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ON THE PROBLEMS OF UKRAINISATION OF EDUCATION IN 1917 IN KHARKIV

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Abstract. The article examines the activities of the Central Rada (Central Council) of Ukraine and the Kharkiv Governorate Ukrainian Council regarding the problems of Ukrainisation of education in 1917, which involved a range of measures aimed at introducing the Ukrainian language into the educational process in schools, training Ukrainian personnel to work in educational institutions, publishing Ukrainian textbooks, opening Ukrainian departments in higher education institutions and training teachers.

Keywords: Central Rada (Central Council) of Ukraine, General Secretariat of Public Education, Ukrainisation of education, All-Ukrainian Teachers' Congresses, Kharkiv Gubernia Ukrainian Council.

Introduction. One of the most important tasks during the Ukrainian National Democratic Revolution was the creation of a national system of school education through its Ukrainisation, which involved a wide range of measures – from introducing the Ukrainian language into the educational process, training Ukrainian personnel for work in educational institutions and publishing Ukrainian textbooks to opening Ukrainian departments in higher education institutions, creating public libraries and

teacher training. Most of these measures were taken at the initiative of teachers' congresses and implemented through the creation of the General Secretariat of Public Education, which aimed to establish a national school in all regions of Ukraine, including the Kharkiv region.

This experience remains important for understanding educational and state-building processes in Ukraine now, when the society must foster national resilience among the younger generation. It serves as an example of how a national educational program began to be implemented at the state level, when the Central Rada of Ukraine first formulated the principles on which education should be national in content, native in language and democratic in form. Today, this is the core of educational reforms aimed at ensuring the Ukrainian-centricity of the educational process in our country.

The purpose of the study. The purpose of this study is to analyse the activities the Central Rada (Central Council) of Ukraine and the Kharkiv Governorate Ukrainian Council regarding the process of Ukrainisation of education in 1917, which involved a set of measures intended to establish a national school in all regions of Ukraine, including the Kharkiv region.

Materials and methods. The paper employs problem-chronological, comparative-historical, system-structural and descriptive methods.

Results and discussion. The issue of Ukrainisation of education during the National Democratic Revolution remains one of the significant problems of domestic historiography. The works of Ukrainian historians such as L. Berezovska, A. Kudlai, E. Melnyk [1, 2, 3] reflected the directions of work of the Ministry of Public Education and its individual departments. A monograph by Yu. V. Teliachyi, a dissertation by A. M. Borovyk, and an article by O. Zubatii and D. Riashchenko [4, 5, 6] are devoted to the coverage of historical patterns, the organisational foundations of school reform and analysis of the essence of the new educational policy. Particular attention should be paid to the research of V. Sheiko, T. Shevchuk [7, 8] on the development of culture and the role and place of the Ukrainian intelligentsia in the key period of Ukrainian history – it was in 1917 that D. O. Tsepkov [9] devoted his work to the Ukrainianisation of schools in the Kharkiv region during the period of the Central Rada of Ukraine.

However, despite the large number of scholarly works on this topic, some issues, particularly the Ukrainisation of education in 1917 in certain regions and cities of Ukraine, require further study.

The February Revolution of 1917 gave impetus to global changes in the social life of Ukraine, including in the educational sphere. Immediately after its establishment, the Central Rada of Ukraine began large-scale work on developing the Ukrainian education system – from primary to higher levels. It not only presented a request to the Provisional Government for the Ukrainisation of schools, but also independently began to organise this process. The initiative came from public organisations, such as, for example, the School Education Society. With the direct participation of members of this society and leading public figures, the first Ukrainian gymnasium named after T. Shevchenko was opened in Kyiv on March 18, 1917. As it was not possible to receive government funding, the gymnasiums and schools that began to be established were maintained at the expense of wealthy citizens and civil societies.

By the autumn of 1917, the General Secretariat of Educational Affairs had given permission for the opening of 53 Ukrainian secondary schools: 18 in Kyiv region, 16 in Poltava region, 5 gymnasiums and 1 real school in Podillia, 1 in Chernihiv region, 2 in Katerynoslav region, 5 in Kherson region, and 2 in Volyn region. In addition, gymnasiums were opened in Kharkiv, Katerynodar, the village of Dmitrivtsi near Taganrog and in Rostov-on-Don [5, p. 32].

Two All-Ukrainian Teachers' Congresses were of exceptional importance for the Ukrainisation of the educational process, and their decisions became a catalyst for educational reforms at the local level. The first congress took place on 5–6 April 1917, attended by about 500 delegates. Resolutions were adopted that determined the ways of implementing the Ukrainisation of schools. Thus, the congress adopted resolutions on the complete Ukrainisation of primary education; the mandatory introduction of teaching the Ukrainian language, literature, history and geography in secondary schools; the establishment of Ukrainian departments in higher education; the establishment of Ukrainian public libraries; the return of artistic and historical values to Ukraine; the creation of national archives and museums, etc. The congress appealed

to the Central Rada of Ukraine with a proposal to form an All-Ukrainian School Council to oversee the activities of school districts and their curators from the Provisional Government.

