

## SYSTEM OF EDUCATION IN GALICIA AT THE END OF THE XIX-TH – BEGINNING OF THE XX-TH CENTURIES

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The state of national education system in Galicia from the end of the nineteenth century through the beginning of the twentieth century has been investigated. It also provides an insight into the role of educational organizations and communities in the development of education. Therefore their functioning and activities have been depicted. Analysis of that period's schooling system shows segregated access to education for representatives of different nationalities. Among the causes of such situation were erratic funding for different ethnic groups, considerable number of school types, priority given to Polish institutions in the general system of education, functioning of schools, utraquist in form and Polish in content. Elitism of secondary and higher education has been proven to contribute to the state of education.

**Keywords:** national education system, schooling, educational community, language of instruction, types of schools, educational institutions.

**Introduction.** The system of education in Galicia (present day Western Ukraine) at the turn of the twentieth century was greatly influenced by the State Educational Law [1, p. 32] created May on 14th 1869. The underlying principles of this State Law were compulsory education, accessibility to education for all ethnic groups, and linguistic equality and freedom in selecting one's language of instruction. At the same time, regional laws in Galicia made most of these principles obsolete, as they were aimed at denationalization of the native-born populace by imposing language restriction and a specific content of study. These changes in the system of education greatly affected many Ukrainians.

**Recent Research Analysis.** Research of the given period system of education in Galicia carried out by such Ukrainian scholars as Bohdan Stuparyk, Mykhailo Lozynskyi, Anatolii Dovych and others clearly shows the poor state of educational institutions and low level of education regardless of the school type and deperate need for reforming.

**The topicality of this study.** This period can be characterized by the considerable development of the educational system, which in turn led to the immense awakening of national Ukrainian consciousness. The people of Galicia started to express their desires for the creation of national educational institutions.

**The aim** of this article is to analyze the state of the national education system in Galicia at the end of the nineteenth century through the beginning of the twentieth century, as well as the role of educational organizations and communities in its development.

**Presenting main material.** At the end of the nineteenth century and the beginning of the twentieth century Galicia was known as a polyethnic region of the Austrian-Hungarian Empire in the Kingdom of Galicia and Polimeria. Ukrainian citizens at this time represented the ethnic minority group. As a result, the ethnic minority status of Ukrainians had a negative influence on the regulation of educational institutions. On June 22nd, 1867, the State School Council [1, p. 65] was cre-

ated in Galicia. This coincided with the adoption of a language law, which was sanctioned by the Emperor in spite of Ukrainian ambassadors' opposition. According to this law, the language of instruction utilized in the local schools was approved at meetings of the local Public councils. As a result, several languages of instruction were used in the primary school system. In secondary schools, the German language was substituted for the Polish language, and the Ukrainian language became an optional language choice. Only in the junior classes of the Lviv Academic Gymnasium was Ukrainian allowed as language of instruction [2, p. 125]. Changing the status and importance of the Ukrainian language and establishing the Ukrainian language in Galicia schools was only possible with the approval of the Lviv Sejm (Parliament), a process that proved very difficult. Eighty percent of the members of State School Council were Polish and twenty percent were Ukrainians. As a result, a Polish language educational system dominated within the state, although both the Ukrainian and Polish languages held little importance in regional school councils. This immersing Ukrainian language suppression lead to an active and continual struggle for the rights of Ethnic Ukrainians in Galician schools. Parliament meetings were dominated by the continual complaints and interpellations referencing the Ukrainian language use in Galician schools [3, p. 98].

Progressive Galician activists saw the establishment of private educational institutions as another solution of the critical language issue emerging in the Galician school system. In 1903, the first step was taken when the Rus Pedagogical Association, the first private woman's Ukrainian language school, was opened in Lviv. Ukrainian language use at the primary schooling level first occurred in parish schools, subsequently in folk schools, and, later, in mainstream elementary schools. However, in 1867 Polish became the compulsory language used in the Galician educational system. In the second half of the nineteenth century a new type of elementary bilingual school emerged, utraquistic, where main subjects were taught in Polish

