

Economic and history timeline of the consecutive events of the progressive development of the national economic education at western Ukrainian territory in a period of the early XIX – XX centuries: educational institutionalization of economic systems

Holubka Mykhailo

*Lviv Cooperative College of Economics and Law, Head of Department of Finance and Credit,
Lecturer of the Highest Category, Ukraine*

Abstract. In scientific work, the economic and historical chronology of events of the consistent progressive development of national economic education in Western Ukraine in the early XIX and XX centuries is reviewed. The research is structured within the economic and historical chronology, and attention is paid to Western Ukrainian intelligentsia in terms of their influence on the further successful development of economic education in the western region in a designated period.

Keywords: education and schooling; cooperative societies; activities of the secondary and higher educational institutions; professional schools activities and seminars.

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Introduction

Formation of economic education of the population is most clearly reflected in selfless activities of a variety of commercial, educational, economic, cultural and educational fellowships, activities of clubs, also an important value is given to pre-school and after-school educational activity, secondary schools, economy-oriented educational activities of four Western Ukrainian universities by Western Ukrainian intelligentsia can be traced, as well as through individual merits of individual leaders and economists in the development of economic education in the designated period. An analysis of recent research and publications in which a solution of this problem can be found and upon which the author relies. An important practical orientation, the special relevance of this study we believe is the search of priorities on separation and structuring the most important emphases that ultimately significantly affect then and also in terms of modernity left a great legacy in the direction of economic education in Western Ukraine. Problems of this study, as practice shows, are described mostly in terms of history, or from the perspective of pedagogy, and rarely we encounter works that characterise the economic education from other perspectives.

Allocation of previously unsolved aspects of the problem, which this article is dedicated to. A periodization (in a frame of the historical chronology) of the events which, in our opinion, have mostly influenced the further successful development of the financial, economic and cooperative education in the western region in a designated period is completed.

The aim of our study is to assess the contribution of famous associates and activities of universities in the development of economic education. The impact of institutional cooperative movement and other educational factors that provided educational growth of young people in Western Ukraine.

Results

The presentation of the main materials of the study with full justification of received scientific results. Nowadays the economic education becomes an important subject of research, based primarily on the historical and chronological framework and logical sequence of the starting formation of new phases of influence the development of education in different cultural-educational and educational centres. The overall structure of the further presentation can be viewed below (Fig. 1). We will examine in details each of these stages.

I Stage (from 1817). A start of universities' activities. Overview of an economic orientation of education at Lviv University and in the activities of the most famous of its associates. At the end of the XIX century in Western Ukraine 4, educational institutions functioned on the highest level of accreditation (Lviv and Chernivtsi National Universities, Lviv Polytechnic Institute and Academy of Veterinary Medicine in Lviv). In particular, the system of education in universities was under the main colonial objectives of Austria-Hungary [5].

It is also worth noting that the key scientific centres in Western Ukraine were special higher education institutions and major research centres (Lviv and Chernivtsi Universities). In the early XX century during the revolutionary liberation movement, science development was complex, but progressive and contributed to improving the quality of educational services. The workers recognised for themselves the importance of science in the struggle for political and economic rights [11, p. 181]. Scientific opinion of Ukraine operated and developed on the basis of general political and economic recovery.

First of all, under this chronology, we should distinguish the special contribution of the Lviv University (1661) the studies in which were restored in 1817 while teaching in The German language (in 1817-1918 Franc University operated) which ensured the development of educational cultural services and the population of Eastern Galicia. Economic disciplines (such as learning of taxation, statistics, business law, etc) in Universities of Western Ukraine were represented by different scholars of German, Polish, and Austrian origin. At the commencement of the university, the following prominent economists paid their attention to the teaching of economic subjects:

- Bilinsky Leon (1846-1923), who taught particular discipline such as the "An overview of treasury science" [18];
- professor of Statistics, Dr. Tadeusz Zygmunt Pilat (he was also a rector of Lviv University within the period of 1886-1887), he taught "Stats of the Austro-Hungarian monarchy" [18; 19];
- Stanisław Grabskyi (1871-1949) – famous economist and politician, creator of the famous "Hrabskyi law".

