



## Academic schools and social movements of Lviv University at the beginning of the XX century: The historical discoveries

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**Abstract.** The relevance of the research topic lies in the importance of understanding the historical context in which scientific schools and social movements of the Lviv University were formed at the beginning of the 20th century, which will contribute to a better understanding of contemporary scientific and socio-cultural processes and will also facilitate the discovery of new perspectives in the study of the history of the university environment and its impact on society. The aim of the study is to systematize and analyze historical events and processes related to the development of education and science in Lviv at the beginning of the XX century in order to understand their impact on the modern socio-cultural environment. During the work, methods of archival research were used to analyze documents containing information about the university's activities, and historiographic analysis to review and study scientific works and sources related to its role in the socio-cultural context. As a result of the study, the role of the Lviv National University at the beginning of the XX century in the modernization of the educational and scientific sphere of Galicia was established through archival research of archival documents containing information about the university's activities, its founders, administration, educational process, student life, as well as through historiographic analysis of scientific works and sources related to its role in the socio-cultural context; the influence of the university environment on the socio-political life of the region and student initiatives was analyzed; the ideas of creating a separate Ukrainian university as an important step in national self-identification and the development of education in Galicia were generalized. The results of the study can be used to create historical narratives, document the development of education and science in the region, as well as to preserve and study cultural heritage

**Keywords:** natural sciences; social sciences; university environment; academic sphere; Galicia; socio-cultural context; Ukrainian university in Lviv

### Introduction

In the 21<sup>st</sup> century, during a period of rapid globalisation and constant societal changes, the role of universities as centres of education, science, and culture becomes particularly significant. The modern world demands from educational institutions not only to provide high-quality education but also to actively participate in addressing complex societal issues and developing the intellectual

potential of society. In this aspect, the study of the history and development of Lviv University at the beginning of the 20<sup>th</sup> century becomes especially relevant, considering its contribution to the development of scientific schools, cultural movements, and the formation of national identity. The research aims to reveal the key aspects and significance of the university environment on

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the threshold of societal and educational modernisation. By examining the historical context and the influence of university initiatives on public life, this article aims to elucidate the importance of the past for contemporary developments in education and science.

Researchers' attention has always been drawn to Lviv University, and recent studies represent new steps towards understanding its history, to some extent complementing and expanding previous works. V. Kachmar (2021), while investigating Lviv University at the turn of the 19<sup>th</sup> and 20<sup>th</sup> centuries, emphasises that the modern Lviv University, although dedicated to European values, still retains a Ukrainian spirit. No other university in Ukraine has passed through so many centuries, not only adopting universal scientific approaches and achievements but also contributing to the national idea. No other university has had such an impact on the formation of an independent and democratic Ukraine as Lviv University.

M. Hnatiuk (2020) explored theoretical and methodological searches in literary studies by Lviv University scholars from the establishment of the Russian Literature Department in 1848. The theoretical and literary studies by Lviv philologists contributed to the understanding of European theoretical achievements not only in Galicia but throughout Ukraine. The analysis of higher education in Eastern Galicia at the end of the 19<sup>th</sup> and beginning of the 20<sup>th</sup> centuries by Z. Nahachevska (2021) indicates that the contemporary Ukrainian youth and representatives of the socio-political elite showed significant interest in higher education and actively worked at the regional and state levels to address issues in this sphere, highlighting the importance and relevance of educational matters in Ukrainian society at that time. O. Sukhyy's study (2013) reveals key political and socio-cultural dynamics at Lviv University at the turn of the 19<sup>th</sup> and 20<sup>th</sup> centuries. The author emphasises that the struggle for a national school, particularly for a Ukrainian university in Lviv, not only reflected the national-political situation in Galicia but also determined further prospects for the Ukrainian national movement. Additionally, the research underscores Lviv's importance as a centre that accumulated and defined socio-political processes in the region, particularly in the fields of education and culture, which influenced the political climate in the city.