and the rest in Ukrainian. All elementary schools were divided into urban and rural, the latter being quite primitive, not allowing the further continuation of education. Secondary education was represented by classical gymnasiums with Polish being the language of instruction. The Ukrainian Church played an important role in diminishing German and Polish influence over Ukrainian schooling. Under its support, ABC books, primers, and catecheses were published. In the second half of the nineteenth century Ukrainian clergy were granted the right of supervision over schools. Imposing Polish education led to active actions by the clergy. Among their achievements was the opening of the Ukrainian language department in Lviv University (1851) and the Ukrainian history department (1898) headed by prominent historian Mykhailo Hrushevskyi. In 1908 Ukrainians opened 4 gymnasiums. Female education was represented by women's gymnasiums and lyceums. At the beginning of the twentieth century a number of vocational schools (for future carpenters, builders, mechanics, coppersmiths, millers, etc.) emerged. The quality of instruction was enhanced, as well as the duration of training. Swift development of schooling required larger numbers of teachers. The government did not permit an increase in the number of schools for teachers, so, to compensate for this deficiency, it started hiring «stocking teachers» (young teachers who had very low level of qualification). However, this did not provide a reasonable solution to the problem so the government was forced to grant permission to open new schools.

In order to consolidate efforts in the struggle for Ukrainian language education, the Ukrainian State School Union [1, p. 74] was created in 1910. It comprised representatives from such associations as Prosvita, Teachers Community, Taras Shevchenko Scientific Society and other educational and public organizations. In addition, cultural educational societies provided a great deal of assistance in the endeavor of educating Ukrainians. The most famous was the Prosvita society, established in 1868 in Lviv with numerous branches and libraries in the region. Prosvita started its work with publishing a Ukrainian primer. They published popular literature, school textbooks, scientific almanacs, as well as works of famous writers. The society comprised four subdivisions: publishing, library, schooling and literature. Beginning in 1905, branches of Prosvita were opened throughout Ukraine. Among its main tasks were: publishing books, magazines, and journals in Ukrainian; opening museums, bookshops, libraries; organizing public lectures, musical and literature events, concerts, plays, exhibitions, etc.; opening schools, educational institutions; granting scholarships; organizing competitions for the best essays.

Rus (later renamed the Ukrainian) Pedagogical Association [4, p. 117] – the biggest and the most influential of such associations was, among its many tasks, responsible for creating private schools with the Ukrainian language being the primary language of instruction. A substantial number of such schools achieved the required level of teaching and gained the status of state schools. Another organization called Mutual Aid of Galician and Bukovyna Teachers focused mostly on moral

and financial support of primary schools teachers. It was the only organization officially in opposition to the government educational policy. They succeeded in gaining pay raise for public teachers and opening new schools. The increasing number of teachers necessitated the unity into one organization that would be concerned with development of Ukrainian schooling. Teachers Community was created not only as another professional organization but also as a force capable of standing against the repression of Ukrainian secondary education. Another educational organization State School Council, coordinated activities of all educational organizations in the region and was a union of all concerned with the development of Ukrainian education, namely cultural and educational communities, political parties, parliament and Sejm representations. It provided substantial financial aid by soliciting and gathering voluntary contributions of money or other resources, requesting donations from individuals and businesses.

At the end of the nineteenth century reforms in schooling were complete and became an integral component of social policy in the region. In addition, they were multi-spectrum, providing reorganization of education management, creation of new types of educational institutions, modernization of curriculum. All branches of schooling were undergoing changes – from primary to higher education. However, compared with other regions of the Austro-Hungarian Empire, the educational level of Galicia was still quite low. Insufficient number of schools was a crucial problem – there was a single secondary school for population of 152, 415, but the most critical was the situation with teacher's schools – one for population of 522, 567 people. Before World War I Ukrainians had made some advancement in the educational sphere with 6 state Ukrainian gymnasiums and 2, 510 folk schools with 440, 000 students [1, p. 53]. However, school councils of different levels paid less attention to the development of primary education, prioritizing Polish educational institutions.

To be qualified as a teacher a Ukrainian would have to take a course in an ultraquint normal school (bilingual school). Starting from the «new era» [1, p. 84] (1890-1894), Ukrainian ambassadors in Sejm consistently tried to prove the necessity for national educational institutions. However, these requests were frequently blocked by the Polish majority, although the funding for these schools was provided by the federal government, which was ready to allocate the funds.

Each ethnic group inhabiting Galicia at that time made efforts to promote its national education. In particular, the Polish Community of Folk Schools aimed at creating a system of Polish schooling to protect Polish children from denationalization in the western and eastern territories of the Austrian Hungarian State and the Community of Private Female Gymnasiums founded and sponsored schools for females. German schooling in the region was started by German scholar Tsekler in order to establish comprehensive national education for the younger generation. At the same time the Union of Christian Germans assisted in providing education for the German minority [5, p. 111]. They established private schools, and the German

School Association (Deutscher Schulverein) organized learning German language at home. Jews were also preoccupied with their children's education. The Jewish Community of Folk and Secondary Schools founded public schools, started courses in Hebrew, Jewish History, and Literature. Fraternal Help financially supported pupils of middle schools and Ez Chaim promoted Jewish Bible among Semitic population. It should be stated that Jewish system of education included various aspects reflecting social, religious and national peculiarities of the community. That is why schools were divided into three different types – orthodox-religious (heders), Zionist and laic [5, 119].

