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National, cultural, educational and scientific activities of Ukrainian student societies in Eastern Galicia (from the late nineteenth century to 1939) through the prism of cooperation with Metropolitan A. Sheptytskyi

Abstract. *In the latter half of the 19th century, students of Eastern Galicia, who were destined to become scientists, engineers and cultural figures, had joined together in societies to advocate for their right to receive education in their native language. Additionally, they endeavored to advance the concept of developing a distinct «national science». The aim of the study is to analyze a new stage of nationally oriented, cultural, educational and scientific activities of Ukrainian student societies in Eastern Galicia from the late 19th century to 1939 which began due to active cooperation with Metropolitan A. Sheptytskyi. The author has used chronological, historical-comparative, retrospective, and interdisciplinary methods, including the structural method, to analyze historical evidence. The specificity of functioning of Ukrainian student societies in difficult and unfavorable conditions has investigated and has proved that the dominant direction of their activity was consolidation of society and realization of national and cultural aspirations of the Ukrainian people, catalyzing processes in the educational and scientific sphere through active interaction with A. Sheptytskyi. In the time period covered by this study, students collaborated with parties of various persuasions, took part in the fighting of the First World War and fought for the establishment of the Ukrainian University as a center of higher education and a Ukrainian scientific school. In the absence of opportunities and their own scientific institutions, student societies carried out their applied, fundamental, search and methodological research during participation in summer schools, applying their results in the publication of student periodicals, speeches at student congresses and studios, which were mostly organized and supported by intellectuals, including A. Sheptytskyi. To achieve this goal, Ukrainian student societies used a range of methods, from writing research papers and proclamations to boycotts. And the vision of the idea of state-building united Ukrainian students with well-known public and spiritual figures, scholars and artists of Eastern Galicia.*



Keywords: *Eastern Galicia; Ukrainian student society; «Akademichna hromada»; scientific and educational events; Ukrainian University; intelligentsia; A. Sheptytskyi*

Introduction.

Students were one of the most active parts of Ukrainian society in the latter half of the 19th and early 20th centuries. In Eastern Galicia, students were organizers and participants in the national cultural movement, collaborating with Ukrainian intellectuals and clergy. Students' ideas of their basic educational needs, first attempts at scientific research, analytical discourses, most of which became the basis for national concepts of Ukrainian political movements and parties, could be found in the speeches of students or in their periodicals. Ukrainian student societies contributed to the formation of the mentality of a national intellectual state by participating in all spheres of life in Eastern Galicia, justifying non-violent methods of state-building, and helping to form the foundations of national Ukrainian culture, education, and science.

The Ukrainian intelligentsia of Eastern Galicia was not numerous and acted mainly in the context of the ethnographic and cultural stages of the national revival. Students at that time were characterized by a craving for radicalism and actively entered the ranks of the fighters for the national idea and sometimes led the national and cultural movement. The student societies of Eastern Galicia in their pursuit of national, cultural, educational and scientific activities received support from the most prominent figure of the Ukrainian Greek Catholic Church (UGCC), a representative of the House of Lords of the Austrian Parliament and a member of the Galician Seimas Metropolitan A. Sheptytskyi.

Among the Ukrainian researchers this issue was analyzed in general by such scientists as V. Lenyk in his work «Ukrainian Organized Youth (Youth Organizations from the beginning to 1914)» (Lenyk, 1994) and I. Andrukhiv in his study «Ukrainian Youth Societies of Galicia 1861–1939» (Andrukhiv, 1995). Generalized information about the emergence and characteristic activities of Ukrainian student societies in Eastern Galicia from the time of their inception to the beginning of World War II is contained in these works. A complex vision of the role of student organizations in the national, political, and cultural life of Western Ukraine was also presented by R. Kovaliuk in his monograph «Ukrainian Student Movement in Western Ukraine in the 19th – 20th centuries» (Kovaliuk, 2001).

B. Savchuk carried out a thematic study of Ukrainian students in his work «The student movement in Western Ukraine in the 1920s and 30s: a chronicle of organizational and ideological formation» (Savchuk, 1999). Researcher Yu. Shumskyi covered the ideological directions of the student movement in Western Ukraine in his work «Western Ukrainian Student movement of national democratic orientation in the early 20s of the 20th century» (Shumskyi, 2003). T. Plazova's article «Socio-political activity of youth associations in 1894–1939 in Western Ukraine» requires special attention in the study of the formation and socio-political activities of societies (Plazova, 2011) and S. Tserkovnyk's «The development of student societies in Eastern Galicia from the second half of the XIX century to the first half of the XX century in the

historical and legal context» (Tserkovnyk, 2023). An aspect of the activity of cultural and educational societies such as «The Society of Supporters of Ukrainian Literature, Science, and Crafts» is analyzed in B. Yanyshyn's work «Organization and activity of the Ukrainian literature, science and crafts society in Lviv» (Yanyshyn, 2018).

