

РЕЦЕНЗІЇ / REVIEWS

UDC 37-055.2(091)(477+438)
DOI: 10.24919/2519-058x.12.177539

Taras HORBACHEVSKYI

PhD (History), Junior Researcher at the Center for the Study of Ukrainian-Polish Relations, I. Krypiakevych Institute of Ukrainian Studies, NAS of Ukraine, 4 Kozelnitskaya Street, Lviv, Ukraine, postal code 79000 (horbaczewski.taras@gmail.com)

ORCID: <https://orcid.org/0000-0001-9358-0443>
ResearcherID: C-6648-2019

Tatiana HOLDAK-HORBACHEVSKA

PhD (History), Associate Professor of the History and Political Science Department of Lviv Trade and Economic University, 10 M. Tuhan Baranovskyi Street, Lviv, Ukraine, postal code 79000 (goldak.lesia7@gmail.com)

ORCID: <https://orcid.org/0000-0001-8482-2033>
ResearcherID: C-6694-2019

Тарас ГОРБАЧЕВСЬКИЙ

кандидат історичних наук, молодший науковий співробітник Центру дослідження українсько-польських відносин Інституту українознавства ім. І. Крип'якевича НАН України, вул. Козельницька, 4, Львів, Україна, індекс 79000 (horbaczewski.taras@gmail.com)

Тетяна ГОЛДАК-ГОРБАЧЕВСЬКА

кандидат історичних наук, доцент кафедри історії та політології Львівського торговельно-економічного університету, вул. М. Туган-Барановського 10, Львів, Україна, індекс 79000 (goldak.lesia7@gmail.com)

FROM THE HISTORY OF WOMEN'S EDUCATION IN NADSYANNYA
(Review: S. Zabrowarnyi. «The Second State Women's Teaching Seminary
in Przemyśl (1872 – 1936)», Lviv, 2018, 210 p.)

З ІСТОРІЇ ЖІНОЧОЇ ОСВІТИ НАДСЯННЯ
(Рец.: Заброварний С. «II державна жіноча вчительська семінарія
в Перемишлі (1872 – 1936)», Львів, 2018, 210 с.)

The rise of the national movements in the Austro-Hungarian Empire in the second half of the XXth century was associated with the number of cultural and educational institutions emergence. This factor contributed to the Renaissance of the Enlightenment and encouraged the authorities to implement the reforms, particularly in the educational sphere. Due to the Ukrainian intelligentsia self-awareness through the belonging to its own people, its language, and the culture of the deep eternal traditions, the contemporary Ukrainian National Renaissance in Halychyna (Galicia) began. New trends in the roots, the history and the

identity search were brought in by the Romanticism wave. Austria's policy (subsequently the Austro-Hungarian) concerning the national minorities was much more liberal than in the Russian Empire. It was manifested in the educational issues as well as the opportunity to study in the primary schools using their native language. However, there was a lack of Ukrainian schools and skilled teachers. The activities of the «Prosvita» society and later on the «Rus' Pedagogical Society» facilitated the school network expansion and the Ukrainian textbooks' publication. Until World War I, the Ukrainian gymnasia existed only in Lviv and Przemyśl, but in Drohobych it was created in 1918. Actually, the national schooling problem in Halychyna (Galicia) in the second half of the XIXth – the first third of the XXth century examines the Przemyśl scientist Stefan Zabrowarnyi in the book «The Second State Women's Teaching Seminary in Przemyśl (1872 – 1936)», which was published in Lviv in 2018 and the presentation to the scientists and the public was held in the Mirror Hall of the Ivan Franko National University of Lviv in January 2019. The new studio is based on a rich source base, good knowledge of the Ukrainian and the Polish historiography, and the widespread use of the memoirs.

