

# **SECURITY CULTURE OF THE PARAMILITARY YOUTH ORGANIZATIONS ON THE EXAMPLE OF LEGIA AKADEMICKA KUL (JOHN PAUL II CATHOLIC UNIVERSITY OF LUBLIN)**

URSZULA SOLER, PH.D.

*John Paul II Catholic University of Lublin, POLAND*

DAMIAN DUDA, M.A.

*John Paul II Catholic University of Lublin, POLAND*

## **ABSTRACT**

---

Article shows youth paramilitary organisations activities and structure. The pre-Great War organisations and their role for regaining independence is shown, as well as official forming of academic military units fighting for Polish independence. Then the structure and tasks of organisations at that time are showed and compared with their role and ideas during the communist period. Mainly author focus on 21st century and present model of youth paramilitary organisations functioning and their role for the society – on the example of Legia Akademicka form Lublin.

## **ARTICLE INFO**

---

*Article history*

Received: 17.04.2016 Accepted 03.06.2016

*Key words*

Legia Akademicka, youth, paramilitary, patriotism, civic society, security culture

The beginning of the 21st century has seen significant changes in perception of national defence and citizens' contribution in its creation. The shifts were more of a revolution in terms of restoring public benefit or-

ganizations, and of any civic initiative. The importance of those changes is particular, since any grassroots initiative seemed suspicious, especially during communist dictatorship. National defence, and security culture creation seemed even more suspicious.

The term *security culture* itself is not new. It derives from the nineteenth-century definition which describes any human activity, security being one of them. Cieślarczyk claims that security culture comprises basic assumptions, values, norms, rules, symbols and beliefs which affect the perception of challenges, chances and/or threats. His definition also includes the perception of security, and correlating behaviour and actions of the citizens who acquired these and articulated as part of their education. Organizational processes of internal integration and external adaptation, and of defence strengthening fall under this definition as well. These elements make it easier for those people to develop and achieve the idea of security which benefits all<sup>1</sup>. The term *security culture* itself is gradually more often analysed by scholars<sup>2</sup>. With time, Security Sciences became a separate science field. This definition of security is not understood as a military category, but mainly as a social one. Here, upbringing and teaching, identity and bond, hard work resulting in self-perfection of units and groups are of utmost importance. The above description fits Academic Legion KUL very well.

#### HISTORY OF LEGION – FOUNDATION AND THE SECOND WORLD WAR

During the independence burst it became clear that without resorting in active military reserves, restoration of Polish Army would be impossible. Genesis of creating paramilitary organizations in Poland goes as far as to the beginning of the 20th century. The contemporary Austrian authorities gave countenance to founding the army. They also sought human resources to refill their own military forces. The First World War was an opportunity for using the troops trained in Polish military units. They were soon to hasten the restoration of Polish Army<sup>3</sup>. The paramilitary organizations under Józef Piłsudski, such as Riflemen's Association and Polish

<sup>1</sup> M. Cieślarczyk, *Kultura bezpieczeństwa i obronności*, Wyd. AP, Siedlce 2010, p. 210.

<sup>2</sup> Comp. J. Piwowarski, *Three Pillars of Security Culture*, „Kultura Bezpieczeństwa. Nauka – Praktyka – Refleksje”, 2015, no 19, p. 34–44 and others.

<sup>3</sup> J. Gaul, *Na tajnym froncie. Działalność informacyjna-wywiadowcza polskich organizacji niepodległościowych w latach 1914–1918*, Warszawa 2001, p. 60–62.

Rifle Squads, who fought as a part of Polish Legion became a foundation to commissioned and non-commissioned cadres of restored Poland<sup>4</sup>. The voluntary fight for restored homeland had a huge impact on the social life of the Second Republic of Poland. Voluntary mobilisation referred to *Pospolite Ruszenie* (lit. mass mobilisation) of Kingdom of Poland, and many historical uprisings. It ultimately strengthened the national identity of the contemporary citizens whose homeland did not exist formally when they were born.

Although the requirements of choosing the corps were very strict (they depended on degree which very often was closely connected with one's social status), in the end each Pole was granted the right to fight for and serve their homeland, regardless the background. Homeland defence had no longer been a domain of the nobles only. In 1920, through the appeal to countrymen on mobilization, prime minister Witos rooted the idea of being legally equal, and showed benefits of being a Pole. It was especially important during the interwar period<sup>5</sup>. After joining the army, many people of lower status encountered civic education for the first time which resulted in changing their definition of homeland. They soon learnt that the whole nation, not only the country they were born in, was their home. The army consisted of not only educated the citizens, but also raised the representatives of all professions, political parties, religions, or ethnic groups. Putting elements of security culture as a goal of civic care allowed to tidy up the system of social values.