The article by V. Vyzdryk's «On the formation of the Ukrainian Secret University in Lviv» raises the issue of the struggle for the formation of its own scientific center, including among Ukrainian students (Vyzdryk, 2009) as well as in V. Melnyk and V. Kachmar's work «Contribution of T. Shevchenko Scientific Society to the founding of Ukrainian University in Lviv (the end of the 19th century – Mid-1920s)» (Melnyk & Kachmar, 2023). The interaction of students with local authorities to establish the Ukrainian University was studied by N. Mysak in the article «Ukrainian student societies in Eastern Galicia in the late 19th century: on the issue of interaction with provincial authorities» (Mysak, 2012).

Special attention is paid to the works that show the relations between Ukrainian student societies of Eastern Galicia and A. Sheptytskyi. For example, O. Kekosh focuses on the educational activities of the head of the UGCC and his support of Ukrainian students in his work «Educational projects of Metropolitan A. Sheptytskyi and the education of youth» (Kekosh, 2014). O. Tychovska and V. Basarab in their article «Educational Initiatives of Metropolitan Andrey Sheptytskyi as a crucial prerequisite for the Ukrainian State creation (based on Pastoral messages)» conducted a scientific analysis of the national and educational activities of Metropolitan A. Sheptytskyi through the study of materials from his speeches, letters, and spiritual messages (Tykhovska & Basarab, 2023).

Modern research on the topic of the article is represented by the scientific work of M. Rohde «Ukrainian popular science in Habsburg Galicia 1900–1914» (Rohde, 2020) and the work of L. Korzh-Usenko, O. Sydorenko, H. Dovgopolova «Development of the Ukrainian Free University: national identity and dialogue of cultures» (Korzh-Usenko, Sydorenko, & Dovhopolova, 2021). The above article makes it possible to compare the peculiarities of student education in Eastern Galicia and in Munich where the Ukrainian Free University operated and around which representatives of the Ukrainian emigration gathered. Student societies were also supported by representatives of the Galician intelligentsia, for example, a public figure, professor at Lviv University S. Dnistrianskyi, whose contribution to the scientific life of Eastern Galicia was analyzed by W. Macierzyński, Yu. Glado i L. Tarasenko in their article «Stanislav Dnistrianskyi and Lviv University: the prosopographic research» (Macierzyński, Glado, & Tarasenko, 2020). The cooperation of students with such a representative of the Ukrainian intelligentsia as M. Hrushevskyi is shown in the study by V. Telvak «M. Hrushevskyi's student audience at Lviv University: quantitative dynamics, ethnic composition, didactic preferences» (Telvak, 2023).

Information on the declared research topic can be obtained not only from historiographical developments but also through the analysis of archival sources. Certain issues of the student movement and the role of members of student societies are covered in the collection of the Central State Historical Archives of Ukraine in Lviv: f. 146 «Galician Governorate in Lviv», f. 201 «Greek Catholic metropolitan consistory, Lviv»,

f. 309 «Taras Shevchenko Scientific Society in Lviv», f. 358 «Andrey Sheptytskyi (1865–1944) count, Metropolitan of Halych of the Greek Catholic Church, Archbishop of Lviv, Bishop of Kamianets-Podilskyi, cultural and church figure, philanthropist, full member of the Scientific Society», f. 399 «Regional council of Ukrainian students in Western Ukraine», f. 400 «Ukrainian Student union», f. 408 «Greek Catholic Metropolitan Ordinaries, Lviv», f. 750 «Ukrainian National museum, Lviv».

This study covers and systematizes information about the national, cultural, educational and scientific activities of Ukrainian student societies in Eastern Galicia from the late 19th century to 1939 and their cooperation with the Metropolitan of the UGCC A. Sheptytskyi on the basis of analyzed historiographical and archival sources.

The opportunity to evaluate the peculiarities of the formation and activity of Ukrainian student societies in Eastern Galicia in the context of the youth movement in Western Ukraine comes after the study of a broad historiographical and source base. However, the educational, scientific and cultural activities of student societies were not analyzed sufficiently convincingly certifying the relevance of the problem and requires further scientific study.

The aim of the study has analyzed the national, cultural, educational, and scientific activities of Ukrainian student societies in Eastern Galicia from the late 19th century to 1939 through the prism of interaction with the Metropolitan of the UGCC and a member of the Galician Sejm and the Austrian Parliament in Vienna A. Sheptytskyi.

The author has considered the main features of the activity of Ukrainian student organizations in Eastern Galicia from the end of the 19th century to 1939 in this study. It also researcher has analyzed the peculiarities of the cooperation of Ukrainian student societies of Eastern Galicia during this period with Metropolitan A. Sheptytskyi. Furthermore, author has highlighted the role of Ukrainian student societies in the national, cultural, educational, and scientific life of Eastern Galicia from the late 19th century to 1939.