An invaluable scholarly work is L. Zashkilnyak's study (2015), which systematises and analyses the long history of Lviv University, considering it in the context of three significant stages of socio-political, cultural development, and the evolution of historical thought and historiography. These stages reflect important trends and preferences in thought that emerged in Central and Eastern Europe during that period, including the influence of Enlightenment, Romanticism, and Positivism on society and science. Such analysis allows for a better understanding of the university's role in shaping and developing historical consciousness and knowledge about

Ukraine during this period. The history of ethnographic disciplines at Lviv University over a significant period from the late 18<sup>th</sup> to the first half of the 20<sup>th</sup> century was conducted by R. Tarnavsky (2017). Special attention was paid to the scientific achievements and lives of prominent scholars who played a key role in the development of ethnology, anthropology, and folklore studies at the university. The research holds significant importance for further understanding the development of academic disciplines at Lviv University and their impact on Ukrainian and global science.

Such studies are crucial for understanding the history and development of Lviv University, as well as its influence on Ukrainian society and science. They help identify key moments and trends in the evolution of the educational institution, including its contribution to the national movement, scientific research, and cultural development. The authors focus on the university's role in shaping historical consciousness, educational standards, and ideologies that defined the development of Ukraine and Central Europe during the 19<sup>th</sup> and 20<sup>th</sup> centuries. Such research creates a basis for further studies and contributes to a deeper understanding of the historical, cultural, and scientific aspects of university activities. The research aims to reveal the historical context and investigate the scientific schools and social movements that emerged at Lviv University at the beginning of the 20<sup>th</sup> century through the analysis of archival materials. The choice of research methodology involved determining a system of methods and approaches used for data collection, analysis, and interpretation within the framework of the specific study. The selected methodology determines the quality and reliability of the results obtained, so it is chosen considering previous research, historiographical analysis, and existing approaches to data analysis. The use of a comprehensive methodological approach, which included the analysis of scientific sources and the involvement of various information resources, allowed for a detailed examination of the problem, stimulating the expansion of understanding and the identification of new aspects of the topic.

#### ■ Lviv University at the beginning of the XX century: Political, social, and academic transformations

At the beginning of the 20<sup>th</sup> century, Lviv and Lviv University continued to experience intense political and social changes, marked by a vigorous strengthening of national aspirations among all ethnic groups, particularly among the Polish and Ukrainian communities in Galicia. Being the capital of Galicia, Lviv not only concentrated social and political processes and their changes but also often defined their general character for the entire country. The city's political landscape was predominantly shaped by unresolved national and social conflicts. The duties of the capital, namely the integration of various interests and preferences of its residents, intensified

political diversity and transformed Lviv into a place of contrasts, constant tension, and emotional outbursts.

According to the research by V. Kachmar (2021), at the beginning of the 20<sup>th</sup> century, the number of faculty members at Lviv University continued to grow, reaching 169 individuals in the academic year 1913/1914, including 83 professors, four honorary professors, 66 private lecturers, and 16 assistants and lecturers. The largest number of teachers was concentrated at the philosophical faculty. Additionally, there were about 70 assistants working at the university. Therefore, it can be concluded that at the beginning of the 20<sup>th</sup> century, Lviv University grew both in terms of the number of faculty members and the variety of specialists. The philosophical faculty had the largest number of teachers, and there was also a significant number of assistants, indicating the university's broad academic potential during that period. During this period, the university actively expanded its material and technical base. In 1905, a new building of the university scientific library, now located at 5 Dragomanov Street, was put into operation, becoming a significant scientific centre.

The educational process also underwent changes. The philosophical faculty became an independent educational unit with the possibility of preparing graduates for teaching in secondary schools. The development of philosophy at the university was closely related to the activities of Professor Kazimierz Twardowski, whose lecture in 1895 is associated with the beginning of the Lviv-Warsaw philosophical school (Barwinski, 1912). The Polish Philosophical Society, founded on February 12, 1904, the anniversary of Immanuel Kant's death, became the basis for the organisational structure of the Lviv-Warsaw philosophical school. This step aimed to strengthen and expand scientific connections among the academic community, thereby promoting active knowledge and experience exchange among scholars (Kachmar, 1999; Sukhy, 2013).

Kazimierz Twardowski made a significant contribution to the development of philosophy at the philosophical faculty of Lviv University by organising regular seminars on philosophy and creating a large library for students. His students, including Jan Łukasiewicz, Władysław Witwicki, Stanisław Leśniewski, and Kazimierz Ajdukiewicz, became well-known philosophers, psychologists, and logicians, most of whom focused on logic-philosophical issues. Among the professor-philosophers, Alexander Rączkowski stood out, researching the works of John Stuart Mill and Benedict Spinoza. In 1911, Mr. Twardowski, as the unwavering head of the Polish Philosophical Society, initiated the publication of the journal "Ruch Filozoficzny", which became important for the scientific community (Sulym, 2011).

