

MILITARY TRAINING OF SCHOOLGIRLS IN THE POLISH-LITHUANIAN COMMONWEALTH II IN THE TERRITORY OF WESTERN UKRAINE: PROBLEMS AND VALUES

The article deals with main problems of military training organization of teaching and learning process for schoolgirls in the system of education and activity of public organizations in 1919–1939, which operated in the territory of Western Ukraine. It is determined that the main role in the military education of schoolgirls in the secondary educational institutions was played by Organisation of Women's Preparation for State Defence (Organizacja Przystosowania Kobiet do Obrony Kraju – PKdOK). Other organizations, who dealt with schoolgirls' military training, are the Polish Scouting and Guiding Association (Związek Harcerstwa Polskiego), the Riflemen's Association (Związek Strzelecki) etc. The military training syllabus for schoolgirls was analyzed not only as means of polonization, but subject in secondary educational institutions, which provides girls with necessary theoretical knowledge and practical skills in military training. The main pedagogical problems of military training system and its programme for schoolgirls were analyzed.

Key words: military training, schoolgirls, physical training, western Ukrainian territory, instructor, commandant, values, training, teaching.

Статтю подано мовою оригіналу

After the World War I and Entente's approval of the occupation of western territories of Ukraine by Polish-Lithuanian Commonwealth on the Ambassador's Council, Polish authorities established an administrative apparatus in the new territories. Moreover, the process of new education establishment began and replaced the Ukrainian one; in particular, it introduced military training, which was a part of territory polonization.

Applied research methods: analysis of historical sources, methods of deduction, methods of induction, synthesis, method of problem and comparison.

It is worth mentioning, that in the articles Polish researchers of the interwar period mentioned constant complaints of the Committee of Women's Military Training for State Defence (hereafter – CWMTSD) and military men about cold and indifferent schools' attitude toward military training (hereafter – MT). Moreover, there was a negative feedback about gymnasiums' principals, who consider MT for schoolgirls as something dictate and negative, that ruins school discipline [1, 2, 4, 6].

Majority of Polish pedagogues of interwar and post-war period had no hesitations about the necessity of MT for schoolgirls, although many of them accepted it from utilitarian point of view as state requirement [2, 3, 6, 7, 8].

Approval and understanding of pedagogical qualities, advantages and merits was insufficient. Majority of pedagogues considered MT for schoolgirls as unnecessary and pedagogically aimless practice tolerating it as "wicked needed in school". Teacher's conservatism is seen as a reason for such behavior, because MT for schoolgirls was something new for schools, something not practiced.

Other researchers were even afraid of school militarization having no understanding of the fact militarization is not two or three hours of weekly military classes for a group of young girls, but a general system, which penetrates into all school spheres as it happens in military institutions or Polish special military and cadet schools.

The conservative part of Polish pedagogues thought MT to be a practice, which is not for women, but men, although this group also interprets MT for boys as an instrument, which wastes youth time and interrupts them from their school activities.

Others disapproved educational values of MT for schoolgirls, because those can't create the necessary atmosphere and rational cooperation between school, CWMTSD and military institution.

However, military theoreticians (J. Ulrych, W. Kiliński and others) admitted refinement of annual work [5, p. 32].

In their works, military men hope, that time will come, when MT with its values in schools will gain support of principals and teachers, leave prejudice behind, and take care of its implementation.

In addition, MRPE (Ministry of Religion and Public Education) not only took care of proper teacher's understanding of MT's role for girls, but also published a lot of circulars and decrees to support the idea of MT educational values.

One of the main school tasks should be assisting young people in instinctive, conscious and voluntary accomplishment of state citizen duties.

In the school not only smart and generous women as mothers and citizens should have appeared, but the most importantly for Poland, self-denying daughters of its motherland, who will also possess such proper for Polish-Lithuanian Commonwealth II features as righteousness and conscience. That was the main factor public and state education aimed at.

Therefore, MT of schoolgirls was the only practice in educational system with its forms of actions and feelings in the state sphere; it was the only form accepted by youth, which exhorted them to develop patriotic spirit they were satisfied with. It is explained by the fact, that youth was required to work hard and absolutely equally to grown-up citizens.

Taking into account girls' emotionality, they were delighted with such practice, because they feel they do the same thing as grown-up women are called for what initially was purely men's sphere; it was delight, because they were occupied with the stuff popular within young people of that time – soldiers, sport, weapon, uniform etc.