In the book introduction, it was emphasized that the lack of Ukrainian teaching staff in the Ukrainian-Polish border area was a serious problem for schooling development. The Deacon Teaching Training Institute in Przemyśl, founded in 1816 by the Ukrainian National Consciousness «first prophets» – Ivan Mohylnytskyi and Mykhailo Levytskyi was the first step of teachers' training. Over the centuries, Przemyśl retained a poly-confession with strong Ukrainian, Jewish influences that reflected in the ethnopolitical, the socio-economical, the cultural space and provided Przemyśl with the shade of the «Galician Athens». But according to the Polish researchers and the politicians, Przemyśl was considered to be the «The Poland Eastern Gate». The city was home to many Ukrainian generations from the duke times, the days of the Galician-Volhynian state: Bishop Ivan Snihurskyi (Jan Snigurski), sculptor Peter Voitovych (Wójtowycz Piotr), literary critic Mykola Hnatyshak, writer Olha Dobrianska-Korenets, artist Teofil Kopystynskyi, geographer Stepan Rudnytskyi. The National Anthem author, composer Mykhailo Verbytskyi, writer Ulyana Kravchenko, cultural and educational figure Anatoliy Vakhnyanin and the others worked in Przemyśl. Ivan Franko and Stanislav Moniushko visited Przemyśl frequently, as the confrontation between the Ukrainians and the Poles of Galicia was manifested primarily on the political ground and much less on the cultural and household level. The Ukrainian intelligentsia participation in the first political parties creation on both sides of the Zbruch, a sense of moral duty and the identity with the Dnieper Ukrainians contributed to the emergence of a number of the socio-cultural and the financial and the economic structures: the «Narodna Torhovlia (People's Trade Union)», the Credit Union «Vira», the Craft Company «Zorya», «Sich» and «Sokol» centers, the choir «Boyan», the Ukrainian sports club «Syan», the reading rooms «Prosvita» and the «Ridna Shkola (Native School)», which taught the Galician Ukrainians the new management methods and promoted the Ukrainian history and culture. The Ukrainian public paid special attention to the education and training centers creation – the reading rooms «Prosvita» and the «Ridna Shkola», St. Nicholas Bursa activities, Gymnasium Institute for Boys, The Ukrainian Institute for Girls, male and female gymnasia. The Greek Catholic Church, the Theological Seminary and the Deacon Institute parishes became the important centers of spirituality and education.

Hence, Stefan's Zabrowarnyi work is devoted to the national-cultural life of the Ukrainians in Przemyśl, due to the difficult circumstances, Przemyśl was beyond the bounds of modern Ukraine, the scientist's work is easy to read, it is obtainable and interesting, and the work is

a kind of a guide to the scientific, educational and cultural centers of Nadsyannya. In the first section of the book, the author analyzes the historical facts and shows that the preparatory schools (the training centers for the teaching staff) were not able to give a decent preparation within a few months' courses being accompanied by the outdated teaching methods. German as the teaching language was the paramount obstacle to teaching in preparatory schools until 1848. The author highlights that the public but not the government took the initiative in order to create the Teacher Seminary, which in turn triggered the heated discussions concerning this topic in the Diet of Galicia and Lodomeria (Sejm Krajowy). The book examines the main stages of the Teacher Seminary formation in Przemyśl on the basis of the state schools law, teaching methods and teaching subjects. The first graduation from the Teacher Seminary was in 1875 and after the three-year preparation there were the eight graduates, there was only one Ukrainian among them, such kind of the situation is the result of the weak woman's emancipation in that time society.

The second section of the work «On the Way of Development» encompasses chronologically the period from the 1875-ies to the beginning of the 1920-ies. It also highlights the Teachers' Gymnasium rapid growth issues in Halychyna (Galicia) and the discussions concerning this subject. The author has found and submits the fragments of some Galician Sejm Ambassadors statements (Mechyslav Roy, Heinrich Vozdytskyi) concerning supposedly the «surplus of the educated sections of the population», the urgent need to reduce the teaching process in the teachers' seminaries, the number of the seminaries, and the limited access provision to the education from the peasant and the working class.

The text of the book is accompanied by the little-known statistical data on the number, the qualitative composition, the religion (which can be determined by the nationality), the seminarians, the teaching subjects, the teaching staff and the others. Since the number of the Ukrainian-seminarians has been increasing every year, from 1891 the Directorate initiated the creation of the separate Ukrainian classes. In fact, the seminary became bilingual (latent). An example of growing patriotism among future teachers was their active participation in the event dedicated to the Shevchenko celebrations in the early XXth century. Despite the fact of multinationality in the sphere of education in Austro-Hungary, the national contradictions were regulated by the authorities in general by the democratic methods, and the utraquist seminary emergence is an irrefutable proof.