Y. Isayevych *et al.* (2007) note that significant changes in the infrastructure and nature of education at the university occurred at the end of the 19<sup>th</sup> and the beginning of the 20<sup>th</sup> centuries, when new buildings were

constructed for the chemical, geological-mineralogical, pharmaceutical, and physical institutes, as well as for the medical faculty and the university scientific library. The philosophical faculty underwent reforms, becoming an independent educational unit with graduates who had the right to teach in secondary schools and accumulated significant scientific potential. Such changes undoubtedly contributed to the university's development and the enhancement of its scientific potential. The beginning of the 20<sup>th</sup> century at Lviv University marked a new stage in the development of pedagogical education. In 1907, thanks to the initiative of Bolesław Mankowski, the Pedagogical Seminar was founded within the philosophical faculty. This event made a significant contribution to the training of future teachers, providing a more practical direction to the education process. Despite not having its own pedagogy department, the seminar provided a new impetus for the development of teacher education at the university. The autonomy of this unit covered a wide range of aspects – from organisational and financial to programmatic, scientific, and personnel issues – significantly reducing the dependence of pedagogical courses on the university administration. This innovation contributed to the improvement of the quality and content of education in the fields of pedagogy, didactics, and upbringing.

In the first decades of the 20<sup>th</sup> century, the Department of Slavic Philology at Lviv University, established in the late 19<sup>th</sup> century, continued to increase its activity and influence. The head of the department, Professor Antoni Kalina, continued to focus on the comprehensive study of Slavic languages and cultures, as well as on the development of ethnography in Galicia. The Ethnographic Society he created became a prominent scientific centre, where such distinguished scholars as Jan Baudouin de Courtenay and Ivan Franko worked, making a significant contribution to the development of Slavic studies. The journal "Lud", published under the auspices of the society, remained an important source for researchers in Slavic philology and ethnography, retaining its role as a leading scientific publication in the new century. At the beginning of the 20<sup>th</sup> century, the tradition of studying Eastern languages at Lviv University received a new impetus thanks to the activities of the prominent Semitologist Mojżesz Schorr. He initiated the systematic teaching of Semitic languages such as Arabic, Hebrew, Aramaic, and Assyrian-Babylonian, significantly expanding the linguistic horizons of students and teachers. During this period, Sanskrit and Old Armenian were also introduced, further enriching the philological education at the university. The tradition of studying Eastern languages, laid down in the previous century, continued to develop in the 1920s and 1930s, confirming Lviv University's reputation as an important centre for linguistic research in Europe (Sulym, 2011).

In the 20<sup>th</sup> century, the Lviv historical school continued its development, deepening research in areas such

as legal and institutional history, literary studies, ethnography, and many others. Scholars who distinguished themselves during this period continued the traditions of their predecessors, enriching historical science with new methodological approaches and perspectives. Special attention was paid to studying the interaction of different cultures and civilizations, making the Lviv historical school a prominent centre of historical research in Europe. In the context of Ukrainian national history, significant contributions were made by Mykhailo Hrushevskyi. He made a revolutionary proposition in historiography at the end of the 19<sup>th</sup> and beginning of the 20<sup>th</sup> centuries, focusing on the study of the history of the people rather than the state, thereby creating a "place" for Ukrainian history and separating it, in particular, from Russian history. M. Hrushevskyi first outlined this approach in his reviews at the end of the 19<sup>th</sup> century and in a scholarly report in Lausanne (Paris) in 1903, as well as in his work "The Usual Scheme of 'Rus' History" and the book "Essays on the History of the Ukrainian People" in 1904. M. Hrushevskyi worked at Lviv University in 1894/1913, making an important contribution to the development of Ukrainian historical science (Zashkilnyak, 1999).