That is why MT for schoolgirls as effective and important experience of young people in patriotic, state and public spheres was an ideal and final addition to state and public education in the school as well as considerable embracement of citizen feelings and principles.

Military training camps helped people become courageous and strong. Camp activity, as Piehota Ya. mentions, demands great efforts, denial of some conveniences and habits, fight with own helplessness or even dishonesty, and subordination of "I" to orders of superiors despite of our own wishes; only for that reason, it is a great school of character formation, power of will, endurance and persistence.

As P. Gałęcki mentioned, there were no other occasions or moments in school life such as in MT summer camps organized by Polish military detachments, where schoolgirls could learn or train power of will, honesty and courageousness. "Often these camps were visited by girls and were left by women citizens" [10, p. 10].

As a matter of fact, the attitude of a schoolgirl toward surrounding and the way she reacts to facts, words, deeds and events of public life were changed after the camp. Very often camp changed whining and not conscious girls into active and courageous state citizens.

That is why MT played a great role in the sphere of discipline training of school youth. Despite the fact, that the whole system of school education process should be based on discipline, the major task of school was to teach young people to be obedient; moreover, MT made easier this task without breaking modern pedagogical requirements. School taught to be discipline, and MT taught in the discipline surrounding.

Because of the necessity, the school provided theory for the subject, but due to subject's uniqueness and specific military atmosphere MT was based on the discipline and, therefore, it was the main skill to learn. If one speaks about school discipline, MT played crucial and practical role in strengthening and enrooting principles gained in school.

What is more, MT activities during the school years were source of different physical exercises. In the camps movement, sport, fresh air, sun and bathing created the ideal conditions for school classes and recreation. The pedagogues realized the educative potential of military values, which served as new experience and activity opportunities in the public and state spheres, because it formed power of will and character, taught to be discipline, improved the atmosphere of comradely coexistence, formed an understanding of common sense and further development of physical culture. The understanding of these sphere elements forced pedagogues to have a closer look at MT process. There were also other advantages, namely, learning of something precise, what responds to theory in practice, accuracy, order, refinement of region knowledge and geography as well as monuments [9, p. 11].

It is worth noticing, opponents of this standpoint (namely, M. Kravchuk (M. Krawczyk [4]) brought the arguments concerning the weakening of pedagogical values of this subject. However, the arguments were not solid enough. As evidence one can see approved syllabus with "Military Training" in it.

Syllabus with military training for girls was changed enormously by 1938 and included such subjects, as service study, rifle fire, study of a region, communications, military equipment, hygiene, first aid, organization of antiaircraft and antigas defence (OAAD), archery, small-bore gun fire, civic education, physical training.

Such education processes took place during 2 years (VI and VII or VII and VIII forms), seldom during 1 year (IV or VII form). At the end of the month learning was maintained due to military training camp. Let us describe the main disciplines of "Military Training".

Service study was aimed the introduction of system and ways of army operation; thanks to drill and military features of activities, youth gained the necessary features of character, which were needed in community and during organizational work. Those features were punishment, discipline, obligation, order etc.

Rifle fire meant learning skills, how to act with weapon and the possibility to use it during being on duty or in case of necessity against the enemy. Owing to rifle fire, schoolgirls became more courageous and self-disciplined like any other pupils.

Study of a region helped teach schoolgirls to change the place of location under field conditions, have a sense of direction and read topographic and tactic maps; moreover, during live action role plays they trained independence, quick-wittedness, courageousness, not forgetting about the opportunity to learn the territory better.

Communications familiarized schoolgirls with telephone and telegraph apparatuses, taught to operate and set the communication lines and provide the understanding of keep-in-touch necessity during the war.

Military equipment presented different types of military machinery and technical equipment in army, what prepared women for possible military service.

Hygiene and first aid gave all needed skills to provide the first aid in case of emergency.

Organization of antiaircraft and antigas defence (OAAD) gave knowledge necessary in case of antiaircraft and antigas attacks.

Civic education provided not only ideological context, but also taught to deal with a wide range of social and daily problems girls faced out of school.

Archery considered as interesting sport activity and was a part of physical training.

Sport and physical training were additional elements of physical culture; different games developed agility, posture, strengthened health condition and brought contentment [1, p. 141–142].

Overloaded with different subjects, MT was accused of preventing from normal school education. Such claim was based on the fact, that schoolgirls couldn't do their homework for the next day, after having MT class at the definite time of the week. Partially, it was true taking into account, that they had lack of time for homework, than in any other day, because they felt tired.