Research Methods.

This research is based on the complex use of scientific methods, especially historical and logical. Using the historical method, in particular, the historical-comparative, historical-typological, historical-system allowed us to show the genesis of national-cultural, educational and scientific activities of Ukrainian student societies of Eastern Galicia on the basis of the facts obtained from the work with the primary sources. Chronological, retrospective and interdisciplinary structural methods have been used to analyze historical facts.

Justification of the research time frame which covers the period from the late 19th century to 1939 was possible using the chronological method. The lower boundary is the period of high activity of Ukrainian student societies in Eastern Galicia. The upper boundary is the beginning of World War II which led to the decline of the societies and their transformation into other organizations and movements. The cooperation of Ukrainian student societies with Metropolitan A. Sheptytskyi is correlated within the period 1900–1939, that is, from the time of his election as metropolitan to the decline of Ukrainian student societies.

The complex of general scientific methods, in particular, analysis and synthesis, description of event character and explanation has applied in the implementation of this study. The historical and genetic method is also has used in the study which makes it possible to analyze the causal regularities of the historical process and to distinguish significant factors of influence on the typical behavior of participants of Ukrainian student societies and their requirements.

Results and Discussion.

The national and cultural activities of Ukrainian student societies in Eastern Galicia from the late 19th century to 1939 and their interaction with A. Sheptytskyi.

The Ukrainian student society's national-oriented activities were driven by a desire to play a significant role in the life of Eastern Galicia, to develop its higher education and science and to help restore their own state.

In the second half of the 19th century Ukrainian students began active social and political activities and united in social, educational, scientific, and loan societies, such as «Osnova», «Akademichne tovarystvo» («Academic Society»), «Pravovyi kruzhok» («Legal Group»), «Druzhnii lykhvar» («Friendly Loan») and others in Lviv, Chernivtsi, Stanislaviv, the University of Vienna and Lviv Polytechnic. Some societies were formed by students who found themselves in emigration. According to V. Kondratiuk's statistics presented in the work «Galician youth and student movement for the development of national education» about 70% of Ukrainian students who studied at the universities of the Austro-Hungarian Empire and later in higher education institutions of the Second Polish Republic were covered by societies (Kondratiuk, 2007, p. 2).

It is important to note that students were often unified in thematic-oriented organizations, such as medical societies, philological, legal, philosophical, and society-loan sharks. However, they were engaged in the national and cultural life of Eastern Galicia, regardless of the practical orientation of the group or society. For example, members of the «Akademichna hromada» («Academic Community») society were actively involved in educational activities and contributed to the protection of university students and were involved in the political life of Eastern Galicia giving speeches and cooperating with Ukrainian parties. Reports by members of the «Akademichna hromada» («Academic Community») and other student societies that centered on political issues were mostly announced at regular meetings of the societies, starting in the fall of 1904 as evidenced by historical sources.

Thus, on November 26, 1904, the «Hurtok suspilnykh nauk» («Circle of Social Sciences») which conducted in-depth studies of the history of the Ukrainian people in the context of world history organized a discussion on «Ukrainian-Polish relations» (chaired by M. Lozynskyi). On February 1, 1905, the society joined the organization of a rally of Ukrainian students in response to the revolutionary events in the Naddniprianshchyna (Kovaliuk, 2001, p. 136).

Despite the swift response of students to foreign policy developments, those belonging to student societies in Eastern Galicia increasingly focused their attention on

domestic policy issues. The decision to implement electoral reform, which was substantiated not only by law students but also by Galician intelligentsia was one of the top priorities. The struggle for universal, equal, direct and secret suffrage, especially through labour and peasant movements, became significant. Therefore, students could not remain indifferent to the solution of this issue (Kovaliuk, 2001, p. 136). Thanks to the election law, it would be possible to realize one's desire to solve certain Ukrainian questions, in particular, the issues of education and science.

In work the «Essays on the History of Ukraine: the formation of the modern Ukrainian nation in the 19th and 20th centuries» Ya. Hrytsak confirms that universities in the Ukrainian territories were the driving force for the formation of revolutionary cadres. The Ukrainophile, cultural, and academic phase of the national revival radicalized in the late 19th century and was represented mainly by university youth. The first student nationalist organizations originate from the 1920s from a scientist's point of view (Hrytsak, 2000, p. 198). The organizations were established mainly in Lviv, Prague, Podebrady, Stanislav and other cities where Ukrainian youth studied. However, they often expanded to include areas where their participants were born. The nationalist movement of the early 1930s also consisted largely of students. One of the largest Ukrainian student centers was located in Lviv in a hostel known as the «Akademichnyi dim» («Academic House»). This facility was funded by various Ukrainian organizations and aid funds as well as by student contributions.