In the twentieth century, Polish historiography continued to consider history from a national-patriotic perspective, focusing on the rights of nations to self-determination. Notable is the analysis of reviews of the works of A. Petrushevych, where Polish and Ukrainian historians found common ground in criticising the lack of systematisation and professionalism in his works. Also, in this context, there is criticism of the author's specific language. This indicates a search for objectivity and professionalism in historical research aimed at distinguishing the Polish historical narrative from other national narratives, particularly the Russian one, while emphasising the uniqueness of the Ukrainian historical heritage.

### ■ The dynamics of scientific and educational processes at Lviv University at the beginning of the XX century

At the beginning of the 20<sup>th</sup> century, both Polish and Ukrainian historical science observed a tendency to harmonise scientific and theoretical standards between the two academic communities. Both sides were focused on supporting objectivity and scientific accuracy in historical research, striving to ensure unbiased study of history. In addition to historical research, the humanitarian environment of Lviv University was enriched by a powerful philological school, which, like historians, was united in the Literary Society named after Adam Mickiewicz. Founded in 1886, similar to its historical counterpart, this society, mostly composed of professors from Lviv University, played a key role in the development of philological research and the support of literary heritage. In 1911, the university acquired a new plot on the eastern outskirts of the city, the former estate of Ignacy Centre (now Cheremshyna Street, 44), with the aim of creating

a garden-museum of Galician flora. The diversity of the terrain allowed for the artificial reproduction of the natural vegetation of the region.

At the turn of the 20<sup>th</sup> century, despite the fact that the medical faculty of Lviv University had the highest growth rate of students among secular faculties, the share of medical students remained the smallest compared to other Austrian universities. A college was established at the medical faculty, making it the only place for medical personnel training in Galicia. The student body of the faculty was divided into regular and extraordinary students, with no free listeners. Initially, only men were admitted to the medical faculty, but according to the decree of the Ministry of Education dated September 3, 1900, women were also allowed to study in Lviv. Since 1905, foreign students have appeared at the medical faculty, including Poles from the Russian Empire who avoided studying in Russian schools. Their number during the period from 1905 to 1914 reached 124 people (Hulevich, 1960). By the beginning of the First World War, the medical faculty became a key centre for training medical personnel in the state, and the scientific achievements of its professors were recognised in leading European scientific journals.

As noted by O. Arkush (1999), Lviv University during this period grew into an important educational and scientific centre, which, along with Jagiellonian University in Krakow, formed a unique intellectual environment in Galicia. The Lviv scientific school boasted recognition in the form of honorary titles *honoris causa*, which the university senate awarded to prominent scholars and cultural figures, including Jozef Kraszewski, Marie Curie-Skłodowska, and Henryk Sienkiewicz. A significant achievement in the educational and scientific work of Lviv University was the celebration in 1911 of the 250th anniversary since its founding by King Jan Kazimierz on January 20, 1661. This event was symbolically commemorated by paying tribute to the university professors, including M. Smoluchowski, K. Twardowski, and Jan Boloż Antoniewicz. The anniversary was also marked by special publications reflecting the achievements of scholars.

At the turn of the 20<sup>th</sup> century in Galicia, the national conflict between Poles and Ukrainians intensified, which influenced changes at Lviv University related to Ukrainian efforts to establish their own national institution of higher education. Western historian Viktor Leyn points to a discussion between Polish and Ukrainian historians regarding the founding date of the university: the Polish side sees the beginning of the university's history in a privilege issued by King Jan Kazimierz in 1661, while Ukrainian historians, with certain differences in views, especially during Soviet times, consider the university to have been opened in 1784 by the decree of Austrian Emperor Joseph II, denying any connection with previous educational institutions prior to the dissolution of the Jesuit order in 1773 (Zashkilnyak & Serzenga, 2015).

In 1901, a proposal was made in parliament to open a Ukrainian university in Lviv. They argued that Lviv had all the prerequisites for the creation of a national university, but lacked the government's will, which preferred only those nations represented in the State Council (Kachmar, 1999). believed that establishing a university would be "a guarantee of national greatness" and would give Ukrainians "equality with other nations". His speeches reflect the first stage of the struggle for the establishment of a Ukrainian university, during which activists hoped for at least the consent of the Austrian authorities to the possibility of founding such a university in the future.