An appeal of Commander in Chief addressed to students in Poland encouraged the creation of student companies and battalions within bigger academic environments, among them being Lublin, Cracow, Poznan, Vilnius, and Lviv. The initial tasks of students in uniforms was guarding service, maintaining public order, or representative functions<sup>6</sup>. It could be stated that the main stimulus for creating the solid and fully armed student subunits was Academic Independent Youth Congress. The Congress took place at the beginning of November 1918 in Lviv, today Ukraine. At the time, Ukrainian National Council of Western Ukrainian's People Republic led to war which was almost equal to losing Polish Lviv.

---

<sup>4</sup> W. Lipiński, *Walka zbrojna o niepodległość Polski 1905–1918*, Warszawa 1935, p. 20.

<sup>5</sup> D. Kowalska, *Naród zbudowany nad trumną*, „Focus Historia”, 2013, no 9 (77), p. 34.

<sup>6</sup> E. Walczak, *36 pułk piechoty Legii Akademickiej*, Pruszków 1994, p. 3–5.

On 11 November, during debates in Warsaw, Academic Pedagogical Committee established the Legion, adepts of which were trained in Warsaw University of Sciences, Warsaw University, and Warsaw University of Life Sciences. The so-called Student Army was barracked in Warsaw. On 3 December 1918 the unit was granted the rank of infantry regiment, and given the number 36. The amount of students being part of the unit defines its character – out of 1 200 soldiers, 800 of them were students<sup>7</sup>. When it came to the range of the new unit, Marshal Józef Piłsudski himself took the soldiers' oath, which was equal to gaining very high recognition of the Polish society<sup>8</sup>. A few months later the new soldiers were sent to Lviv to the rescue. The participation of the Regiment in the Battle of Warsaw, and Kiev offensive in 1918–1920 were its first important events. The loss taken during the battles gave the foundation of the ideal of heroic Polish soldier. It became an ideal worth imitating. Not only had it to do with civic society, but primarily with creating a model of a student whose life is given as sacrifice on their homeland's altar.

Until the end of the Legion's activity, 36 soldiers were conferred upon the war order *Virtuti Militari*. The decoration is a symbol of recognizing the valour of students and the followers of their tradition<sup>9</sup>. Since 1921 the regiment began to hire employees. The regiment referred to customs of academic symbols until the end of its activity. One of such was funding the flag of the unit solely by the students and authorities of Warsaw University, Warsaw University of Sciences, Warsaw University of Life Sciences, and Warsaw School of Economics. The final shape of the regiment decoration – a unique reward conferred upon the most recognized soldiers by Chapter of orders – was that of cross, with miniature coats of arms of the universities<sup>10</sup> mentioned.

When the borders of Poland were formed, both the administration and social interest in paramilitary organizations began to decrease. The May Coup d'État was one of the reasons of the change. It was when Marshal Józef Piłsudski ordered to put greater importance to civil defence

<sup>7</sup> Ibidem, p. 4.

<sup>8</sup> S. Pomarański, *Zarys historii wojennej 36-go Pułku Piechoty Legii Akademickiej*, Warszawa 1930, p. 25.

<sup>9</sup> Ibidem, p. 63.

<sup>10</sup> Z. Sawicki, A. Wielechowski, *Odznaki Wojska Polskiego 1918–1945. Katalog Zbioru Falerystycznego: Wojsko Polskie 1918–1939. Polskie Siły Zbrojne Na Zachodzie*, Warszawa 2007.

courses, and to physical training<sup>11</sup>. Until 29 November 1937, when these courses became compulsory during military training, there were no sanctioned state organizations which would train the future cadres. Through the State Office of Physical Training and Military Defence, the Military Affairs Minister established headquarters of Academic Legion. It became the sole responsibility of the Legion to train students since<sup>12</sup>.

It was the responsibility of the universities to establish specialized organizations to train their own students. The universities were establishing their Legions to provide basic infantry training for one year. Each university was supplied with uniforms, equipment, and arms by Polish Army. This enabled the trainings to be fully executed. The final stage of these trainings were camps of Academic Legion. These were to prepare the students for the specificity of wartime. Mostly, the camp trainings were provided for units no larger than companies (80 people), and on the basis of particular specialties. The name "Military and Social Camp" illustrates the character of the training. Cracow Academic Legion continued the process until World War II. The last camp took place in July 1939 in Sorocko near Trembowla<sup>13</sup>. Kazimierz Walter, scholar and sports instructor, was appointed Training Commander. Previously, he was a lieutenant (res.) of Polish Army.