The schooling system of Galicia encompassed different types of educational institutions organized into primary (folk schools), middle (real gymnasiums (specialized in science) and classical gymnasiums (specialized in humanities), lyceums, public schools, vocational schools (normal, industrial, trade, agronomic, career schools), higher (universities, academies, institutes), special (schools for blind, deaf-mute, mentally and physically challenged, uncared for children), preschool (kindergartens) and out of school educational facilities. The system of schooling showed upturn dynamics. In the period of 1900-1912 the number of state public schools rose by 1, 594 (570 Ukrainian, 1, 029 Polish, 5 German were closed). The report of State School Council shows that state system of schooling did not satisfy educational needs of all ethnic groups in the region. That led to a start of social movement for establishment of private educational institutions.

Facts show that due to considerable revitalization of regional ethnic groups' activities the network of educational institutions was quite multi spectrum. However it should be mentioned that Polish and Germans were far better provided for in terms of education than Ukrainians.

The directive of the Regional School Council dated March 7th, 1893 divided primary schools into lower (in villages and small towns 1, 2, 3 and 4 classes) and higher (in towns and cities 5 and 6 classes, secondary – 6 and 7 classes) and caused curriculum diminution in favor of student hands-on training [6, p. 76]. Only upon the graduation from a 4 class school one could enter public, secondary or vocational school. This meant loss of educational continuity in primary schooling and low level of training. Despite all the highlighted declarations, education was quite discriminative in nature. Although there was no official policy of directing the schooling system against Ukrainians the reality proved this very approach, as Polish, Germans and Jews inhabited predominantly cities whereas Ukrainians lived mostly in villages with 1, 2 or 3 class schools. Consequently, Ukrainians were losing the opportunity to receive secondary and higher education. Thereat formation of Ukrainian clerisy was jeopardized.

The next level in the system of schooling was formed by secondary educational institutions. Their designation was preparation of students for further knowledge acquisition in higher schools. The most popular were classical gymnasiums, as they granted the right to enter university. At the same time high fees made institutions, such as these, elite.

Reforming secondary education at the beginning of the twentieth century was initiated in order to update curriculum so that it would meet contemporary requirements. Language policy was a cutting edge issue. Various conferences (May 20th 1909, November 21st 1909, May 30th 1910) were dedicated to problems of Ukrainian language teaching, adapting German curriculum for Ukrainian language teaching, classes of Ukrainian in Polish schools and vice versa. The conference of 1910 resulted in recommendations on learning Polish language in Ukrainian schools: making it compulsory, learning literature and grammar, familiarizing students with the works of seventeenth – eighteenth centuries writers, and public instruction of teaching Polish language. At the same time similar recommendations were made pertaining to learning Ukrainian language in Polish schools and also organizing 2 year preparatory course in Ukrainian language for those students who were transferred from the schools where Ukrainian was not taught, publishing course books for Polish schools including works of Ukrainian writers, and founding Ukrainian library. The Ukrainian language was not offered any priority, and attempts were made to grant it the same rights Polish language had. But those attempts were not successful. Although the secondary education turned out to be in most favorable position at that time, it was difficult for the majority of population to access it.

Development of economics and social sphere which took place at the beginning of the twentieth century raised demands for professional cadre, which meant enhancement of competence, qualification, technological culture, workmanship. All that led to establishment of institutions that would provide training for professionals in various fields. Structure of career education can be evaluated as quite efficient; it included educational institutions of different types (industrial, trade, agricultural, schools for teachers) and encompassed the most important industries, fostered homecrafts, and allowed young people to enter certain professions and find employment. Graduates of professional schools were often self employed and could implement skills obtained while training. Normal schools (for future teachers) being free of charge, were the most popular. Nevertheless, organization of career schools did not foster general continuity of education. Their ultimate purpose was providing professional training and did not allow for further education.

The upper branch of the schooling system was represented by post secondary educational institutions. Graduates of the middle schools could be admitted to the institutes and academies and only graduates of classical gymnasiums had right to enter universities. It is worth mentioning that all higher institutions in the region were Polish, except for the Musical Institute named after Lysenko and few Ukrainian departments in Lviv University [2, p. 43]. Higher schools in Galicia underwent some progressive changes at the beginning of the twentieth century. Thus the improved system of student training and high qualification of faculty led to Polytechnic School and Veterinary Academy being granted the title of University (which instituted right to defend doctorate dissertations).