Student associations cooperated with political parties, but their statutes often emphasized non-partisan and purely cultural activities (Request from the founders, 1870–1891, p. 3). For example, the «Akademichna hromada» («Academic Community») cooperated with the Russian-Ukrainian Radical Party (RURP) which was founded by I. Franko and M. Pavlyk in 1890. By the decision of the Council, on December 3–4, 1905 in the house where the students of the «Akademichna hromada» («Academic Community») gathered the members of the party and the party meetings were held on December 22–26, 1906 (Kovaliuk, 2001, p. 136). The society supported the actions of the Russian-Ukrainian Radical Party (RURP) in Eastern Galicia as the party supported the struggle for the rights of workers and peasants and expressed clear nationally oriented positions.

It is important to note that student organizations, in their activities, did not always comply with the law and often did not inform the police about meetings or peaceful protests held outside the university. This caused discontent among Polish pro-government circles (Mytsyk, 2012, p. 42). The active political speeches, meetings, conferences, and congresses of Ukrainian student societies were perceived negatively by Polish local authorities, who repeatedly appealed to Vienna for permission to carry out preventive measures to separate the student movement from politically actions.

In response to the Polish policy of electoral fraud, Ukrainian students employed radical tactics. For example, on April 12, 1908, Ukrainian student Myroslav Sichynskyi intentionally killed Governor A. Potockiy (Lenyk, 1994, p. 87). Prior to this event, the University of Lviv experienced frequent aggravation between Ukrainian and Polish students, but the use of extreme radical methods intensified them again. The conflicts were characterized by disputes over the language of instruction, access to educational

facilities, the ability to conduct academic and research activities, and the possibility of national self-determination. In 1910, Ukrainian student Adam Kotsko was killed in one of the clashes between Ukrainian and Polish students.

Researcher L. Krupa (Krupa, 2006, p. 162) asserts that Metropolitan of the UGCC A. Sheptytskyi explicitly expressed his intention to establish a Ukrainian state and provided support to Ukrainian student societies in this endeavor. However, as a spiritual leader, he did not endorse the use of violence or other methods that would result in the harm of others. Instead, he espoused the view that the establishment of a state should be based on Christian principles, which would be founded upon legality and patience. A. Sheptytskyi was also aware that the causes of student radicalization were limited access to education, the socioeconomic situation of Ukrainians and condemned the containment processes directed against Ukrainian student societies through the «pacification» campaign and forced Catholicism.

Such societies as the «Ukrainska akademichna pomich» («Ukrainian academic assistant») or the «Druzhnii lykhvar» («Friendly Loan») along with political actions did not leave work in the social and economic spheres. In particular, they made numerous appeals to the people of Eastern Galicia, requesting the collection of funds for the Ukrainian Students' Fund (Letters from students, 1899, p. 1). Ukrainian student societies which study economic theories and market characteristics often collaborated with cooperatives or their participants, created credit cashiers and auditing commissions. The students collected scrap metal, organized fairs, theater evenings, lectures, and used all available legal means of fundraising to generate more money.

Preparation for the First World War did not pass Ukrainian student societies and militaristic processes caused quarrels in the student camp. There were sports societies that contributed to the physical and military training of students, for example, «Sokil» («Falcon»), «Sich», «Plast».

There was considerable debate among the parties involved as to which side they should align themselves with or pursue an independent course of action. On December 7, 1912, a meeting of representatives of all Ukrainian political parties and organizations was convened in Lviv to address the issue of the position of Ukrainian students during the war. At the meeting, a unanimous decision was reached that «in the event of a war between Austria and Russia, Ukrainian citizens should unanimously and strongly support Austria ...» (Andrukhiv, 1995, p. 47). At the meeting, it was determined that given the prevailing military atmosphere in the world, it was extremely important to organize military units in the youth societies «Sokil» («Falcon») and «Sich». This would allow the Ukrainian youth to gain a fundamental understanding of military affairs, search operations, and tactical medical care. In addition to the youth societies «Sokil» («Falcon») and «Sich» in early 1913, such work began in student societies «Akademichna hromada» («Academic Society») and «Osнова». The organizing committee of these societies was headed by one of the leaders of «Plast» I. Chmola.

During the First World War, Metropolitan Andrey continued to believe in the creation of a Ukrainian state in the future, as well as Ukrainian students, and even developed a detailed plan for its development. In 1914, the Metropolitan substantiated

his thoughts about the future state in the «Memorandum to the Austrian Government on the future system of the Ukrainian State».

Ukrainian student societies continued to engage in political activities following the conclusion of the First World War. They began to study the peculiarities of negotiation and the processes inherent in world politics. For example, the Ukrainian student movement's members frequently participated in international political events, including the International Congress in Prague (March 22 – April 4, 1921) which brought together students from 13 countries. Ukrainian students were represented by a delegation from the «Akademichnoi hromady» («Academic community») which included I. Fedova, S. Lopatynskyi, S. Slabchenko. The congress accepted the Ukrainian Student Union to the International Student Organization (Shumskyi, 2003, p. 109).

