs, instead of the previously preferred civility, respect for rules, discipline and obedience to authority. The parents should give the children sufficient amount of opportunities for freedom of movement, in creativity, in joyous experimentation and in spontaneous meeting their needs.

## **Differences in the Direction of Pedagogical Thinking and Reform Efforts in the Czech Republic and Slovakia in the Interwar Period and after World War II**

Let us return to the evaluation of the interwar period, i.e. after the establishment of the Czechoslovak Republic (1918) from the point of view of the development of pedagogical thinking in the Czech Republic and Slovakia.

The evaluation of situation in Slovakia points out the crucial questions on whether Czechoslovakia was better for Slovaks than as Hungary. The establishment of Czechoslovakia was an important political and cultural milestone for Slovaks. Hereby they are not only precisely defined by the state borders, but it meant to them also a new opportunity for the development of Slovak culture and education. Before 1918, Slovaks lived in multi-ethnic Hungary, where a strong “Hungarianization” and the concept of a single-national Hungary was being applied. For this reason, Slovakia had a minimum of intelligence, there were no Slovak schools and associations, no balanced social living conditions. The new organization of the state and conditions in Czechoslovakia thus brought to Slovakia a completely new

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a broader elaboration of the topic. The methods of socio-psychological research and sociological questionnaires were used in the family research in this publication. The following components were chosen as factors of harmony in the family life, which were examined: material relations of the family, employment of father and grandparents, age of parents, number of children in the family, religion, residence of the family, ratio of children to parents, stepparents, ratio between siblings, the child's position within the family, neuro-psychic lability, intelligence and finally a summary of the factors of harmony. To write the work, the author used research material collected at the Institute of Psychotechnics in Bratislava, where the data were also statistically evaluated, and the processed results were interpreted (Mária Potočárová, “Profesor Anton Jurovský a jeho prínos pre reformnú pedagogiku v československom medzivojnovom období”. In: *Vzdelávací*, ed. Tomáš Kasper, Dana Kasperová, Markéta Pánková [Liberec: Technická univerzita Liberec, 2014], 107).

opportunity for the development of education. Also, the social system of the new state was better organized than in Hungary. There were introduced eight-hour working day, unemployment benefits and other social benefits.

On the other hand, the creation of a common state didn't mean a complete solution of all issues, which Slovakia had been struggling with. But, from the side of Slovaks there occurred certain tension that marked the relationships with the Czechs in the new state. Some Slovak officials even expressed the opinion that in the Czechoslovak Republic, the Hungarianization was just replaced by a new repression, the "Bohemisation". The most significant source of tension came from the different confessional orientations of the two nations.

The role of religion in Czech society and especially in Czech pedagogy has narrowed to the ethics of the Ten Commandments and human values. In Slovakia, faith, religious expressions and feelings had a very strong and vibrant tradition not only in the family, but they were also strengthened by school education and upbringing. However, this difference was the source of the nascent conflicts between the Czechs and Slovaks. Especially Slovak clerical circles of that time created an image of "unbelievers" about the Czechs. On the other hand, the Czech side did not take into consideration the religiosity (especially Catholic) of Slovakia. Slovaks minded several anti-Catholic sentiments and events focused in this way. For example – 03.11.1918 the Marian column at the Old Town Square in Prague was pulled down. The Czechs wanted to replace the religion by Enlightenment ideals of humanism, freedom, and equality, according to modeled president T.G. Masaryk's model. From the beginning, the Czechoslovak Republic stood on the shaky legs of the constructs of the **united Czechoslovak nation** and the Protestant Reformation tradition. The idea of the Czechoslovak nation had a pragmatic justification, because if it had not existed, the Slovaks would become an actual minority in their own state, as there lived more Germans in Czechoslovakia than Slovaks. The failure and negative consequence of this construct of the unity of the two nations can be considered the fact that this issue later became and the main cause of the increase in emancipation and autonomist efforts of Slovaks during World War II. It was this feeling of dissatisfaction that helped to develop awareness of Slovaks as a special nation and contributed to spread of the spirit of National Socialism. The establishing of Czechoslovak Republic to Slovakia was despite it a benefit. Thanks to the new common republic in Slovakia the development of education, economy, culture could take place. During these 20 years in (1918–1939) the strongest generation of Slovak intelligence and experts, scientists in various fields matured.