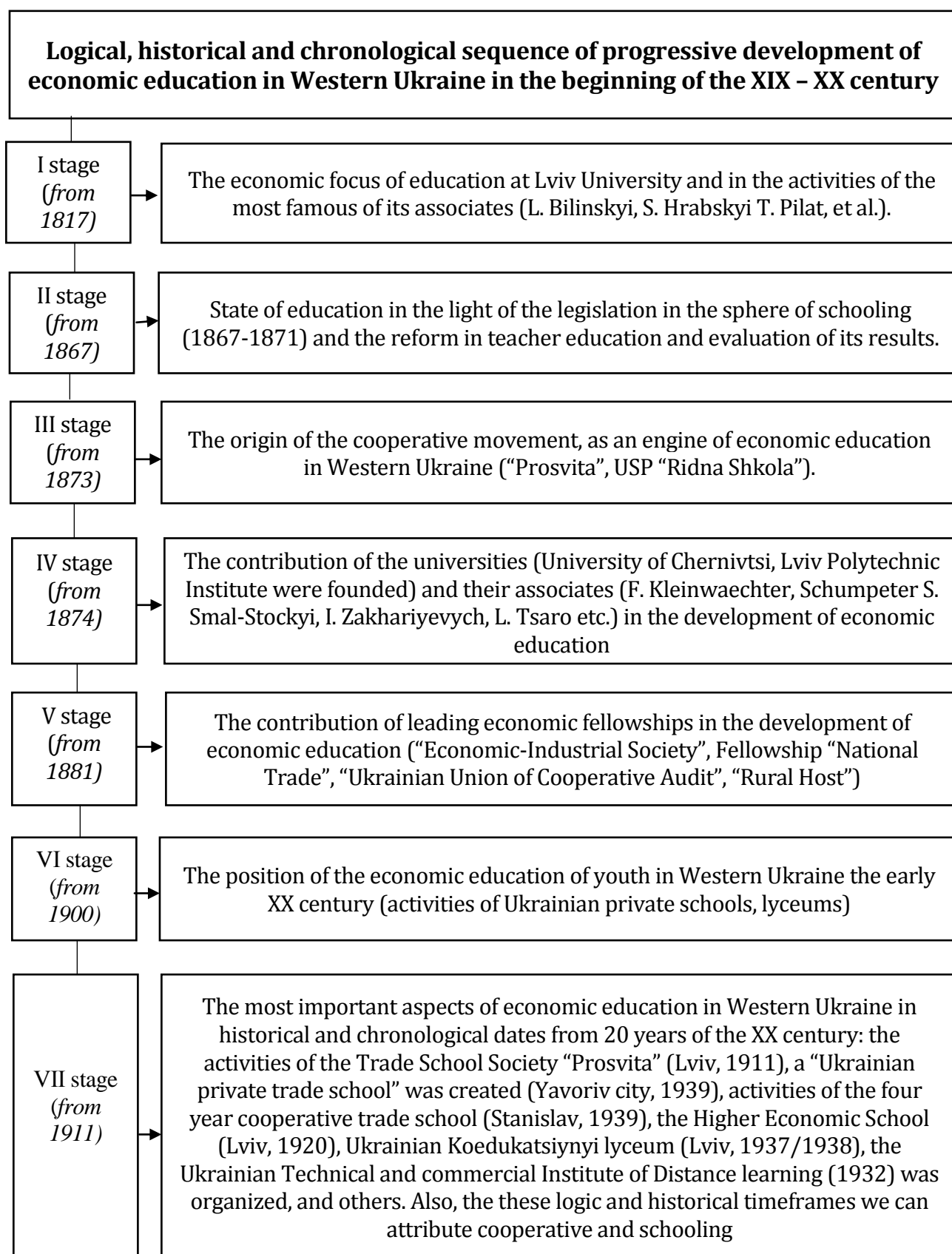


Figure 1 – Phased sequence of progressive Economic Education in Western Ukraine in the beginning of the XIX – XX century (compiled by the author)

II Stage (from 1867). State of education in the light of the legislation on schooling (1867-1871) and the reform in teacher education and its results.