One of the possible solutions of the problem was presented by principal of Liubachov comprehensive co-educational lyceum of V. Novak [9, p. 37].

The principal allowed young people to do only part of their home tasks after military classes. Weekly, he took care of subjects interchange not allowing cases, when home tasks for the same subject wouldn't be prepared: one week he allowed not doing the home tasks from the first three lessons, next week – last two classes.

There was always evidence for teachers in the school diary about home task, which could not be done to know, what material they wouldn't check.

Therefore, school was ready to help both youth and MT out, allow pupils not to do their home tasks for the next day, validate what actually existed and put an end to the constant complaints and teacher's pressure.

However, it was recommended to deprive MT of any utilitarianism features for young people to realize it exclusively on high ideological level. It was impossible for MT to be understood as a resource for obtaining favours and privileges in some spheres of social life and possible future military service or service in WMT. From school years, it was a requirement to interpret MT solely as civic duty.

However, researchers explain the importance of this sphere, proving, that youth of that time was significantly influenced by materialism and utilitarianism; consequently, they weren't ruled by ideological reasons. To conclude, MT was considered a source of ideological commitment and rejection of importance of material goods in the life.

Before accepting MT by young people, it was recommended to eliminate "a motive of negative patriotism", namely, hatred of Polish enemies as far as last century Poland was occupied; consequently, it could lead to negative gaining.

As the result of research of the main tendencies, MT syllabus and organization of this practice in WUT (western Ukrainian territories), main problems of MT schoolgirls in educational institutions (secondary schools, lyceums, gymnasiums, and vocational schools) were described. Being part of local polonization, primary military training in school was an important condition for peaceful life and functioning of great and strong social body. Among the MT elements learned by girls were as follows: physical training (or sport); military equipment; service study; archery; antiaircraft and antigas defence; hygiene and first aid; field service (study of a region, communications, live action role plays). It is determined, that the most important factor in the WMT system were activities and military training camps as a complex of entertaining and didactic MT practices.

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Топоренко О. Ю. Військова підготовка учениць у Другій Речі Посполитій на території Західної України: проблеми та цінності

У статті представлено основні проблеми з організації навчального процесу з військової підготовки учениць у системі освіти та у діяльності деяких громадських організацій у 1919–1939 рр., що діяли на території західноукраїнських земель. Визначено, що основну роль та діяльність із надання ученицям знань із військової справи у середніх навчальних закладах здійснювала Організація Підготовки Жінок до Оборони Краю (Organizacja Przystosowania Kobiet do Obrony Kraju – PKdOK). Заходи із військової підготовки учениць здійснювали також такі організації, як Союз польського харцерства (Związek Harcerstwa Polskiego), Стрілецький Союз (Związek Strzelecki) та ін.

Проаналізовано програму з військової підготовки учениць не лише як засобу полонізації, але і як навчального предмета у середніх навчальних закладах Другої Речі Посполитої із наданням необхідних теоретико-практичних знань та навичок із військової справи дівчатам. Окреслено основні педагогічні проблеми та цінності системи військової підготовки учениць.

Ключові слова: військова підготовка, учениці, фізичне виховання, західноукраїнські землі, інструкторка, комендантка, цінності, виховання, навчання.

Топоренко О. Ю. Военная подготовка учениц во Второй Речи Посполитой на территории Западной Украины: проблемы и ценности

В статье представлены основные проблемы организации учебного процесса по военной подготовке учениц в системе образования и в деятельности некоторых общественных организаций в 1919–1939 гг., которые действовали на территории западноукраинских земель. Определено, что основную роль и деятельность по предоставлению ученицам знаний по военному делу в средних учебных заведениях осуществляла Организация Подготовки Женщин к Обороне Края (Organizacja Przystosowania Kobiet do Obrony Kraju – PKdOK). Мероприятия по военной подготовке учениц осуществляли также такие организации, как Союз польского харцерства (Związek Harcerstwa Polskiego), Стрелковый Союз (Związek Strzelecki) и др. Проанализирована программа военной подготовки учениц, не только как средство полонизации, но и как учебный предмет в средних учебных заведениях Второй Речи Посполитой с предоставлением необходимых теоретико-практических знаний и навыков по военному делу девушкам. Очерчены основные педагогические проблемы и ценности системы военной подготовки учениц.

Ключевые слова: военная подготовка, ученицы, физическое воспитание, западноукраинские земли, инструкторша, комендантша, ценности, воспитание, обучение.