The analysis of photographic documentation towards shaping the social awareness of security culture enables to break down the activities taken into several categories<sup>14</sup>. The first includes the events connected with patriotic and religious rituals and celebrations of Polish Army. The Academic Legion unit in Sorocko used to demonstrate parade drills to the locals, participate in Holy Masses, and in hoisting of the national flag. The celebrations were held with the accompany of the local brass band, and representatives of local authority. Every demonstration of army presence in minor countries, especially disputable lands of Poland and its neigh-

<sup>11</sup> A. Ignatowicz, *Przygotowanie obronne społeczeństwa w Polsce (1921–1939)*, Warszawa 2010, p. 296.

<sup>12</sup> More on organisation and service submission within Military Affairs Ministry could be found in the book of Regina Czarnecka, *Organizacja Ministerstwa Spraw Wojskowych (MSWojsk.) w latach 1918–1921*, "Biuletyn Wojskowej Służby Archiwalnej", 2005, no 27.

<sup>13</sup> M. Maszowska-Rzeszutko, *Kazimierz Walter – współzałożyciel AZS*, „Akademicki Przegląd Sportowy”, 1993, no 7.

<sup>14</sup> Specifically, the *Obóz Wojskowo-Sportowy Legii Akademickiej Sorodku, Lipiec 1939* album; the photographic documentation is stored in KUL Academic Legion Archive.

bours, is a manifestation of readiness to defend the current borders, and of preventive might. The positive reception of society was highly motivating for the legionnaires to continue their training. They were becoming even more aware of importance of their duty, and encouraged to take up specialized service as means of guarantee of Polish sovereignty<sup>15</sup>.

Another category of events is community service executed by the young soldiers. The service also affected both citizens and the legionnaires. Apart from physical duty, which all participants did, the commander also assigned more specialized duties to the students with accordance to their degree and preferences. Physical duty meant assistance within households: during harvest period, taking care of household animals, or amelioration of local roads. Specialized duty could be treated as a sort of professional internship since among the responsibilities were activities connected directly with their future professions. For instance, students of medicine were working in local clinics, students of humanities did in orphanages, future lawyers educated the local people in scope of civics. These activities showed that military uniform not only stood for the symbol of homeland defence, but also for the caring role of the state which is able to give its society the feeling of security in many other spheres of life.

Another major category of activities was battlefield training. Execution of the training programmes ensured continuity in providing inactive armed forces which were to join commissioned and non-commissioned corps. Basing on the historical independence bursts regardless social status, it was important to keep army on permanent standby to possibly promote the tactical units at least one rank higher in the military hierarchy. By joining the army, the citizens contributed to promote military service which in the end stood for civic maturity. The First World War gave rise to the conscription of Poles to enemy armies which very often forced the Poles to kill their compatriots. This was the reason for finding ways to being exempted from military service, or desertions. New training standards were primarily to change the social perception of military service as dehumanizing. It was believed it would eventually to be used for interests standing in great opposition to values learnt at family home.

---

<sup>15</sup> Uniformization of the interwar period society refers to chivalric ethos of specific customs. The customs were put equal to such legal regulations as uniform code, or general one of Armed Forces of the Republic of Poland. More on raising values of uniformization: M. Barbasiewicz, *Dobre maniery w przedwojennej Polsce*, Warszawa 2012.

All-development activities are also worth mentioning. Pedagogical system promoted the physical training based lifestyle among the youth to create the image of citizens who take care of their own development in favour of national defence<sup>16</sup>. This thesis is confirmed by the growing popularity of both already existing sports and defence associations, and of the new ones whose members differ with regard to age, interest, or sex. It was particularly seen in case of Military Education of Women<sup>17</sup>.

**ACADEMIC LEGION OF THE CATHOLIC UNIVERSITY OF LUBLIN AND ITS ROLE IN CREATING SOCIAL MODELS IN FAVOUR OF SUPPORTING SECURITY**

After Second World War, socialism has also entered social and defence organizations. New ruling model assumed creation of a social bonds between the authorities and society. Hence, the Polish youth was to be raised in the spirit of socialism. In 1976 the responsibilities of social and defence organizations were uniformed by the Act on General Defence Obligation of the People's Republic of Poland. The Act states that the responsibilities of those organizations were subject to the needs of Polish People's Army<sup>18</sup>. Associations and unions became truly free and autonomous after the transformation of the political system, and exercise of the *Law on associations*, 7 April 1989. Some organizations could not be legalized by the communist authorities because pre-war traditions were not accepted<sup>19</sup>. After transforming the political system, these organizations joined the already existing ones.