Higher professional schools were streamlined into academies as they were not able to provide complete education.

Therefore, the conclusion can be drawn that at that period, generally, the schooling system in Galicia was improving. At the same time higher education stayed privileged, because of high fees, shortcomings of primary and professional branches, and other factors that interfered with continuance of education and had quite a negative effect on the general system of Galicia schooling of the end of the nineteenth – beginning of the twentieth centuries (only after a 4 class school students could continue their education, 1, 2, and 3 class schools were «deadlocked»). Secondary schools can be considered the most perspective institutions in the system of schooling. They provided access to further studies, but were rather high-priced, their curriculum was hardly coordinated with structural elements and also there were some age requirements. Curriculums were constantly updated as standards of education provided by them didn't meet the requirements of that time. Single-discipline curriculums that ensured gaining specific professional skills required by subject matter experts were a characteristic feature of professional schooling. But in general the system of professional schooling in the framework of general system of education was «deadlocked».

The main tendencies of the Galicia education development were as follows: ascending dynamics of educational institutions (due to the Polish institutions for the most part), asserting all minorities' rights for mother tongue as language of instruction, efforts at structural consistency and gradual improvement. The state did not meet the requirements of different ethnic groups inhabiting

the region. This has resulted in multiple efforts of various cultural, educational, religious organizations to establish network of privately owned educational institutions.

**Conclusion.** Analysis of that period's schooling system allows drawing conclusions about segregated access to education for representatives of different nationalities. Grounds for such conclusion being the authoritarian leadership of predominantly Polish Regional Council [1, p. 61], erratic funding for different ethnic groups, considerable number of school types (consequently – different level of proficiency upon graduation, differential access to further education), priority given to Polish institutions in the general system of education, existence of schools, utraquist in form and Polish in content, implementation of Polish language and history into curriculum, limited coverage of languages, history and culture of other ethnic groups representatives, elitism of secondary and higher education.

Shortcomings of Galician education led to development of changes to the School Law of 1869, making provisions for a new concept of national schooling system. But the start of the World War I interfered with the plan. Once the territory of Ukraine was occupied by Russian troops, planned obliteration of Ukrainian institutions had started. All Ukrainian societies stopped their activity, publishing was suspended, «dangerous» and «suspicious» activists were arrested and sent to prisons in Russia. Ukrainian language was no longer used in government or schooling. Under new regulations, Russian was the language of instruction in schools. But, as there were no specialists who could teach in Russian, special courses were organized for future teachers.

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## СИСТЕМА ШКІЛЬНИЦТВА ГАЛИЧИНИ КІНЦЯ ХІХ – ПОЧАТКУ ХХ СТОЛІТЬ

### Анотація

Висвітлено стан національної освіти у Східній Галичині у другій половині ХІХ – початку ХХ ст. Досліджено вплив суспільно-політичної ситуації в краї на розвиток шкільництва та проаналізовано роль та діяльність просвітницько-педагогічних організацій у розбудові української школи. Проаналізовано період, що був відзначений кількісним і якісним розвитком шкільництва. Доведено, що розвиток системи освіти сприяв пробудженню національної свідомості українців, які домагалися від влади створення та функціонування своїх національних освітніх закладів. Досвід функціонування системи шкільництва Галичини кінця ХІХ – початку ХХ ст. є цінним і повчальним у контексті розв'язання сучасних освітніх проблем.

**Ключові слова:** національна освіта, шкільництво, просвітницько-педагогічні товариства, просвітня діяльність, освітній заклад.

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## **СИСТЕМА ОБРАЗОВАНИЯ ГАЛИЦИИ КОНЦА XIX – НАЧАЛА XX ВЕКОВ**

### **Аннотация**

Отображено состояние национального образования в Восточной Галиции во второй половине XIX – начале XIX в. Исследовано влияние общественно-политической ситуации в крае на развитие школ и проанализирована роль и деятельность просветительско-педагогических организаций в развитии украинской школы. Проанализированный период был отмечен количественным и качественным развитием школ. Доказано, что развитие системы образования способствовало пробуждению национального сознания украинцев, которые добивались от власти создания и функционирования своих национальных образовательных учреждений. Опыт функционирования системы школьного Галиции конца XIX – начала XX в. является ценным и поучительным в контексте решения современных образовательных проблем.

**Ключевые слова:** национальное образование, образование, просветительско-педагогические общества, просветительская деятельность, образовательное учреждение.