In 1867 school boards were created in Galicia. In particular, at the beginning of the analyzed period, the Galician Sejm adopted the law on the launch of the regional school council. It is also advisable to note that in 1873 there was the formation of the district and local school councils. These school boards participated in the management of all educational institutions to which they were subject. Undoubtedly, the creation and development of school councils at various levels significantly contributed to the democratization of education, but the expectations of these legislative innovations in the development of Ukrainian education for children they, unfortunately, did not fulfil. The reason for this is that they were represented by Poles, thus the Ukrainian language was suppressed, while at the same time the Polish language developed and was introduced to the school curriculum.

During the 1873 several regional school laws were adopted due to which a compulsory and free type of teaching children by age groups (6 to 12 years) was introduced in Galicia, at the same time formed and developed senior elementary schools (*vydilova shkola*) in towns where specialization was aimed at improving primary education for students who did not attend high school. These laws were adopted in accordance with the law on schooling, which was approved in 1867 by the Austrian Government.

Despite the difficult legislative and regulatory situation that was inherent in the early XIX century, only 2 trade schools (in Lviv. And in Brody) created and functioned in Western Ukraine, the same as at the end of the XIX century, the development level of education sphere increased because in Galicia two supplementary schools in Lviv and 2 supplementary schools in Colomyia and in Sambir started working, also 3 medium trade school (in Brody, Stanislav, Lviv) and only one trade academy in Lviv started their activities; instead, Bukovina educational institutions were not so well developed, as only one complementary and one secondary trade school was established in Chernivtsi; in Transcarpathia real education and civil school was provided [13, p. 9].

During the appointed period of educational services development, the reforming of teacher education was held. This reform was aimed to replace the prepared that operated at the main elementary schools, and at the same time, the establishment of teachers' seminaries was held. In 1971 Male Teachers' Seminary begin to operate (Lviv, Ternopil, and Stanislav) and Female Teachers' Seminary in Lviv. During the 60-70 Ukrainian educational reform had an adverse situation, because domestic educators had to obey Poles authority. According to the law on teaching language of 1867 in secondary public schools, Polish language was compulsory in every educational institution of Galicia. All administrative building of Galicia and Lviv University were under the influence of the Polish elite, and all executive positions were occupied by Poles. Over 60 years in Galicia, only one Ukrainian gymnasium functioned, which was located in Lviv. Despite the gradual development of the number of schools and students, at the end of the XIX century, the market for educational services was still not improved, and the educational sector in Galicia at the time of Austria remained the most undeveloped [5].

III Stage (from 1873). The basis of the origin of the cooperative movement, as an engine of economic education in Western Ukraine.

During the day of the brutal oppression, the cooperative movement originated in Western Ukraine (Franko considered the cooperative movement to be the most intensive, the most popular and deepest in Ukrainian history), where he was a kind of self-defence instinct and covered the broad masses of the peasantry, and young intellectuals of the middle class.

In 1873 the idea of cooperation appeared in Austria-Hungary, which began its functioning on the basis of legislation on income and economic fellowship, under which assurance of the autonomy of cooperatives was carried out and the ban on impact on the cooperatives by officials and outsiders was based [2; 4; 14, p. 37-43].

The beginning of the economic education functioning most definitely is traced since 1873 in selfless activities of fellowships. “Prosvita” (which was launched back in 1868) and the Ukrainian Pedagogical Fellowship – Fellowship “Ridna Shkola” (founded in 1881 under the name of Rus Pedagogical fellowship; in 1912 it was renamed to the Ukrainian Pedagogical Fellowship, and in 1926 and till now is known as the acronym – USP “Ridna Shkola”).

In the late 80 of XIX century fellowship “Prosvita” was actively developing its educational and enlightening publishing activities. Back in 1874, the fellowship had issued a charter for loan and credit banks, as well as “the doctrine on public shtyhlires» [9, p. 13].