The change of the political system also brought the change of the authorities' perception of the sports and defence organizations. Current militarisation of everyday life, which conjured up the ideas of socialism, was discouraging new organizations from attempting to use system solutions. As a result, security culture could be prolonged only by means of grass-roots initiatives which very often revived pre-war traditions and models. When the amount of the organizations had started to grow nationally –

<sup>16</sup> Comp. L. Szymański, *Kultura fizyczna w polityce II Rzeczypospolitej*, Wrocław 1995, p. 39–50.

<sup>17</sup> More on Military Education of Women: E. Zawacka, *Czekając na rozkaz: Pogotowie Społeczne Organizacji Przystosowania Wojskowego Kobiet w przededniu II wojny światowej*, Lublin 1992; M. Wiśniewska, *Przygotowanie obronne kobiet w Polsce w latach 1921–1939*, Toruń 2007; *Regulamin organizacyjny / Organizacja Przystosowania Wojskowego Kobiet*, Warszawa 1939; M. St. Wittekówna, *Wojskowa Służba Kobiet w SZP-ZWZ-AK*, Pruszków 1999, p. 16.

<sup>18</sup> *Organizacje Paramilitarne Obronne*, [in:] *Mała encyklopedia wojskowa*, vol. II, p. 537–538.

<sup>19</sup> Dz.U 1989, nr 20, poz. 104.

no longer episodically affecting such spheres of everyday life as culture, upbringing the youth, or creating new models of civic responsibility – it became clear that such potential cannot be ignored. In other cases the lack of system solutions gave way to establishing new organizational and social structures whose mission was to make up for the objectives which the current legal authorities failed to achieve<sup>20</sup>.

In the years 2003–2009 Ministry of National Defence, through university military defence units, trained students for the needs of Polish Army. Inactive Force Training Course (hitherto KSR), being voluntary in its character, was to be replaced by University of Inactive Cadets. It trained inactive commissioned officers to join the future corps of command cadres<sup>21</sup>. Students who did not participate in military training for different reasons, or simply did not complete it, joined the Studies of Civic Training KUL. In this way, the idea of creating the Student Association Academic Legion KUL (hitherto AL KUL) – reviving the pre-war character of training – appeared. On 26 March 2004 Academic Senate filled the application for creating the association. Cooperating with the Studies of Civic Training KUL started to gain more members, namely the students who have had completed the military service but did not follow any further forms of military education since.

The legal act governing the scope of activity was Rules of Academic Association “AL KUL”<sup>22</sup>. Initially, the activity of the association was conducted only on academic grounds, and by cooperation with National Defence Ministry, with the net of military units in the whole country. General provisions of Rules refer to social character of the association. This automatically broadens the model of training conducted as part of KSR. Eventually, the provisions serve to shape civic attitude within academic society. As a result, the youth who joined the Association displayed a very different attitude towards the training as opposed to those enrolling to study<sup>23</sup>.

<sup>20</sup> See K. Wójcik, *Rezerwisto! Powołaj się sam!*, <https://obronanarodowa.pl/artykuly/display/rezerwisto-powolaj-si-sam/>, accessed 14.02.2016.

<sup>21</sup> Resolution of National Education and Sports Minister, and of Health Minister from October 2nd on way of conducting civic education courses for male and female students (Dz.U. nr 174 poz. 1686, with amendments).

<sup>22</sup> *Regulamin Stowarzyszenia Studenckiego Legia Akademicka KUL*, <http://www.kul.pl/o-nas,11412.html>, accessed: 13.02.2016.

<sup>23</sup> *Legia Akademicka KUL werbuje i szkoli na żołnierzy*, <http://www.dziennikwschodni.pl/lublin/n,140319469,legia-akademicka-kul-werbuje-i-szkoli-na-zolnierzy.html>, accessed: 14.02.2016.