The overall situation in Slovak pedagogy in the period between the 1<sup>st</sup> and 2<sup>nd</sup> world war, during the era of the first Czechoslovak Republic (after 1918), however, can be characterized by a certain stagnation. There remained present the overall insignificant development of information and knowledge in the field of pedagogy, especially at the level of theoretical pedagogy. As a result, pedagogy in Slovakia, on

average, remained without significant influence and the building of its theory on a scientific basis. There was just very little attention paid to the new pedagogical directions. In practice they lacked a well-usable knowledge of the psychology of research of a child, what of course prevented the practical use of the results and in education. This was caused by several specific circumstances that affected the course of the development of entire pedagogical thinking in Slovakia. New knowledge from pedagogy and psychology was brought more or less only by some existing pedagogical journals. They presented the opinions of some Slovak teachers (as mentioned above, these were J. Čečetka, A. Jurovský and others). Therefore, there were just few Slovak scholars after the establishment of the First Czechoslovak Republic, and several Czech professors worked in Slovakia – O. Chlup, J. Hendrich, J. Uher and others. There needs to be remarked that the issue of pedagogy and psychology at that time was a part of the discussions also in philosophy. Philosophers commented on issues of psychology and pedagogy, while psychologists and educators moved their interpretations into the philosophical levels<sup>19</sup>, by which a new direction of pedagogical thinking in the interwar period of the first Czechoslovak Republic directly was indicated.

In terms of the development of family pedagogy from this period (whether its theoretical the development or its practical side), there needs to be emphasized that family issues were just immanently included in the reflections within this spirit. In the publication there were just poorly represented and reflected new teaching ideas, reformist views, enforcing the directions and trends, but also practical problems of education (daily problems of upbringing in the family, school education), or common experience of pedagogical – psychological diagnostics and of consulting.

The results of the research were mostly presented in journals, and only basically included in some monographs by mentioning the family upbringing. To recapitulate, the already mentioned *Psychological institute* was considered the first professional psychological and pedagogical department with a wide program from the conceptual and organizational point of view. Between the two wars, it became the scientific base for the application of modern psychology, education science and for the development of diagnostic work in psychological and educational counseling at school, as well as in the relation towards the family<sup>20</sup>.

The political changes after the 30s of the 20<sup>th</sup> century, which led to the start of the WW2 had a major impact on the development of pedagogical thinking in Slovakia. The upcoming circumstances strongly marked the development of pedagogy as a science, and it again had a significant importance in the social and family

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<sup>19</sup> Milan Krankus, "Recepcia moderného pedagogického myslenia v pedagogike na Slovensku v r. 1918–1939". In: *Pedagogické myslenie a školstvo na Slovensku v medzivojnovom období*, ed. Blanka Kudláčová (Trnava: Universitas Tyrnaviensis, 2014), 47.

<sup>20</sup> Mária Mihalechová, *Život a dielo Juraja Čečetku* (Bratislava: Infopress, 2007), 14.

life. We can say that the resulting political and social conditions in the 30ties thus directly related to the “history of everyday life” – of family life of upbringing of children in the family and of an overall socio – existential match.

The political system of the period between the wars finally resulted into the establishment of a separate so-called Slovak state (14.3.1939). As we know, this the new direction established a political system with elements of the cult of the state, intolerant nationalism, collaborating with fascism. Monopolistic position of one party, the HSĽS (Hlinka’s Slovak People’s Party) was being increasingly strengthened. Its ideological basis was **Slovak National Socialism**.

The basic idea of National Socialism was to be strongly promoted through family education. At the same time one must not forget that it was the idea of “**Christian**” **National Socialism** which was dominant in Slovakia. It was being applied through the education and training of children in religious spirit, as the confessional interests of the Christian churches were presented.

We have to raise the new youngsters national-socialistically. They must be aware that they have an important role to play in the development of the state. This education should be done from the early age. The family is the most natural environment for growth and upbringing of them<sup>21</sup>.

Ideals in the spirit of National Socialism were promoted not only through the family but also through the school education system. The education of the girls was consistently focused on their preparation for family life. The school was to give the future woman a higher general basic education. The aim was to upbringing the girls as well-educated, as noble women in their thoughts and in their feelings, who may become sensible landladies, but at the same time also conscious and self-sacrificing mothers and good educators of children. In the article there are further described further details of especially mother’s and of father’s roles in the upbringing. The principles of education also emphasize the ideological context of the time. All this illustrates a certain time image of the family, family life as well as the direction of education in it. This illustrates a certain historical image of the family, family life, as well as the direction of the education in it.