Among the most popular books published in that time with the participation of “Prosvita», are the following: “Practical handbook for makings companies» (T. Kormosh, 1895), “Union for thrift and loans (Raiffeisen system)» (M. Nowakowski, 1900), “Commercial Counsellor» (K. Levitsky, I. Petrushevych, 1905), “Doctrine on how to establish trade unions and industrial Rochdale systems” (I. Petrushevych, 1908) and others. Overall, the organization for the period 1868-1912 issued 69 books (520 thousand copies) of economic and cooperative content [14, p. 40-41; 17]. Thus, the fellowship “Prosvita” took a direct part in the creation of the first Ukrainian professional schools, organized training courses on Economics, as well as with its participation published literature for the general reader. In 1909 in Lviv there was held the First All-Ukrainian Congress of educational and economic fellowship “Prosvita”; 768 teachers and scientists from all over Ukraine participated in it; during the Congress areas for future development of the nation were identified.

An important contribution of USP “Ridna Shkola” to the educational growth most of all is in creation of a broad network of groups, establishing of the first Ukrainian senior female elementary schools (vydilova shkola) in Lviv named by Taras Shevchenko (1898), by the efforts of the fellowship “Ridna Shkola” Female Institute was established in Lviv (1899), the opening of the first Ukrainian female teacher seminary (1903) and exercises school (1907), the first agricultural school in Zarvanytsya (1908), ongoing outreach and educational activities of the fellowship in the distribution of various publications, as well as the active work on the distribution of libraries.

In 1873 in Lviv Shevchenko Society started its functioning (1873-1939) – this is the first Ukrainian National Academy of Sciences. In particular, in 1892 this fellowship was renamed as Shevchenko Scientific Society. Shevchenko Scientific Society was by then determining scientific center until the 1st World War and took an active part in the teaching of the young Ukrainian scientists [11, p. 188], it carried out its own publishing periodicals, and not only academics were interested in it, but also public figures.

IV Stage (From 1874). The contribution of universities and their associates in the development of economic education. Chronologically, the following should be highlighted the activities of another university. In 4th of October 1875 Chernivtsi University was founded, which had all the rights inherent to the rest, but in fact, only the third part of it was equipped with necessary facilities. It should be noted that in this university curricula and programs were flawed, there also was a lack of necessary departments and material equipment. Therefore, all the above listed negative issues were the reason for the ineffectiveness of educational services. In Chernivtsi University a department of political economy and statistics functioned. The teaching of the subjects was in German. Famous university teachers were the following historical and economic personalities [16]:

- Kleinwaechter Friedrich (1838-1915) – Was the first lecturer, professor of political economy. The scientist studied the characteristics of industrial production and the comparison of economic systems;

- Joseph Alois Schumpeter (1883-1950) – The famous Austrian economist and sociologist, who was one of the founders of the theory of economic growth and development. The scientist was researching the economic dynamics, both of a small and large cycles conditions. Lectures in Chernivtsi Schumpeter conducted during the 1909-1911;

- Stephen Smal-Stockyi (1859-1938) – Chernivtsi University professor and founder of the department of the Ukrainian language in this institution and many others.

A significant contribution to the development of Lviv Polytechnic Institute (founded in 1844 as Technical Academy, and since 1877 university was led by Julian Zakhariyevych and the new school year started in the new building) was made by Leopold Tsaro, who was a Professor of Law and Economics of the Lviv Polytechnic Institute. Exactly Tsaro L. made a significant contribution to the development of Western science and was the editor of the quarterly publication “Prze-glad economiczny” (in translation «Economic Review») [10, p. 109].

V Stage (from 1881). The contribution of leading economic associations in the development of financial, economic and cooperative education. The important contribution to the development of the economic situation of Ukraine was made by “Economic-Industrial Fellowship” (1882), organized by S. Kachalo, A. Nychai, D. Tanyachkevych and others in Stanislav (currently Ivano-Frankivsk) [14, p. 87-105 ; 17]. The activity of the fellowship was aimed at spread of the economic knowledge among Ukrainian citizens, the fellowship promoted the establishment of rural savings and loan banks, stimulated the spread of business schools, paid for

activities of itinerant teachers of economic affairs, sent their funds for the publication of economic direction literature, carried out the “Host and industrialist” journal (1879) and contributed to the creation of trade associations. But it is worth noting that the “economic-industrial society” had no opportunity to develop their activities further.