One of the conditions for implementing plans for the Ukrainisation of schools was the publication of school textbooks and methodological literature in Ukrainian. The transition to teaching in Ukrainian in all secondary schools was planned to be completed within two years. Where circumstances required, the creation of parallel Ukrainian and Russian classes was also envisaged. A separate programme for the Ukrainisation of schools was not adopted at the first teachers' congress; only its main directions were determined. In the summer of 1917, the activities of the General Secretariat of Education were aimed at implementing the decisions of the First All-Ukrainian Teachers' Congress. The main focus was the Ukrainisation of primary schools, the preparation of relevant textbooks and teachers, and petitions for the release of teachers from military service. At the same time, work was underway on a plan to create a unified school, which was then submitted for consideration to the Second All-Ukrainian Pedagogical Congress [1, p. 36]. From 1 September 1917, primary schools were planned to be taught in Ukrainian, and for secondary schools, teachers' institutes, and seminaries, it was specified that they would be Ukrainianised "in accordance with the requirements of the first All-Ukrainian Teachers' Congress." After the congress, a commission on Ukrainian studies was established at the General Secretariat of Education, which developed new curricula for the Ukrainian language, literature, history, and geography of Ukraine.

The Second All-Ukrainian Congress of Teachers, held on 10–12 August 1917, was attended by almost 700 delegates. The congress adopted resolutions on "Organisation of a new school", "School administration", "Teacher education", "Textbooks and programmes", "Higher school", and "Organisation of education". A separate resolution, "Ukrainisation of the school", was also adopted. It stated that "the Ukrainisation of all types of schools, both primary and secondary, should be carried out "in accordance with the requirements of pedagogy." From 1 September 1917, in lower primary schools, education in all classes was to be conducted in Ukrainian, and

as for higher primary and secondary schools, as well as teachers' institutes and seminaries, it was specified that they would be Ukrainianised "in accordance with the requirements of the first All-Ukrainian Teachers' Congress" [5, p. 31].

All decisions of the congress were made after detailed discussion and became an action programme for the General Secretariat of Education, which was formed in the period between these two congresses. However, the success of the initiative depended on whether these decisions would be supported at the local level by individual teachers, pedagogical teams, and the public. In fact, the decisions of the congresses were ambiguously implemented at the grassroots level. The events that unfolded in Kharkiv were indeed noteworthy.

On 3 March 1917, a Ukrainian rally was held in Kharkiv, at which it was decided to convene a Ukrainian general meeting [April 10, 1]. The meeting elected an organising committee tasked with establishing new Ukrainian organisations and convening the First Gubernial Ukrainian Congress. The committee included writers H. Khotkevych and O. Syniavskiyi, Professor S. Tymoshenko, students M. Plevako and T. Oleksiuk, among others.

The committee sent its representatives to the congresses held in Kharkiv: small cooperators, zemstvo employees, teachers, and others. Among other matters, it was involved in establishing the "Prosvita" society in Kharkiv (for which a commission was elected) and organising school affairs [10, 12 April 1917].

The activities of the organising committee indicate that this was the first gubernial Ukrainian body to consider itself a representative of the Central Rada and to address the full range of issues facing the Ukrainian movement at that time.

On April 16, 1917, the organising committee held the first gubernial Ukrainian congress. All Ukrainian organisations of Sloboda Ukraine were represented: delegates from the army, teachers, peasants, workers, volost and district public committees, zemstvo administrations, Prosvita, cooperatives, Ukrainian political parties, and trade union organisations. Reports from the organising committee and reports on the resolutions of the Ukrainian National Congress in Kyiv were presented.

On April 17, the committee held its first meeting. S. Tymoshenko was elected

Chairman, with Y. Dovbyshchenko and O. Syniavskiy elected as Deputy Heads. Notably, among the numerous newly established commissions – financial, control and audit, campaigning, editorial and publishing, organisational and administrative, economic and agronomic, manifestation, and legal – a distinct role was given to the school and educational commissions. This demonstrated that the Rada sought to address the most important aspects of city life, including Ukrainisation.

On June 11, 1917, a congress of the Kharkiv Gubernia Ukrainian Council was held, attended by 48 people. The activities of the committee were discussed and recognised as relevant to the tasks of the Central Rada and the current situation. Additionally, the activities of the school and educational and campaigning commissions were also considered.

The period of activity of the Kharkiv Gubernia Ukrainian Council in the spring and summer of 1917 was marked by organisational strengthening, attempts to establish organisations in volosts and districts, and efforts to unite the Ukrainian forces of the city and governorate. In addition to organisational development, it was actively involved in educational activities, the organisation of school affairs, and campaigning among the population. In this regard, it acted in accordance with Ukrainian general democratic demands.