In the fall of 1918, it became apparent that the Austro-Hungarian Empire had been defeated and Eastern Galicia could become part of another state. In response to the unfolding political situation, intellectuals, student societies and other interested parties initiated the process of formation of their own state and joined the establishment of the West Ukrainian People's Republic (Western Ukrainian National Republic or ZUNR). A. Sheptytskyi also joined this process. As a member of the Austrian Parliament in Vienna, he represented the interests of Ukrainians including students and participated in negotiations regarding the future of the Ukrainian people following the war. He also joined the Ukrainian National Council (Hladka, 2018, pp. 252–254) which in November 1918 proclaimed ZUNR. For a period of one month, the Metropolitan engaged in correspondence with the representatives of the Entente countries, advocating for the preservation of Ukrainian statehood and the right of the Ukrainian people to self-determination.

In July 1921, Ukrainian student societies participated in the National Student Congress in Lviv where the decision was proclaimed to revive the Ukrainian Independent State by uniting all ethnic Ukrainian territories. The period of active cooperation with Ukrainian students from Naddniprianshchyna has commenced.

In addition to political affairs, students continued to create the Ukrainian University. After the unsuccessful secession, a secret «Committee of Ukrainian Youth» (Committee of Ukrainian Youth or KUM) was created to protect the university. It was decided to reduce the exit for studying at German or Czech universities to those students who could get an education at the Ukrainian University to preserve the future Ukrainian intelligentsia and skilled workers.

The Ukrainian Student Congress and the General Congress of Ukrainian Students were held in Lviv between 1909 and 1913. During this period, the «Ukrayinskiy Studentskyi Sojuz» (Ukrainian Student Union) was established. Its task was to unite student organizations in all the territories where Ukrainians lived (Plazova, 2011, p. 45).

About 600 Ukrainian students arrived west of the Bug River at the beginning of the Second World War. These territories became part of the German Governor-General's provinces. As for the above-mentioned students, they were Ukrainians who studied at the universities of Germany, as well as refugees from the territories seized

by the Soviet troops. There were few young people who could continue studying at German universities because of financial difficulties. It is important to note that the «Natsionalnyi Soiuz Ukrainskykh Studentskykh Orhanizatsii u Nimechchyni» (National Union of Ukrainian Student Organizations in Germany or NaSUSON) and Ukrainian student societies in exile played a pivotal role in assisting Ukrainian students who wished to pursue their studies abroad.

World War II initiated a new phase of organized student life and most of the societies were eliminated by the Soviet authorities. Most of the students of Eastern Galicia found war in prisons, in particular in the Bereza Kartuzka, since in March 1939 they were arrested during the 7th Regional Conference of the Union of Ukrainian Student Organizations.

The onset of persecution and repression in September 1939, following the capture of Eastern Galicia, compelled Ukrainian student societies to either go underground or emigrate. At this juncture, A. Sheptytskyi provided support to the participants of Ukrainian student societies and denounced the actions of the totalitarian regime. In his letter to Cardinal Tisseran, A. Sheptytskyi gives a detailed account of the events of this period: «Having come to «liberate and save Ukrainians» which in their terminology means to conquer and destroy [...]. In Lviv, having confiscated the premises of the Great and Small Seminaries, the authorities organized a Ukrainian university, promising 35 departments for the philosophical academy alone, and closing the theological faculty [...]. Institutions that were created and supported by people's donations (cooperatives, «Prosvita», etc.) were either liquidated or declared state-owned by the authorities one by one» (Kravchuk, 1999, pp. 893–894).

In conclusion, it is important to note that the student movement in Eastern Galicia was characterized by a high degree of diversity in its organizational structure. The existence of local academic and professional societies in Eastern Galicia testify to this diversity. A number of student organizations have been structured in such a way that it reflected the influence of political parties and their own statehood ideas. B. Savchuk argued that the above-mentioned characteristics of student societies contributed to the transformation of students into the driving force of nationalist Ukrainian formations (Savchuk, 1999, p. 54).

In summary, I have to note that Ukrainian student societies participated in state-building activities and sought to gain an opportunity to study in their own higher educational institutions and to join the creation of the scientific base of their state. Members of Ukrainian student societies in Eastern Galicia demonstrated a profound respect for national ideals and a willingness to fight for their goals, even to the point of engaging in combat. Ukrainian Greek-Catholic Metropolitan A. Sheptytskyi supported the members of Ukrainian student societies in their quest for an independent state created by non-violent means.

The educational and scientific activities of Ukrainian student societies in Eastern Galicia from the late 19th century to 1939 and their interaction with A. Sheptytskyi.

