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SPECIFICS OF ECONOMIC EDUCATION IN WESTERN UKRAINE IN THE LATE NINETEENTH - EARLY TWENTIETH CENTURY THROUGH ECONOMIC, EDUCATIONAL, ENLIGHTENING ACTIVITIES OF FELLOWSHIPS AND UNIVERSITIES: NATIONAL REVIVAL AND DIGNITY

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The study reflects the state of economic education in Western Ukraine in the second half of nineteenth - early twentieth centuries. The influence of economic, financial, educational, enlightening activities of fellowships and universities of the Western region were studied.

Keywords: dignity, economic education, national consciousness, cooperative education, national revival.

Problem definition and its relationship with important scientific and practical tasks. The relevance of the research is considered to be in search of priorities of economic education in Western Ukraine in the second half of the nineteenth - early twentieth centuries and its impact on economic, financial, educational and enlightening activities of universities and fellowships of the Western region.

Analysis of recent research and publications in which a solution of this problem is set and relied upon by the author. This issue has repeatedly attracted the attention of researchers, but it does not give the opportunity to fully evaluate and analyze the state of economic education in Western Ukraine of the researched period.

Highlights of the unsolved aspects of the problem, to which this article is dedicated to. The relevance of the chosen topic is to study the specifics of the economic education and its impact on economic, financial, educational, enlightening activities of fellowships and universities in western Ukraine. Formulation purposes of an article (setting task). The purpose of this paper is to study economic education in Western Ukraine in the second half of nineteenth - early twentieth centuries.

The main presentation of the studies' materials with full justification of scientific results. Economic education is a great value that contributes to the development of the consciousness of Ukrainian, spiritual maturity, high morality, and promotes ethical values, it brings up a so-called personal Ukrainian, who is ready to take part in the national life of Ukraine and be responsible for the fate of his nation. On the other hand, education is also a carrier of axiological dominants [14, p. 279] (freedom, consciousness, love, dignity).

It should be emphasized that economic education gave impetus to the individuals who are willing to change the state, and understand the essence of financial flows and economic phenomena which together with economic education of universities could raise a strong and wise leaders.

Despite our bright beliefs, activity towards the study of economic education in Western Ukraine is very sad and is considered to be lower when compared to other provinces of the Austro-Hungarian Empire, as evidenced by some statistics.

Thus, during the period of 1900-1911 in Transcarpathia 70% illiteracy (and in some mountain areas this figure reached terrible value - around 90%), Eastern Galicia 5 out of 61 high schools provided teachings in the Ukrainian language, in Bukovina 1 out of 13 schools was teaching in the Ukrainian language.

The situation of education in the universities was also comforting, firstly because in Western Ukraine in the second half of the nineteenth century there were only four universities (Lviv and Chernivtsi National University, Lviv Polytechnic Institute and Academy of Veterinary Medicine) and, thus, the number of Ukrainian students and learning objectives were strictly controlled; and secondly because studying in Lviv University was carried out almost entirely and constantly in Polish language (percentage of Ukrainian students in the total number of students was 21%), and in Chernivtsi in German language (note that this percentage of Ukrainian students in the total number of students was 17.6%, but significantly more than the same indicator in Polytechnic Institute, which was only 4.4%) [3; 12, pp. 4-5].

However, despite the sad digits, history shows that, firstly, there is a formidable Ukrainian spirit along the Ukrainian identity growth and, secondly, the common idea of national revival. These two aspects greatly were manifested in the development of the cooperative movement. The growing need for economic development and the need for a sense of national social security and in terms of sharpening and increasing competition and manifestations of national oppression - apparently, were the underlying causes of the enhanced traction of Ukrainians to cooperation.

It is difficult to overestimate the role of such cultural and educational organizations such as the Fellowship "Prosvita" especially in the development of the cooperative movement, which in 1981 changed the statutory conditions of its social activities and have declared itself as the educational and economic partnership, and were quite actively promoting cooperative ideas. First of all, promoting the cooperative movement by its publishing Fellowship "Prosvita" produced the charter of loan-credit cash desks and also produces "Edification on the establishment of public shtyhlires" [6, p. 13].

The results of the Fellowship "Prosvita" activities are also the

establishment in Western Ukraine since an extensive network of Ukrainian economic institutions of cooperative type. Thus, the activities of the Fellowship mostly concerned educational and economic focus, including the organization of courses, conducting lectures, school management, and economic scholarships calculation. In 1911 the fellowship "Prosvita" organized the Lviv School of Economics with the study course of two years. The compiler of study programs was a professor at the Academy of Commerce in Lviv Zalozetskyi Roman [9, p. 434] (also in an institution were working Professor A. Skrentovych (since 2011), A. Berezovskyi and I. Ts'oruh (1912)). Despite the success and fruitfulness of the activities of this school, it twice suffered due to closing: first time in 1914 after the capture of the city by Russian troops; and second, in terms of military actions in November 1918 [11, p. 39].