It is worth mentioning the figure of Alexander Spesz (1889–1967), who was one of the important Slovak Catholic moral theologians active in the interwar period and during World War II. Although he was a moral theologian, he published several works, which also concerned the issues of psychology, pedagogy, family education, education for marriage and parenthood, of course, following mainly questions from morality. He also studied the problems of parapsychology, psychoanalysis, and spiritualism, which he was dealing with especially in connection to moral theology. He sharply criticized the theoretical basis of Freudian psychoanalysis. In this way he oriented his articles designed for families – parents, spouses, for the raising. His articles on this topic can be found in the archives of

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<sup>21</sup> Júlia Mečiarová, “Národný socializmus a výchova”. *Slovenský učiteľ* 4 (1940), 163.

the magazines *Duchovný Pastier* (*Good shepherd*), or *Katolícke noviny* (*Catholic newspaper*), *Kultúra* (*Culture*). When appraising his work and his contribution to the topic family, family life and upbringing, a very notable publication is his book *Manželstvo, veľké tajomstvo* (*Marriage, a great mystery*) from 1941. Here he introduced the teaching of the Catholic Church on marriage and presented also wider views on family life and education in it.

The issue of the position of women in education was also related to the family, parenthood, upbringing, and the problems of education. As a society, the state had also certain approach to the mission of a woman as a teacher. This issue is deeper being dealt in the journal *História* (*History*) in the study of Kázmerová<sup>22</sup>, who clarifies how far in Slovakia it resulted:

A similar form in the comparison with the interwar Czechoslovak state school system and establishment has the approach of the Slovak State towards the pedagogical activity of women in school services. In the first instance, the substitution of a women in the family is preferred, with an emphasis on filling her role of mother, which was adopted by the governmental proposal (from r. 1939) about the employment of married women teachers [...].

Women teachers simply have to choose – between motherhood and the service in education.

Finally, within the cultural history and the **history of everyday life** of the interwar period, several authors write about the situation from the perspective of women in the family. One of the most important of them is professor Lenderová<sup>23</sup>. The author researches on position of Czech women in society and their role in the family and at school, which was different in comparison with Slovakia in several characteristics.

## Conclusions

The establishment of the 1<sup>st</sup> Czechoslovak Republic and the whole interwar period was full of hopes and expectations. The changes were full of determination to change things, attitudes, life orientation. In the interwar period there were changes in the directing and behavior in various relationships – towards politics, towards education, towards school and towards the family. The interwar period experienced its great rise, as well as the fall, which led into the horrors of the World War II. It

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<sup>22</sup> Eubica Kázmerová, “Vydaté ženy – problém školstva. Byť či nebyť učiteľkou...”. In: *História 1. Človek a doba* (2018), 37.

<sup>23</sup> Milena Lenderová, Tomáš Jiránek, Marie Macková, *Z dějin české každodennosti* (Praha: Karolinum, 2011); Milena Lenderová, Martina Halířová, Tomáš Jiránek, *Vše pro dítě! Válečné dětství 1914–1918* (Praha: Nakladatelství Paseka, 2015); Milena Lenderová, Tomáš Jiránek, Marie Macková, *Z dějin české každodennosti: život v 19. století* (Praha: Univerzita Karlova, Karolinum, 2017).

was a historic chance for a possible positive development throughout the whole society, for the family, education, but also for individuals.

## Cele szkoły i edukacji okresu międzywojennego w Pierwszej Republice Czechosłowackiej

**Streszczenie:** W artykule starano się zmapować uwarunkowania społeczno-polityczne na Słowacji w okresie międzywojennym, które wpływały na sytuację rodzin i edukacji. Po utworzeniu wspólnego państwa Czechów i Słowaków – I Republiki Czechosłowackiej (1918) pojawiły się nowe okoliczności działania dla ruchów reformatorskich i idei pedagogicznych. Tekst koncentruje się na wydarzeniach społecznych i przemianach, które kierują systemem szkolnym i edukacją. Artykuł szczegółowo analizuje, co zainspirowało edukację i praktyczne funkcjonowanie szkół na Słowacji w nowej formacji państwowej wielonarodowej Republiki. Uzyskany obraz mówi o stanie reform w edukacji z ich przenikaniem również do wzorca wychowania rodzinnego na Słowacji, częściowo w porównaniu z warunkami w Czechach. Cele kształcenia i wychowania tego okresu przedstawiane są na podstawie dokumentów historycznych, pochodzących z przeglądu dostępnej literatury pedagogicznej i prasy. Zajęto się także pytaniem, jakie idee ideologiczne lat międzywojennych wpłynęły na wyznaczanie celów wychowania w rodzinie. Czym kierowali się rodzice w swoim codziennym działaniu pedagogicznym na początku XX wieku i w okresie międzywojennym? Artykuł daje zatem również wgląd w historię życia codziennego rodzin słowackich i wychowanie rodzinne w okresie międzywojennym.

**Słowa kluczowe:** polityczna, społeczna sytuacja w I Republice Czechosłowackiej po 1918 roku, wpływ na kształcenie i szkolenie, szkoła, wpływ na rodzinę, wychowanie rodzinne, czasopisma pedagogiczne, literatura pedagogiczna, różnice rozwojowe między Słowacją a Czechami

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