For economic development and the increase of efficiency of economic culture functioning of the population, fellowships created shops, savings banks, land and industrial unions, libraries, reading rooms. In particular, we mean the activity of the Fellowship ‘National Trade» and such economic fellowships as “Ukrainian Union of Cooperative Auditing” (R. S. U. K.), “Rural Host”, which contributed to the functioning of the cooperative and economic knowledge and also allocated financial resources for literature.

In 1898 due to the initiative of Kost’ Levytskyi the first cooperative association – Regional Credit Union, so-called Central bank was created. Later Regional Audit alliance was founded (1905) and it took over from its predecessor, the Regional Credit Union, all the activities of cooperative unions of all types. Reorganization of the Union took place in 1928. Today it has become the focus of the Ukrainian audit cooperation in Galicia being the Ukrainian Union of Cooperative Auditing (R. S. U. K.) (has published “Economic and Cooperative magazine”, the magazine “The Cooperative Republic”, “Cooperative family”, etc.). It should be noted that in 1922 the Regional Credit Union has engaged in the development of cooperative ideas in the direction of publishing, organized lectures, courses, conferences, economic congresses, exhibitions, cooperative holidays, provided scholarships to cooperators that studied. Thus, before the I World War the Regional Audit union united 567 cooperatives (which is 180 thousand people). The ideological foundations of the cooperative movement were developed simultaneously by cooperative institutions, Political parties, public organizations, individual cooperative leaders. The ideological doctrine of the Ukrainian cooperative movement was the transformation of cooperatives into independent outposts, exercise targeting on their own forces, which ensured the economic basis of independent development of the nation.

Overall, during the First World War R. S. U. K. through specialized associations (“National Trade”, “Oil Union”, Regional credit union, the Regional Union of economic and trade associations, the Regional Union of buying and selling cattle) coordinated the activities of more than 600 Ukrainian cooperatives.

The activities in the 80 of XIX century of the organized and coordinative centre “National trade”, which was founded in Lviv in 1883 on the initiative of Nagirnyi and Nychai should be highlighted as one more Ukrainian centre of economic life [3]. It is worth noting that “National Trade” actually is being recognized as the first cooperative organization in Western Ukraine. But in the beginning, it was to be a central store of wholesale purchase of goods for stores with consumer focus embedded by a church, communities, Ukrainian individuals, “Prosvita” and “Fellowship named by M. Kachkovskyi”. In 1897 “National Trade” started its cooperation with “Prosvita” [3; 14, p. 87-105]. As a result of this cooperation “National trade”

began to actively promote its cooperative ideas and recorded increased cooperation with existing consumer stores (in this context, we note that the development of trade was censured by fellowship “Prosvita”, “National Trade” Regional Credit Union and Cooperative Bank “Dniester”).

Society “Enlightenment” and “People’s Trade” conducted courses for sales staff. The first year was devoted to research of features for trading clerks and also for a book, church, cooperative and public stores on “Rochdale’s principles” in Ternopil (December 1905). Studies were conducted in particular on the following subjects: trade and service law, accounting trade, trading history in Ukraine, post trade, information on colonial goods, trade geography. The second course was held in Kolomyia and was equipped with modern visual aids and technical means – “Study samples of commodity and lectures with due to the Rochdale system”. These courses were conducted in Zbarazh, Lviv, Przemysl, Chortkiv, Stanislav.

Since 1920 “National Trade” in major cities placed 19 storages, where 135 employees of different skills worked. In this case, we should note that the “National Trade” was unable to conduct stationary education, but the fellowship carried out a course entitled “Extramural written educational course” for junior level of specialization staff under the guidance of A. Baryliak during 1924 – August 1930. In this course, 115 people studied who had different preparatory school framework and practice of one year. The students twice a month received “Exercise books”, which included materials on accounting, trading accounts, social economy, trade geography of cooperation, charter and service instructions of “National Trade”, commodity and Ukrainian language [1].