As a progressive segment of society, students played a distinctive role in the political lives of Ukrainian lands, including Eastern Galicia, at that time. It was of great importance to the students that they engage in educational and scientific activities. One such activity was the dissemination of Ukrainian education. Additionally, the students established their own scientific school, and they endeavored to safeguard the learning process from negative influences.

The student societies of Eastern Galicia were established and technical knowledge was disseminated. They subsequently formed their own scientific school at Lviv Polytechnic, in particular, around the Ukrainian student society «Osnova». Despite its relative smallness, the society actively engaged in the dissemination of natural, mathematical, and technical knowledge. This not only facilitated the advancement of science but also contributed to the economic and technological development of Eastern Galicia and the acceleration of the industrial revolution.

The students of the «Osnova» Society established a library that primarily comprised technical literature and they also initiated a publishing business due to the dearth of textbooks in Ukrainian for technical and natural-mathematical disciplines. As observed by S. Tserkovnyk, the «Osnova» Society conducted lectures during which they disseminated their scientific discoveries through reports. Additionally, the company hosted professional discussions, during which renowned Ukrainian scientists and technologists were invited to participate (Tserkovnyk, 2023, p. 91).

Legal education also spread in Eastern Galicia and was represented by the «Kruzhok pravnykiv» («Circle of Lawyers»). The latter included participants who studied the peculiarities of legislative processes, studied normative and legal acts, conducted legal education among the population.

One of the individuals who fostered an interest in law among Ukrainian students was the renowned scientist S. Dnistrianskyi. He worked at the Department of Austrian Law, where he taught in the Ukrainian language. Additionally, he served as a deputy of the Austrian Parliament in Vienna and provided support to Ukrainian students in their efforts to establish the Ukrainian University and to achieve universal suffrage (Macierzyński, Glado, & Tarasenko, 2020, p. 84–86).

The «Ukrayinskiy Studentskyi Sojuz» (Ukrainian Student Union) which had been inactive during the period preceding the First World War, resumed its activities in early 1920. The Union's General Government produced an action plan that called for «students preparing politically for the final pinnacle of our political liberation» as stated in the document. On May 1, 1921, the Union's General Government addressed the Ukrainian students who were studying at Polish universities with a proposal to enter the Ukrainian University in Lviv (Vyzdryk, 2009, pp. 117–118).

It is evident that the establishment of an indigenous educational infrastructure, the infusion of Ukrainian-language materials into academic libraries and the recruitment of highly qualified scientific personnel were pivotal in the development of Ukrainian education. In matters relating to the establishment of Ukrainian educational

institutions, exhibitions, schools, museums, and other cultural events, Metropolitan A. Sheptytskyi provided significant financial support to student societies in Eastern Galicia. He advocated for non-violent methods of achieving their objectives.

The students played a pivotal role in the advancement of art and culture in Eastern Galicia, particularly through their involvement in the «Tovarystvo prykhlynykiv ukrainskoi literatury, nauky, remesla» («Society of supporters of Ukrainian literature, science and crafts»). The members of the Society provided financial and moral support to young artists, thereby facilitating the dissemination of their work to a wider audience. Also, supporters of literature, science and crafts collected folklore, researched ethnography and ethnology, concluded regional intelligence and produced numerous scientific and popular scientific publications (Yanyshyn, 2018).

However, Ukrainian students held the conviction that the most crucial aspect of their endeavor should be the establishment of an educational and scientific center for Ukrainians. Archival materials indicate that the actions of the struggle for their own university were planned by student societies not only in the 1920s, but also in the period preceding the war. They proposed to gather for meetings and publish a press. When peaceful methods of achieving the goal were unsuccessful, the students initiated a boycott campaign (Appeal of student organizations, 1902–1914, p. 17–21).

The intellectual community held disparate opinions regarding the establishment and operation of higher education for Ukrainian students. For instance, the perspectives of M. Hrushevsky and O. Kolessa diverged. The historian posited that the university should be publicly accessible and open, without restrictions on the education of applicants and the involvement of a wide range of specialists. O. Kolessa was attracted to the European standards of higher education, academic freedom, and clear requirements for entrants and present teachers of scientific degrees and titles (Korzh-Usenko, Sydorenko, & Dovhopolova, 2021, p. 301). The objective of these discussions was to create a scientific environment for Ukrainian students to pursue higher education.

Members of the Shevchenko Scientific Society who collaborated with Ukrainian students and advocated for the educational process in Ukrainian language and the establishment of the educational and scientific center of Ukrainian and have been instrumental in establishing the Ukrainian University (Melnyk & Kachmar, 2023).

A. Sheptytskyi also discussed the significance of educating Ukrainian students and young people through educational institutions and organizations that would foster the growth of national consciousness and patriotism. The Metropolitan underscored the necessity for an independent state to possess its own educational institutions, including a Ukrainian University, a Ukrainian curriculum, and textbooks and handouts. Furthermore, he emphasized the importance of fostering a conscious citizenry through the establishment of museums and scientific centers.

