

HIGHER EDUCATION OF UKRAINIAN YOUTH IN THE CONTENT OF THE ACTIVITIES OF THE REPRESENTATIVES OF EASTERN GALICIA IN THE AUSTRIAN PARLIAMENT LATE 19TH – EARLY 20TH CENTURIES

The article reveals the reasons for clarifying the issue of higher education of Ukrainian youth, the peculiarities and ways of its realisation at the regional (Eastern Galicia) and state (Austrian) levels in the late 19th – early 20th centuries. The views of Ukrainian teachers, cultural, educational, public and political figures elected to the Austrian State Council in 1880-1900 on the ways of solving the problem of higher education in Eastern Galicia are analysed. The author focuses on the content, methods and forms of activities of Ukrainian parliamentarians and prominent representatives of the national socio-cultural progress of the region in the field of defending the idea of a native university.

Under the influence of the national cultural and educational progress of the last third of the 19th century the problems of native primary and secondary education are in the field of view of Ukrainian parliamentarians.

Realizing that Ukrainian higher studies are impossible without expanding the network of native educational institutions of lower level, the representatives of Eastern Galicia in elected state institutions of the late nineteenth century emphasized the national, political and social significance of teaching children and youth in their "mother tongue". The access of Ukrainian youth to higher education was limited not only by the unsatisfactory state of native schools in the region, but also by the limited opportunities for obtaining it. At the end of the 19th century the amount of Ukrainian students in Polish-speaking "high" schools in Eastern Galicia (polytechnic, forest, trade, veterinary in Lviv, agricultural academy in Dubliany), ranged from 0.5 to 8 percent of their total number.

Galician youth could receive university education in educational institutions of this type on non-Ukrainian territories of Austria-Hungary: in Vienna, Graz, Innsbruck, Krakow, Prague, and on the actual ethnic lands – in Lviv and Chernivtsi universities. At the same time, in 1880, Ukrainians were the only people in the Habsburg Empire who did not have a national university. This violated their constitutional rights,

proclaimed in the basic Austrian law of 1867 on the possibility of obtaining education in their native language.

The demands of the Galician Ukrainians in the field of higher education initially concerned the establishment of new Ukrainian departments at Lviv University, primarily the Department of Ukrainian History (the Department of Ukrainian Language and Literature was established there in 1849), the use of the Ukrainian language and the restoration of its medical faculty, closed in 1874.

The final transformation of these "desires" of young people in the struggle for Ukrainian university took place due to the active involvement in this process certain socio-political and cultural-educational figures of the region, elected to the State Council in the last decade of the 20th century, especially in 1907 and 1911. O. Barvinsky and D. Tanyachkevych were among the parliamentarians who consistently and tirelessly defended the rights of Ukrainians to national university studies at the parliament at the turn of the 19th and 20th centuries.

Since the beginning of the twentieth century, the activities of the representatives of the Ukrainian community in Eastern Galicia in the State Council on native language studies of Ukrainian youth gained a clear political colouring, and the case of Ukrainian university went beyond the needs of Galicians. Its intensification was caused by the secession of more than 400 Ukrainian students of Lviv University (late 1901 - mid-1902), caused by the reaction of its Senate to their demands to ensure the equality of the Ukrainian language in university "government". Despite the ambiguity of the assessment of the relocation of Ukrainian students abroad (to the Universities of Vienna, Krakow, Prague), the secession contributed to the formation of a positive opinion in Ukrainian and non-Ukrainian circles about the establishment of a separate national university.

The contribution of professors of the University of Lviv (since 1907 - members of the Chamber of Ambassadors of the Austrian State Council) a famous lawyer of Eastern Galicia Stanislav Dnistriansky (1870-1935) and a prominent linguist and literary historian Alexander Kolessa (1867-1945) was significant in the context of the evolution of Ambassadors-Ukrainians on the problems of Ukrainian higher education.

It contained a clear, demanding program for solving this problem, which provided: establishment of an independent Ukrainian university in Lviv, initially as part of the theological, legal and philosophical faculties, in which the "governmental, teaching and examination" language was only Ukrainian; admission to office work at the university only those people who knew the Ukrainian language; formation of a separate board from among the professors, associate professors and Ukrainian teachers of Lviv University for solving the problems of Ukrainian higher studies; invitations of Ukrainian teachers from other universities to work at Ukrainian departments; involvement of "examination commissioners" in the state examination commissions, who belong to the "teaching staff" of the Ukrainian university.

The study showed that solving the problems of higher education of Ukrainian youth was a priority for the representatives of Eastern Galicia in the Austrian Parliament. It was determined by socio-economic, political and cultural-educational factors, and in the late 19th – early 20th centuries it was most clearly defined in the content, methods and forms of work of the parliamentarians O. Barvinsky, S. Dnistriansky, O. Kolessa, K. Levitsky, Yu. Romanchuk, D. Taniachkevych and others.

The First World War prevented the realisation of the long-standing dream of Ukrainians to establish a separate native higher education institution within the Austro-Hungarian Empire. However, the competition for its implementation proved to be an important factor in consolidating various segments of Ukrainian society, reflecting the evolution of the views of its prominent representatives on the role of university education in the cultural and educational progress of the Ukrainian people to achieve the highest national ideal - their own statehood.