The democratisation of public life led to the rise of the Ukrainian movement in the city. Representatives of the Ukrainian segment of the population criticised the work of the city Duma in the press. Their main reason for speaking out was dissatisfaction with the fact that Ukrainian organisations in the city were allocated only one seat in the Duma. However, it was at this time that the Duma began to address the first Ukrainian issues that arose in post-revolutionary Kharkiv: the opening of a primary public school with Ukrainian as the language of instruction in autumn 1917, the organisation of Ukrainian studies courses for teachers of city primary public schools, the provision of funds for the purchase of Ukrainian textbooks, and so on. In the city Duma's supplementary budget for 1917, totalling 7,608,660 roubles 49 kopecks for public education, 54,000 roubles were allocated for the purchase of Ukrainian textbooks,

various loans to educational institutions, and the maintenance of summer children's institutions.

On 15 April 15, 1917, the First Pedagogical Congress of the Kharkiv region, convened by the Kharkiv Organising Committee, was held. Representatives of almost all district zemstvos attended. Speakers dwelt on various issues: on the training of teachers, who should have a good knowledge of the Ukrainian language; on the organisation of Ukrainian studies courses; and on the teaching of disciplines such as the history of Ukraine and the history of literature. Professor M. F. Sumtsov (he was the first to lecture in Ukrainian at Kharkiv University since 1906) focused on the problems of secondary schools, which, in his opinion, was even worse than those of primary schools, as there were no textbooks at all. Sumtsov M. F. advised that Ukrainization in secondary schools should be approached "very carefully... in high school it is necessary to immediately introduce the teaching of Ukrainian studies, not to stop even from teaching them in the Moscow language" [10, 29 April 1917]. He also proposed establishing departments of Ukrainian studies in all universities.

The congress also discussed the problems of out-of-school education. The Teacher Organising Committee was elected, with the aim of uniting the Ukrainian teaching staff of Slobozhanshchyna and preparing for the Second Congress, which would form the "organisation of teaching itself" [10, 29 April 1917].

The congress was welcomed by Mayor D. Bagalii, by Sokolovskyi from the Ukrainian Socialist Revolutionary Party, by Polozhuk representing Ukrainian students, and by Tkachenko from the Kharkiv teachers.

In the resolution adopted by the Ukrainian Pedagogical Congress of Slobozhanshchyna, it was stated that the congress recognises the need for public schools in Slobozhanshchyna to be Ukrainian, with ensuring rights for national minorities; primary schools should become Ukrainian from autumn 1917; the Russian language should be introduced from the third year of study; a committee was to be established to review Ukrainian textbooks. Funding for printing textbooks was to be provided by the zemstvo and city authorities, so that by autumn 1917, schools would have Ukrainian textbooks. For teacher training, the zemstvo and city authorities were

also to organise Ukrainian studies courses in summer 1917. Future teachers should also be trained in Ukrainian. Resolutions were also adopted regarding secondary schools: "The school should be unified, and where possible, instruction should be in Ukrainian, with Ukrainian studies being mandatory. The Ukrainisation of secondary schools should be gradual, but should be completed as quickly as possible. The rights of national minorities must be ensured." "As for higher education, in accordance with the decisions of the Pedagogical Congress in Kyiv, it is necessary to immediately create parallel departments in higher educational institutions of Kharkiv with Ukrainian as the language of instruction for all disciplines, if possible" [10, 29 April 1917]. Also at the congress, an organising committee was elected to unite Ukrainian teachers into a trade union.

A month later, in May 1917, the Second Congress of Secondary School Teachers of the Kharkiv Educational District was held in Kharkiv. Unfortunately, the issues addressed by the First All-Ukrainian Congress of Teachers regarding the Ukrainisation of schools were not discussed. All the efforts of the congress delegates were directed towards forming a professional union of teachers as one of the branches of the All-Russian union and addressing problems of a material nature [3, p. 32].

Thus, in Kharkiv, there were two opposing positions among teachers regarding the Ukrainisation of schools. One group supported the process, while the other ignored the decisions of the All-Ukrainian Congresses and was hostile towards it. Subsequently, the General School Council under the General Secretariat of Education, and later under the Ministry of Education, played an important role in the development of the reform. Teachers, members of the Ukrainian Central Council, and representatives of the school community were invited to participate in it. At its meetings, current issues were discussed and important bills for the development of education were drafted: the charter of the school council, the project for education management, the draft law on the autonomy of secondary schools, the temporary draft law on the functions of pedagogical councils in secondary schools, the draft law on the abolition of the governing bodies of former church schools, and the instructions to

commissioners for public education [1, p. 36]. However, it was difficult to implement these tasks in Kharkiv due to the escalating national crisis in the autumn of 1917.

Conclusions. Despite the difficult circumstances, the achievements of the Central Rada of Ukraine in the field of the Ukrainisation of education were undeniable. Despite the economic instability, the revolutionary processes, the war, the limited resources, and the support of conservative forces, its activities were sustained locally, as evidenced by the work of the Kharkiv Gubernia Ukrainian Council and the local Ukrainian community in creating school and educational commissions, organising pedagogical congresses, opening courses in Ukrainian studies and the Ukrainian language for teachers, and financing the purchase of Ukrainian textbooks. The experience of this work is invaluable today, when, through educational processes in Ukraine, society should foster national resilience in the younger generation.

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