From the beginning the main objective of AL KUL was to perform training nationally by commissioned and non-commissioned officers working in the units of Polish Army. The officers were delegated by the units who provided training grounds. The host's approach towards the training was crucial. They performed a standard military training which nobilitated the participants. It was important to motivate the students even more to promote the model of patriotism which relies on voluntary action. The units which conducted the trainings were: 3rd Mechanized Brigade, Romuald Traugutt Aviation Forces Training Centre, Tadeusz Kościuszko 1st Warsaw Armoured Brigade, 25th Air Cavalry Brigade, Polish Air Force Academy, 6th Storm Assault Brigade, Polish Naval Academy, Border Guard Training Centre Koszalin, General Tadeusz Kościuszko Military Academy of Land Forces, and Air Force Training Centre<sup>24</sup>.

#### ROOTING SECURITY CULTURE IN SOCIETY – ACTIVITIES OF AL KUL

After ten years since creation of AL KUL, the status formula and ways of its realization was broadened. Imperfection of national security system determined the social pressure which, in turn, forced the changes mentioned to happen. The professionalization of Polish Army which took place, and the shift of social attention to conflicts happening outside our country were the factors due to which extramilitary national defence was severely neglected. One of the most important parts of paramilitary defence were units of Civic Defence which are currently a fiction. The official data mentioning them do not reflect reality<sup>25</sup>. Also the formula of defence education in secondary schools has been broken which resulted in the Civic Education subject giving way to Education for Safety. The new subject has been totally deprived of defence theme. Currently, it boils down to teaching first aid only. The only common and compulsory part of defence education has been cancelled<sup>26</sup>.

Another grassroots problem which also remains to be solved is the operation of secondary schools which provide military education. As of today

<sup>24</sup> *Legia Akademicka KUL*, „Przegląd Strzelecki Arsenał Miesięcznik Federacji Organizacji Proobronnych”, 2015, no 3 (118), p. 19.

<sup>25</sup> More on Civic Defence formation: Informacja o wynikach kontroli *Przygotowanie struktur obrony cywilnej do realizacji zadań w okresie wojny i pokoju*, Warszawa 2012.

<sup>26</sup> *Edukacja dla bezpieczeństwa*, <http://www.oswiata.abc.com.pl/czytaj/-/artykul/edukacja-dla-bezpieczenstwa-zamiast-przysposobienia-obronnego>, accessed: 14.02.2016.

there are more than 200 secondary schools, with about 20 000 students, which provide defence education. So far, National Defence Ministry specified the requirements of those classes to be met. However, no tools were given to achieve this goal. This makes the school authorities to ask defence non-government organizations<sup>27</sup> for help.

Student Association AL KUL takes numbers of initiatives to affect the shaping of security culture. These could be broken down into the following categories:

- actions taken in favour of sustaining public security and order,
- defence education of society,
- promotion of patriotic and civic attitude.

The association took first anticrisis actions on the turning of the year 2010. A new profile of organization has been created, namely being on standby to take actions supporting state mechanisms to sustain national security and order. On April 2010, the Chancellery of the President asked specific defence organisations to help secure the mourning celebrations held in Presidential Palace in Warsaw. During the celebrations it was possible to pay tribute to the late presidential couple, which attracted citizens from different regions of the country. This made the celebration a form of permanent civic gathering<sup>28</sup>. Members of AL KUL were part of emergency services. Their role was to ensure the continuity of movement during visits in Presidential Palace, to monitor the dangers resulting from creating clusters of anonymous people who were not controlled previously, to position health patrols in strategic points, and to act as a link between other emergency services and decisive centre in the Chancellery. Society saw this role as an example of arranging the element of social activity as part of supporting the state structures to ensure public order. Such behaviour model showed that it was possible for society and public order organizations to cooperate, and even to self-organize during social gatherings.

A month later, there was one of the biggest floods in Poland. Dwelling territories were deluged in almost every voivodeship. The flood paralysed

---

<sup>27</sup> See: Decyzja Nr 10/Szkol./P7 Ministra Obrony Narodowej, 21 January 2015 on introducing the “Educational programme minimum to be realised as part of innovative civic education programme, or education for safety, or training programmes for the members of non-governmental organizations required to sign the agreement with the military school or training facility commander”.

<sup>28</sup> More on mourning celebration and security conducted are showed in the film “Solidarni 2010” of E. Stankiewicz, J. Pospieszalski, Poland 2010.

traffic, household infrastructure, and considerably worsened functionality of the locals. Lack of system solutions to involve non-government organisations in the rescue operations made it very difficult to help the needy. These actions, taken in collaboration with local self-governments were a part of another grassroots initiative. Depending on the priority of needs, the legionnaires took different actions, like levee strengthening, evacuation of the locals in danger, keeping connection between rescue services, preventive actions to eliminate social anxiety, and in the last stage of the flood, removing its effects. These actions were taken until the end of July in the following cities: Janowiec, Bogatynia, Płock, and Dobrzyków.