“National Trade” contributed to the educational development of young people, urged young people to study at vocational schools and contributed to the further employment of graduates; attracted youth to participate in a practical training for occupations in trade (since 1933 – only theoretical orientation); in order to develop vocational training of students abroad they were provided with material assistance; conducted research in the sector of consumer cooperation “so as to form a ... Ukrainian merchants who would later work in the commercial craft – on equity or trade associations-cooperatives” [5, p. 88].

Another chronological date towards the development of economic education is in 1899, which in town Olesko of Zolochiv County (now Busk district, Lviv region) by intellectuals, peasants and clergy established a fellowship “Rural Host” (activity duration – 1899-1944), which then “moved” to Lviv and took over (important!) economic functions of fellowship “Prosvita”. By the way, we note that the fellowship “Rural Host” in 1913 numbered 88 branches and 1 325 groups (over 32 thousand members).

Summing up the review of economic societies “Ukrainian Union of Cooperative Auditing” (R.S.U.K.), “National Trade”, “Rural Host” exactly in terms of cooperation development, collective activities, and without pressure and oppression personality traits citizens – above named fellowships perceived how to protect the interests of labour and moral people to improve their well-being and efficiency of manufacture.

To implement the educational development of economic direction and stimulate trade and cooperative school system, fellowships attracted itinerant teachers-instructors. The slogan for their selfless work was the idea of “strengthening Ukrainian element in cities”. “Without the cities, we will not be a strong nation – wrote A. Baryliak. – Without cities, we will ever be people of bumpkins and disappearing groups of intellectuals ... we will not have respected merchants, industrialists, who now make up each layer of strong European nation” [1, p. 43].

VI Stage (from 1900). Another historical and chronological threshold, which is necessary to distinguish is the local economic education of young people in Western Ukraine in the early XX century. First of all, it should be noted that the overall state of national education in eastern Galicia, Bukovina, and Transcarpathia during the 2nd half of the XIX century – early XX century had the poor state. Specifically, Galicia previously considered the region of one and two-year schools, and in urban schools of entry-level training Ukrainian language has not been studied at all. By the early XX century in Galicia, a few Ukrainian schools in Lviv have begun to function and also in Przemyśl and Ternopil, etc.

In 1908-1909 there were 6 private schools (in the Kopychentsi, Yavoriv, Horodenka, Rohatyn, Brody and Peremyshlyany). Instead, in Polish schools the active introduction and development of polonization of youth has begun. Education of women at the average level of professional was conducted in female high schools and lyceums [5]. By uniting scattered Ukrainian population in the nation, cooperation has become a powerful political force, which provided financial support to the process of formation of the national consciousness of Ukrainians, contributed to the formation of national conscious of an intelligentsia. The cooperative movement of every nation, except for the main socio-economic foundations of worldwide cooperative movement, has specific, unique features.

VII Stage (from 1911). Now we will examine the key aspects of economic education in Western Ukraine in historical and chronological dates of the 20s of the XX century (also granting a special place to cooperative, schooling). First of all, we want to focus on the activities of such institutions (in the cooperative schooling system) as:

1. In this period the most active trading school that functioned was the school of fellowship “Prosvita” in Lviv (founded in 1911), where, in the period 1923/1924, in addition to general subjects was also taught accounting, which also included the basics of banking, financial correspondence teaching, accounting, merchandising, economic geography and basic knowledge of trade – as professional subjects. It conducted training in various specializations, carried out by entering a 4-year cooperative specialization within which young students learned bibliology and record keeping, examined the specifics of the audit of all kinds of cooperation and developed their economic and cooperative skills and knowledge. Practical skills students acquired in school cooperative “Chaika” and in academic clubs, also visited the cooperative enterprises and institutions.

2. In 1934 in Yavoriv a “Ukrainian private trade school” was created and in 1939 in Stanislav, a four-year trade and cooperative school were established [8,

p. 39]. Since 1920 in the Lviv trade school a Higher Economic School (one-year entrants) began to function.

3. In the 1937/1938 academic years, 3-year cooperative Lyceum (known as Ukrainian Koedukatsiyina High School) was open in Lviv at R.S.U.K. as a school of higher degree which was designed to train cooperative leaders and middle managers of cooperative organizations of all kinds.