It is necessary to emphasize the fruitfulness of the activities of Ukrainian Students Society, known as the "Association of Technology Students "Osnova"(the largest revitalization occurred in 1913-1914.) [5, p. 50], which united three areas: economic direction, publishing, and teaching area. Economic Section of the Society covered various activities, including club, which carried out a variety of "conferences" for students and the public of Lviv and surrounding villages. However, unfortunately, economic, financial, education and enlightening activities of the Company did not last for long, as after 1919 Poles occupied Lviv, and banned its activities.

The division of Ukrainian lands between the two countries caused significant difficulties because the opportunity to exchange ideas between universities of East (Kyiv, Kharkiv, Odesa) and West (Chernivtsi) was almost lost. This event, with its sad consequences, also led the features of the scientific development of economic thought in Western academia. At the Universities of Eastern Ukraine the studies were conducted in Russian language and focussed on the relatively backward in compare with Western Europe, tutorials, and on the other hand, in Lviv and Chernivtsi University studies were conducted in German and Polish languages. Lviv and Chernivtsi universities became a part of a Western intellectual world, and therefore we can assume that they could freely communicate with students abroad, students had the opportunity to study the economic work of Western scholars.

Established in 1874, Chernivtsi University had formally all the rights that the rest of the universities, but in fact, only a third part of it was equipped with the necessary facilities. Institution lacked many important departments, material equipment. Also, curricula and programs were inadequate. Due to the impact of a number of these factors, the knowledge that the university students received was incomplete. From 1882 to 1909, no graduate received a doctor degree and did not write a single thesis [13, p. 11-13].

In order to meet the cultural and educational needs of the population of

Eastern Galicia a Lviv University was opened (1661). As we have already noted, the economics at four universities in Western Ukraine was presented by scientists, economists of German, Polish and Austrian origin. Even from the beginning of the university activities, the lectures were conducted on a number of economic subjects such as taxation, statistics, commercial law and others.

Famous professors taught there, and prominent places among them were occupied by Julian Dunaevskiy, Jan Koppel [8, p. 68], Leon Bilinskyi and Stanislav Hlombinskyi [15] and others.

One more economic and educational center in Western Ukraine deemed to be Chernivtsi University (since 1874) [2, p. 67]. Among other subjects, from the very beginning of this institution's activities, a political economy and statistics department were taught, and still, teaching, as already noted, was carried out in German.

The relative improvement in education can only be seen in the early twentieth century in terms of deployment of the revolutionary liberation movement [10, p. 181]. In reality, the most massive liquidation of illiteracy amongst the adult population can only be seen from the late 1945 - early 1946. In confirmation of this, it is advisable to view Figure 1.

Figure 1

**Volumes of illiteracy liquidation,
December 1945 - February 1946., (persons,%)**

Region of Western Ukraine	Plan of coverage of education, persons	Actually studied in December 1945 - February 1946 p., persons			The percentage of the plan implementation in February 1946 in comparison to the plan of coverage of education,%
		December	January	February	
1	2	3	4	5	6
Lviv	35 000	18 581	36 177	36 177	103,4% (+3,4% over-plan)
Ternopil	20 000	17 250	24 768	23 795	119% (+19% over-plan)
Volyn'	15 000	19 420	19 425	23 149	154,3% (+54,3% over-plan)
Rivne	15 000	12 830	15 624	16 708	111,4% (+11,4% over-plan)
Stanislav	20 000	18 917	25 620	29 926	149,6% (+49,6% over-plan)
Drogobych	20 000	12 374	13 442	14 690	118,7% (+18,7% over-plan)
Chernivtsi	30 000	19 754	19 751	37 830	126,1% (+26,1% over-plan)
Overall	155 000	119126	154807	276109	178,1% (+78,1% over-plan)

Source: author's calculations based on statistical material [1; 4].

Based on the data from the Figure 1, we should note that the biggest growth during the defined period can be viewed in all areas of Western Ukraine, not in the beginning of the analytical period (which is December 1945 academic year), but particularly in February 1946 academic year. Calculation of the plan reflects its over-training, with the highest percentage of over-plan in the defined period is recorded in the Volyn' region (54.3%) and the lowest - in Lviv region (3.4%). We believe that the problematics of education and training in Western Ukraine are characterized by certain features, because those areas of Western

Ukraine for a long time had been parts of different countries, which are Poland, Romania, Hungary, and Czechoslovakia. In this regard, literacy rates, including young working people, in the defined areas was lower in comparison with those of other regions of Ukraine.

At this time, science in Ukraine was mostly driven by the trends of economic and political recovery. According to the studies, before the First World War, the Ukrainians did not have their own university, but received eight departments, where Ukrainians worked [10, p. 190]. An important fact was the exclusion from Lviv and Chernivtsi Universities of students that were more active, through suspicion in revolutionary moods. Because of this fact, the students were forced to continue / complete study abroad (Vienna, Prague, Krakow, etc.). However, the following actions of the occupants were conscious decision, on one hand, to provoke outflow of elite intellectuals abroad (as many have not returned to Ukraine); on the other hand, to shut out children from studying, inability to receive higher education if one was studying in rural schools, and other restrictions. In order to improve its reliance on Western lands, Ukrainian invaders restricted access to higher education.

The findings of this study and further research in this direction. As the result of the study, it can be concluded that the impact of economic, financial, educational and enlightening activities of fellowships and universities on the development of economic education in Western Ukraine in the defined period was essential.

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