Until recently AL KUL supports civic initiatives by arranging emergency, health, or logistic services. Among the examples of initiatives taken, one could enumerate providing security for events of student and local governances, for prayer, or educational and cultural celebrations. Currently, the task of providing security of National Youth Day 2016 lies ahead of the Association. National Youth Day 2016 takes place both in Lubelskie voivodeship, and in Cracow. Here, the Association has been incorporated in the security system on the request of organs of public administration. AL KUL has been invited to be a member of the advisory and consultative team, established by the Voivode, to deal with matters of security of the guests visiting Lublin during the event<sup>29</sup>.

Another set of events refers to defence education of different social groups. The oldest event of this type was the defence and “Cool-Army” sports competition<sup>30</sup>. The competition was highly popular both among students and soldiers. The Association invited students of Lubelskie voivodeship, representatives of military schools, and military service organizational units, and other ones which root patriotic ideals. The prime goal of the competition was to promote national defence among the students, military high school students, and communities of Lubelskie voivodeship. Another goal was to integrate the students with representatives of military institutions. The programme – apart from purely technical competitions – included the points connected with popularization of defence and national security.

---

<sup>29</sup> The first meeting of the team is to take place on 18 February 2016; the copy of invitation to the team can be found in the archive of the author (the wording of the Lublin Voivode from February 2nd 2016).

<sup>30</sup> *CoolArmia*, [http://lublin.dlastudenta.pl/studia/artykul/COOL\\_ARMIA\\_2011,67790.html](http://lublin.dlastudenta.pl/studia/artykul/COOL_ARMIA_2011,67790.html), accessed: 08.02.2016.

When AL KUL gained its own logistic apparatus, and instructor and equipment base, it started running its own training and education activity. First, military trainings were addressed to more students. It is no longer required to be a member of AL KUL. Among the self-invented initiatives, the following courses are worth enumerating: self-defence for female students "Safe Student" ("Bezpieczna Studentka"), first aid for new students (in cooperation with Work Safety Regulations KUL Department), sports shooting, Basics of Connectivity<sup>31</sup>. Less professional defence initiatives demanded specialized trainings. This enabled providing the whole gamut of courses addressed to a wide group of members of paramilitary organisations and high school military students. Very often participation in the courses ends up with constant social and educational cooperation. An example of such is education of high school military students in the following facilities: 14th secondary school in Lublin, 3rd school complex in Puławy, secondary school military school centre in Zamość.

The attempt of teaching the role of Western European defence organisations resulted in arranging training ground exercises conducted with cooperation with local self-governances. For the locals watching the training it was an important signal that self-defence groups are able to organise themselves to defend the country, especially in relation to social anxiety caused by the conflict in Eastern Ukraine<sup>32</sup>. On October 12th and 13th 2013, in cooperation with the ObronaNarodowa.Pl movement, the national manoeuvres "Company Performing Delay Operations Świdnik 2013" were performed. Until recently it was the biggest training of urban warfare type in Poland. Western formations Territorial Defence inspired the idea of placing the army outside of barracks and training grounds to test one's skills in an ordinary environment<sup>33</sup>.

The manifestation of national symbols, or ones referring to history of Polish arms, or to national patriotism, became an important ritual of strengthening identity in society. Participation in state and religious celebrations partially granted Association the representative function of the Polish Army. Association suggested support of both military and civic institutions which would hand down state traditions. Apart from common

<sup>31</sup> *Bezpieczna studentka*, <http://www.kurierlubelski.pl/tag/bezpieczna-studentka-lublin.html>, accessed: 13.02.2016.

<sup>32</sup> K. Miękus, *Nie masz 500 żyć*, „Małemen”, 2015, no 5 (52), p. 30.

<sup>33</sup> *Obrona Narodowa*, <https://obronanarodowa.pl/news/display/195/>, accessed: 13.02.2016.

customs such as flower offering or arranging flag bearer, the legionnaires participated in the celebrations in ways which were typical for army only, namely through installing military posts. An example of honour post put in a glorious spot among national symbols was the one arranged by AL KUL members on 17 September 2015 at the Anonymous Soldier Grave "For you, my dear homeland" in Warsaw during the first gathering of Defence Organisations.