4. Basics of cooperative science curriculum were introduced to some folk and private secondary level schools. Specifically, theoretical training in the two higher classes and practice in school cooperatives in the cities, which was put on the instructions R. S. U. K [7, p. 38; 8, p. 59].

5. In 1932 when UGA organized Ukrainian Technical and Commercial Institute of Distance Learning (UTCI) – specialized in the preparation of Ukrainian citizens to individual work in various industrial sectors. The youth of Ukraine received higher education also in Vienna School of world trade and in Polish trade schools.

In Transcarpathia the cooperative movement through their own lack of conscious intelligence was weak and initiated credit cooperatives by E. Egan were part of the general Hungarian cooperative. During the 1st World War and hostilities of 1918-1920 cooperation in Galicia declined. In the interwar period, despite the obstacles placed by the Polish authorities, the cooperative movement has made a significant contribution to improving the economic status of Ukrainians. With the establishment of Soviet authority in western Ukraine, its cooperation harmonized with the cooperative movement in the USSR.

During 1930, development of schooling began at the regional level, which at that time already had extensive experience abroad. For example, in Germany for graduation agronomist had to be trained in high school and complete the “higher agronomic school” [15, p. 25].

In particular, E. Khraplyvyi considered schooling “as a factor in all our public agronomy” [15], as the region had only: one-year agricultural school (garden) of the fellowship “Prosvita” in Mylovanniu; “Rural Host” School in Corshev, which conducted 1-4-month courses; dairy special school “Oil Union” in Stryi, conducted annually dairy 6-month course of “Encyclopedia of economic subjects”; higher agronomic course by “Rural Host” in the estate of Myron Lutskyi in Yanchina near Przemyśl [15, p. 27-28]. But in the Ukrainian market of educational services, there was no public vocational school. At a time when the United States in 1930 had 3100 male four-year agricultural schools with 80,000 students and 1,023 female schools with 42,000 students. In 976 grain-growing schools in Czechoslovakia during 1 year enrolled about 30-40 thousand students.

Cultural and educational activities of the fellowship “Rural Host” directed its activities on training cooperation for staff, the increase of the culture and welfare of the Ukrainian peasantry through the use of innovative technologies. In 1937 12 professional sections, 60 branches, 1840 groups worked in the fellowship; the rights of membership at Rural Host’ 2216 cooperatives were united. Professional work of the central institutions in Lviv was held by 21, and in branches – 127 professionals, of whom – 65 engineers and agronomists [6].

Conclusions

Thus, summing up we can say that economic activities of leaders, teachers, organisers of the cooperative business communities were mainly focused on the study and implementation of skills on farming and trade of Ukrainian people of the Western region. Associates of the Ukrainian people, on the one hand, believed that they should influence the development of both general and special education for practical employment of the population; on the other hand, considered a necessity to submit Ukrainian sources of information particularly in the form of various educational and economic works, implementation of teaching and socio-political activities, active participation in the cells of the cooperative movement – for maximum closeness to the existing socio-economic needs of the people of the Western region and society as a whole. This experience, as the analysis of the history of economic opinion in Western Ukraine in the studied period, was successfully used to ensure financial literacy, promote economic development and improvement of education for Ukrainians.

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Економіко-історична хронологія послідовних подій поступального розвитку національної економічної освіти на західноукраїнських теренах у державний період початку XIX-XX століття: освітня інституціоналізація господарських систем

Голубка Михайло Михайлович

Львівський кооперативний коледж економіки і права, завідувач циклової комісії фінансів і кредиту, викладач вищої категорії, Україна

Анотація. У науковій роботі розглянуто економіко-історичну хронологію послідовних подій поступального розвитку національної економічної освіти на західноукраїнських землях на початку XIX-XX століття. Дослідження структуризоване в рамках економіко-історичної хронології, та приділена увага західноукраїнській інтелігенції в частині їх впливу на подальший успішний розвиток економічної освіти у Західному регіоні в означений період.

Ключові слова: освіта та шкільництво, кооперативні товариства, гуртки, діяльність середніх та вищих навчальних закладів, діяльність професійних шкіл, семінарий.

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