The Metropolitan expressed his support for and shared the desire of students to learn. In his pastoral instructions, he emphasized that no wealth can replace the knowledge and wisdom that a person has. A. Sheptytskyi posited that knowledge, skills, and wisdom are intrinsic to the human condition. He also underscored the necessity for the establishment of a Ukrainian high school, citing the longstanding

tradition of Ukrainian intellectualism and the apt designation of this trait as a «valuable sign of our people» (Tykhovska & Basarab, 2023, p. 119–122).

The above generalizations are corroborated by his words: «Turn your desire and willingness to what is the basis of wealth and power of the people. Let young children learn to love their land, let children learn to work on it, let future generations take over the trade and fishing, because society is always weak, which has no industry; poor society, which sells strangers...» (Kravchuk, 1999, p. 11).

A. Sheptytskyi provided support to Ukrainian students engaged in the campaign for the establishment of the Ukrainian University in a number of ways. The Metropolitan has repeatedly appealed to the government authorities to prioritize the demands of Ukrainian students to open a university: «Although the issue of establishing an independent university in Lviv has been the subject of discussion for several years [...] no tangible progress has been made to date. However, this matter, gentlemen, is of profound importance for many reasons...» (Kekosh, 2014, p. 239).

Evidence of A. Sheptytskyi's active cultural position can be found in his material support of Ukrainian schools of all degrees, the funding of cultural and scientific events, educational societies and organizations, the establishment in Lviv of the Scientific Institute of Studies and the «Akademichnyi dim» («Academic House»). The Metropolitan also provided scholarships for Ukrainian students who had emigrated to study abroad, assisted pupils of orphanages, and supported printing houses and public societies (Rybchyn, 2015, p. 43).

The Metropolitan posited that in order for a country to achieve its goal of state-building, it was necessary to investigate and understand its own history. Notably, the renowned historian M. Hrushevsky also played a pivotal role in the dissemination of knowledge on the history of Ukraine and Ukrainian studies. As indicated by the data presented by V. Telvak, the professor's lectures were attended by approximately 84% of Ukrainian students, representing the majority of the total student population and 12% of Polish students also participated (Telvek, 2023, p. 293). These figures demonstrate not only the interest in the history of the Ukrainian people, but also the widespread interest in the Ukrainian national revival among representatives of other peoples who were also engaged in the process of restoring their statehood.

Additionally, A. Sheptytskyi provided assistance to students enrolled in medical schools. He also facilitated the establishment of the «Narodna Lichnytsia» (People's Hospital) which was a charitable initiative aimed at providing free healthcare services to the impoverished population of Eastern Galicia. Ukrainian medical students had an organization known as the «Likarske tovarystvo» (Medical Society) which provided an opportunity for students to enhance their knowledge. At the end of 1911 or at the beginning of 1912, with the assistance of the Metropolitan, the students established a sanatorium for their exclusive use.

The Metropolitan also facilitated the education of Ukrainian students and the research activities of Ukrainian scientists through access to the library resources of the Studio in the Lviv Student Lavra, the book collection in the libraries of Lviv and its own archive (Kekosh, 2014, p. 239). The head of the UGCC demonstrated support for

the publishing industry. Given that almost every student society of Ukrainians in Eastern Galicia had its own publication, Andrey frequently served as their patron.

Student society the «Osvitnii hurtok» (Educational Circle), which united Ukrainian students with the objective of disseminating educational and scientific knowledge among the villagers and on weekends, held a number of events for the Ukrainian population. These events included lectures, practical work, and joint training. The curriculum included instruction in the history of Ukraine, geography, natural science, jurisprudence, and German. The courses were provided with books or support from the Metropolitan's funds.

Ukrainian student societies also played an active role in the advancement of Ukrainian science. In order to disseminate information about the Ukrainian scientific school and to familiarize the public with its achievements, the Summer Courses were organized. Some of these courses were held in 1904 by the «Tovarystvom prykhylnykiv ukrainskoi nauky, literatury ta mystetstva Halychyny» («Society of Supporters of Ukrainian Science, Literature, and Art of Galicia»).

In addition to participating in various scientific events, members of student societies joined the «Tovarystva ukrainskykh naukovykh vykladiv im. P. Mohyly» («Society of Ukrainian Scientific Presentations Named After P. Mohyla») which was established in 1909 with the objective of familiarizing the population of Eastern Galicia with the latest scientific discoveries and showcasing the contributions of Ukrainian scientists to the global scientific community. Notable Ukrainian figures such as literary critic O. Kolessa, geographer S. Rudnytsky, and mathematician V. Levytsky were active participants in the society's activities (Rohde, 2020, p. 153).

In addition to political student societies, there were also non-political student societies. One such society was «Proforus» (Professional Organization of Ukrainian Students). Its stated purpose was to spread education and scientific knowledge among the population of Galicia, Volyn lands, Northern Bukovina and Bessarabia. It later expanded its influence to Transcarpathia. The Society was comprised of a substantial number of students, with a membership exceeding two thousand (Vyzdryk, 2009, p. 119).