By means of reference to university customs, on 17 May 2013 AL KUL was conferred upon the flag, and the patron – sub-lieutenant Jan Bołbott. The ceremony could be said to revive the memory of the long forgotten hero<sup>34</sup>. Acceptation of the patron was also seen as cultivation of memory of the contemporary equivalent to Border Guard Service. An objective source of assessment of the legionnaires' contribution to promotion of security culture are official awards. Some are congratulatory letters and acknowledgement addressed to the Board of Association, or to University authorities. They authenticate the Association contribution in shaping the culture of security. A particular form of confirming the legitimacy of the models created is being conferred upon with different decorations by institution of different character – medals, honour orders, badges (both Association as a whole, and each member individually). The most frequently conferred decorations are the department – Medal for defensive merits of the country (three-degree), conferred by head of National Defence Ministry – church – "Militio Pro Christo", and "Blessed Reverend Jerzy Popiełuszko Medal" conferred by Military Ordinariate of Poland – and organisational ones – "Medal for firefighting merits"<sup>35</sup>.

## SUMMARY

Shaping social awareness of security culture is not an easy task. It is connected with creating plenty of new structures, but primarily with changes regarding the social awareness of citizens. Communist apathy towards grassroots initiative of citizens has also entered security sphere. Restoration

---

<sup>34</sup> Sub-lieutenant Bołbott was born in 1911. Studied on department of law, and economic and social sciences of the Catholic University of Lublin. In August of 1939 was mobilised to Fortress Battalion "Sarny", and became the commander of "Tynne" pluton in 4th company. Died a heroic death on September 20th 1939 in a bunker explosion near Tynne country after four days of struggle against Red Army.

<sup>35</sup> *Kolejne medale od MONu*, <http://legiaakademicka.pl/aktualnosci/kolejne-medale-od-monu/>, accessed: 14.02.2016.

of social awareness requires the change of perception of defence organisation and of the army. Militarisation of everyday life during the mid-50s, which conjured up the ideas of socialism, was discouraging new organizations from attempting to use system solutions. Without these it will be very difficult to create inactive military force which eventually should become one of the most important parts of modern defence system.

This article has described, on the basis of the AL KUL, one part of the Republic of Poland security system which consists of student defence organisations. Their prime goal, following the Legion of 1918, is to root national patriotism, and to create civic society. They are one of the most important elements of security culture. Elements whose potential has yet to be appreciated and put to proper use.

#### REFERENCES:

1. Barbasiewicz M., *Dobre maniery w przedwojennej Polsce*, Warszawa 2012.
2. *Bezpieczna Studentka*, <http://www.kurierlubelski.pl/tag/bezpieczna-studentka-lublin.html>, accessed: 13.02.2016.
3. Cieślarczyk M., *Kultura bezpieczeństwa i obronności*, Siedlce 2010.
4. *Cool Armia*, [http://lublin.dlastudenta.pl/studia/arttykul/COOL\\_ARMIA\\_2011,67790.html](http://lublin.dlastudenta.pl/studia/arttykul/COOL_ARMIA_2011,67790.html), accessed: 08.02.2016.
5. Czarnecka R., *Organizacja Ministerstwa Spraw Wojskowych (MSWojsk.) w latach 1918–1921*, „Biuletyn Wojskowej Służby Archiwalnej”, 2005, no 27.
6. Decyzja Nr 10/Szkol./P7 Ministra Obrony Narodowej z dnia 21 stycznia 2015 r. w sprawie wprowadzenia „Minimum programowego realizowanego w ramach innowacyjnych programów przysposobienia obronnego lub edukacji dla bezpieczeństwa oraz programów szkolenia członków organizacji pozarządowych, wymaganych do podpisania porozumień z komendantem szkoły wojskowej lub ośrodka szkolenia”.
7. Dz.U. 1989, nr 20, poz. 104, 7 April 1989, Law on associations.
8. *Edukacja dla bezpieczeństwa*, <http://www.oswiata.abc.com.pl/czytaj/-/artykul/edukacja-dla-bezpieczenstwa-zamiast-przysposobienia-obronnego>, accessed: 14.02.2016.
9. Gaul J., *Na tajnym froncie. Działalność informacyjna-wywiadowcza polskich organizacji niepodległościowych w latach 1914–1918*, Warszawa 2001.
10. Ignatowicz A., *Przygotowanie obronne społeczeństwa w Polsce (1921–1939)*, Warszawa 2010.