In the third section of the monograph «Along with the Ukrainian language of Teaching» prof. S. Zabrowarnyi tracks the school politics in the interwar Poland. In September 1919 the Rus activities seminary women's courses were established, which became the predecessors of the female teacher's seminary using the Ukrainian language. The author sought for the answer of such spur in Franziska Zola's notes (the minister's delegate to the territory of Galicia): «... The utraquist seminaries should be liquidated, and superseded by the Polish and Russian language teaching seminaries including the Poles and the Rusyns teachers...». S. Zabrowarnyi explained this policy to the Poles' urgent need to consolidate themselves in Halychyna (Galicia) and to find favour among the Ukrainian population who could not protect the statehood of the West Ukrainian People's Republic (ZUNR). However, the new Polish authorities failed to deploy a full-fledged network of Ukrainian schools, against which were the representatives of the right-wing Polish parties. Hence, the author makes an infer and explains the reasons for the reducing number of the Ukrainian seminarians. The section gives the seminarians' a social background, shows the residence and living conditions. The statistics on education, along with the Ukrainian women, in the State Women's Teaching

Seminary with the Ruthenian language in Przemyśl, the Jewish girls (among the two hundred pupils, five to six girls could be the Jews) is presented.

The polinization politics in the cultural and educational sphere had a negative impact on the Teachers' Seminary functioning. While analyzing the government orders and the National School Board letters, Professor S. Zabrowarnyi, in the context of general changes, highlights the factors of the Polish statehood ideas implementation: the prohibition of the term «Ukrainian», the introduction of the Polish language seminary in the internal and external life, and the increase of teaching subjects conducted in the Polish language. As a result, the interethnic relations aggravation, an unexpected assassination of the Director of the Seminar Sofron Matviyas by the members of the Ukrainian Military Organization, who, according to their opinion «was implementing the school polonization too aggressively».

The fourth section of the monograph «Under One Roof» draws attention to the utraqism introducing problem in the system of education, in general, and on the example of the Teachers' Seminary in Przemyśl, in particular. It has been argued that the Ukrainian pupils are obliged to participate in the Polish patriotic activities, and in the Ukrainian evenings, celebrations, campaigns, the Polish teachers and pupils usually ignored such events.

During the last decade of the Teams Seminary in Przemyśl the numerous historical events happened, for instance, the general international-Ukrainian-Polish confrontation, the development of the Ukrainian national movement with the requirements of «with the native language schools teaching». The public confrontation in the seminary was manifested in the rejection of the assimilation processes of a group of the Ukrainian educators. The suppression of the seminary is connected with the school reform implementation in 1932 and the pedagogical lyceums and gymnasiums introduction, which prevented the recruitment of the new students. At the end of the book, the author states that many seminary teachers and students continued to participate in the socio-political, cultural and educational life of the region soon.

At the same time, we believe that the book does not adequately disclose the social struggle for the Ukrainian seminary existence (the preservation), the education system of the Austro-Hungarian period, in particular, the activities of the other educational centers in Halychyna (Galicia) (male seminaries) that existed along with the Second State Women's Teachers Seminary in Przemyśl. More attention should be paid to the further life of its graduates.

Finally, we should note that the work is complemented successfully: the bibliography, the selected documents, the memoirs, the well-established lists of seminarians and the little-known photographs of that time. The monograph encourages us searching for the answers to the numerous questions, related to the changes in the system of education of Austro-Hungarian and interwar Poland, the unresolved national question, the contradiction between the co-existence of two peoples – the Ukrainians and the Poles, the national consciousness growth and the Ukrainian initiatives in Przemyśl. The author's conclusions are confirmed by a scientific-historical analysis, the source base application. Stefan's Zabrowarnyi study shows the peculiarity of the national schooling functioning in the conditions of Ukrainian non-statehood, the influence on it the ethnopolitical and religious factors. The book will encourage other researchers to deploy new studios to study the other aspects of the socio-cultural life of the Ukrainians, the Poles, and the Jews of Przemyśl in the XIXth and first half of the XXth century.

*The article was received on February 25, 2019.
Article recommended for publishing 27/08/2019.*