This is a mere fragment of the extensive array of cultural, educational, and scientific activities undertaken by Ukrainian student societies in Eastern Galicia. These include the creation of lectures, the organization of training courses, evenings of poetry and music, the publication of newspapers and magazines, the establishment of societies for economic assistance, sanatoriums, exhibitions of young artists and sculptors, the organization of the Ukrainian museum and various libraries, and, most notably, the struggle for the creation of the Ukrainian University. During the course of these events, Ukrainian student societies in Eastern Galicia were the beneficiaries of the patronage of A. Sheptytskyi.

Conclusions.

The author has demonstrated that the Ukrainian student associations of Eastern Galicia engaged in a range of activities, including national-oriented, socio-political, cultural and educational-scientific pursuits in the article. They collaborated with

political parties and representatives of the Ukrainian intelligentsia such as O. Kolessa, M. Hrushevskiy and S. Dnistrianskiy. Additionally, they participated in the fighting of the First World War, fought for the establishment of their own Ukrainian University, popularized Ukrainian education, and contributed to the development of their own scientific school. In order to achieve their objective Ukrainian student societies employed a range of methodologies, including educational initiatives, petitions, proclamations, appeals and boycotts.

In all instances of peaceful, legal and moral struggle for the establishment of their own state, the creation of the Ukrainian University and scientific achievements, Ukrainian student societies in Eastern Galicia received the support of the head of the UGCC, A. Sheptytskyi. He considered it a virtue to be a patriot of his homeland, yet he condemned violence as befitting a spiritual leader.

Concurrently, the Metropolitan denounced the discriminatory actions of the pro-government forces that targeted Ukrainian student associations, not only for their social and political activities, but also for their cultural activities, their desire to pursue education in their native language and their efforts to establish their own scientific centers. In the realm of cultural activities, Ukrainian student societies played a pivotal role in supporting the Ukrainian population of Eastern Galicia. They facilitated the dissemination of knowledge, organized leisure activities and contributed to the advancement of national-patriotic education.

An analysis of the socio-political, cultural, educational, and scientific activities of Ukrainian student societies in Eastern Galicia from the late 19th century to 1939 has revealed that students at the time were one of the most active social and active groups. Furthermore, the active support of Metropolitan A. Sheptytskyi not only gave the societies the opportunity to function and continue their activities, but also served as a moral benchmark during the everyday state-building struggle.

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Conflicts of interest.

The author declare no conflict of interest.

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Національно-культурницька та освітньо-наукова діяльність українських студентських товариств Східної Галичини (з кінця XIX ст. до 1939 р.) крізь призму співпраці з митрополитом А. Шептицьким

Анотація. Студенти Східної Галичини, майбутні науковці, інженери та культурні діячі ще з другої половини XIX ст., підтримуючи погляди української галицької інтелігенції, об'єднувались в товариства, які боролись за право здобувати освіту рідною мовою та поширювали ідею розвитку власної «національної науки». Метою дослідження є аналіз нового витка національно-орієнтованої, культурницької та освітньо-наукової діяльності українських студентських товариств Східної Галичини з кінця XIX ст. до 1939 р., який розпочався завдяки активній співпраці з митрополитом А. Шептицьким. Для аналізу історичного фактажу було використано хронологічний, історико-порівняльний, ретроспективний, міждисциплінарний методи, зокрема структурний метод. Досліджено специфіку функціонування українських студентських товариств у складних і несприятливих умовах, доведено, що

панівним напрямком їх діяльності була консолідація суспільства та реалізація національно-культурницьких прагнень українського народу, каталізація процесів в освітньо-науковій площині через активну взаємодію з А. Шептицьким. В окресленому рамками дослідження проміжку часу студенти співпрацювали з партіями різного спрямування, брали участь у бойових діях Першої світової війни, боролися за створення Українського Університету як осередку вищої освіти та при ньому української наукової школи. За відсутності можливостей та цілком власної наукової установи студентські товариства здійснювали свої прикладні, фундаментальні, пошукові та методичні наукові дослідження під час участі у літніх школах, застосовуючи їх результати при випусках студентської періодики, виступах на студентських з'їздах та студіях, які здебільшого організовувались й підтримувались інтелігенцією, зокрема, А. Шептицьким. Для досягнення мети українські студентські товариства використовували цілий спектр методів від написання наукових розвідок та прокламацій до бойкотів. А бачення ідеї державотворення об'єднували українських студентів з відомими громадськими й духовними діячами, науковцями та митцями Східної Галичини.

Ключові слова: Східна Галичина; українське студентське товариство; «Академічна громада»; науково-освітні заходи; Український Університет; інтелігенція; А. Шептицький

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