11. *Informacja o wynikach kontroli „Przygotowanie struktur obrony cywilnej do realizacji zadań w okresie wojny i pokoju”*, Warszawa 2012.
12. Jarmoszko S., *Nowe wzory kultury bezpieczeństwa a procesy deterioracji więzi społecznej*, [in:] *Jedność i różnorodność. Kultura vs. kultury*, E. Reklajtis, R. Wiśniewski, J. Zdanowski (eds.), Warszawa 2010.
13. *Kolejne medale od MONu*, <http://legiaakademicka.pl/aktualnosci/kolejne-medale-od-monu/>, accessed: 13.02.2016.
14. Kowalska D., *Naród zbudowany nad trumną*, „Focus Historia”, 2013, no 9 (77).
15. *Legia Akademicka KUL werbuje i szkoli na żołnierzy*, <http://www.dziennikwschodni.pl/lublin/n,140319469,legia-akademicka-kul-werbuje-i-szkoli-na-zolnierzy.html>, accessed: 14.02.2016.
16. *Legia Akademicka KUL*, [in:] “Przegląd Strzelecki Arsenał Miesięcznik Federacji Organizacji Proobronnych”, 2015, no 3 (118).
17. Lipiński W., *Walka zbrojna o niepodległość Polski 1905–1918*, Warszawa 1935.
18. Maszowska-Rzeszutko M., *Kazimierz Walter–współzałożyciel AZS*, „Akademicki Przegląd Sportowy”, 1993, no 7/93.
19. Miękus K., *Nie masz 500 żyć*, “Malemen”, 2015, no 5 (52).
20. *Obrona Narodowa*, <https://obronanarodowa.pl/news/display/195/>, accessed: 13.02.2016.
21. *Organizacje Paramilitarne Obronne*, [in:] *Mała encyklopedia wojskowa*, vol. II.
22. Piwowarski J., *Three Pillars of Security Culture*, „Kultura Bezpieczeństwa. Nauka – Praktyka – Refleksje”, 2015, no 19.
23. Pomarański S., *Zarys historii wojennej 36-go Pułku Piechoty Legii Akademickiej*, Warszawa 1930.
24. *Regulamin organizacyjny / Organizacja Przysposobienia Wojskowego Kobiet*, Warszawa 1939.
25. *Regulamin Stowarzyszenia Akademickiego Legia Akademicka KUL*, <http://www.kul.pl/o-nas,11412.html>, accessed: 13.02.2016.
26. Resolution of National Education and Sports Minister, and of Health Minister from October 2nd on way of conducting civic education courses for male and female students (Dz.U. nr 174 poz.1686, with amendments).

27. Sawicki Z., Wielechowski A., *Odnaki Wojska Polskiego 1918–1945. Katalog Zbioru Falerystycznego: Wojsko Polskie 1918–1939. Polskie Siły Zbrojne Na Zachodzie*, Warszawa 2007.
28. *Szkolenie kadetów ze szpulek*, <http://www.mmpulawy.pl/artykul/zgwot-2012-szkolenie-kadetow-ze-szpulek>, accessed: 29.04.2014.
29. Szymański L., *Kultura fizyczna w polityce II Rzeczypospolitej*, Wrocław 1995.
30. Walczak E., *36 pułk piechoty Legii Akademickiej*, Pruszków 1994.
31. Wiśniewska M., *Przygotowanie obronne kobiet w Polsce w latach 1921–1939*, Toruń 2007.
32. Wittekówna M. St., *Wojskowa Służba Kobiet w SZP-ZWZ-AK*, Pruszków 1999.
33. Wójcik K., *Rezerwisto! Powołaj się sam!*, <https://obronanarodowa.pl/artykuly/display/rezerwisto-powolaj-si-sam/>, accessed: 14.02.2016.
34. Zawacka E., *Czekając na rozkaz: Pogotowie Społeczne Organizacji Przynależności Wojskowej Kobiet w przededniu II wojny światowej*, Lublin 1992.

**CITE THIS ARTICLE AS:**

U. Soler, D. Duda, *Security Culture of the Paramilitary Youth Organizations on the Example of Legia Akademicka KUL (John Paul II Catholic University of Lublin)*, "Security Dimensions", 2016, no 18, p. 132–147.

Licence: This article is available in Open Access, under the terms of the Creative Commons License Attribution 4.0 International (CC BY 4.0; for details please see <https://creativecommons.org/licenses/by/4.0/>), which permits unrestricted use, distribution, and reproduction in any medium, provided that the author and source are properly credited. Copyright © 2016 University of Public and Individual Security "Apeiron" in Cracow