The secession of Ukrainian students from Lviv University in 1901/1902 became a significant stage in the struggle for the creation of a Ukrainian national university. This mass action, during which students left the educational institution and moved to study at other universities in Austria-Hungary, symbolised the completion of the first, legal stage of the struggle of Ukrainian students for the creation of their own higher education institution. A. Romaniuk (1931) believed that this event was notable not only for its scale but also because it caused various reactions among Polish political forces and society. One of the few positive reactions was the position of the newspaper "Kurjer Lwowski", which expressed support for the demands of Ukrainians. The newspaper emphasised that the opening of a "Ruthenian university in Lviv" could contribute to the development of Polish culture, and competition between national educational institutions would only strengthen the scientific capabilities of both sides. This case illustrates how the national question influenced educational policy in Galicia at the beginning of the 20<sup>th</sup> century, indicating that student actions served as an important catalyst for social change and played a key role in the struggle for national rights, which proved to be an extremely important aspect in an era when political and ethnic tensions were high.

The positive reaction of the Lviv Courier to Ukrainian aspirations regarding the establishment of their own national university in Lviv is evidence that the issue of the educational sphere was the subject of not only national but also broader cultural discourse (Lviv Courier, 1901). The newspaper's statement emphasises that the presence of a university representing Ukrainian intellectual and cultural heritage could not only contribute to the preservation and development of Ukrainian identity but also enrich the overall cultural palette of the region. Such a vision envisaged that cultural and scientific competition among different national groups could be constructive and contribute to general progress. This, in turn, underscored the importance of dialogue and mutual respect among various national communities in the process of education and science development. However, it is worth noting that not all Polish political forces shared this view, and in many cases, Ukrainian efforts encountered resistance, reflecting the complexity of national relations in Galicia at the beginning of the 20<sup>th</sup> century.

As I. Kurlyak (1997) believes, the position of Lviv University professor S. Stazhinsky reflected a more progressive and open approach to the issue of national education and scientific cooperation in Austrian Galicia at the beginning of the 20<sup>th</sup> century. Recognizing equal scientific opportunities for Ukrainians ("Ruthenians") and Poles testified to the recognition of the importance of Ukrainian scientific contribution and the necessity of providing them with appropriate conditions for the development of their own education and science. At the same time, Stazhinsky's position, which found resonance with Minister of Education and Religious Affairs Wilhelm Hartel, emphasised that at that time, there was political will at the level of government structures to support the idea of establishing a Ukrainian university, although this did not mean immediate realisation of this idea due to difficulties associated with national politics and social sentiments in the empire. This episode in the history of Lviv University is an important testimony to intellectual and political openness to dialogue and the development of national education, despite the presence of difficulties and challenges associated with the national question in the Austro-Hungarian Empire.

#### Development of the Ukrainian University in Lviv in the XX century: Policy and national identity aspects

A new stage in the movement for the creation of a Ukrainian university in Lviv was accompanied by democratic protests and national unrest in 1907, marking an important phase in the struggle for national education. The demands on the government for the establishment of a separate Ukrainian university, supported by prominent figures such as Yevhen Olesnytskyi and Metropolitan Andrey Sheptytskyi, underscore the societal importance of this issue and the readiness of the Ukrainian community to take active steps for their rights. The reaction of the school commission, which opposed the creation of a Ukrainian university, and subsequent clashes on a national basis between Ukrainian and Polish students within the walls of Lviv University, indicate deep national divergences and tension that existed at that time in Galicia. These events also reflect the complexity of the process of national self-determination for Ukrainians within the Austro-Hungarian Empire, where the struggle for educational rights was closely intertwined with the struggle for national recognition and self-expression. These events testify that the issue of establishing a Ukrainian university was not only an educational one but also a deeply political and national problem that required resolution in the context of broader social transformations.

A new phase of discussion on the issue of creating a Ukrainian university in Galicia was associated with the activities of Ukrainian ambassadors in the State Council. On December 16, 1907, an unpleasant incident occurred when Richard Weiskirchner, the chairman of the Chamber

of Deputies, refused to announce the events that took place at Lviv University at the beginning of the session. This provoked Ukrainian ambassadors to take actions that caused confusion among those present, which in turn led to a negative attitude towards the Ukrainian delegation from other members of the Austrian parliament. The Ukrainian press strongly condemned this incident, and the head of the Ukrainian parliamentary club, Y. Romanchuk, acknowledged that such actions were inappropriate.

However, as noted by V. Kachmar (1999), the Minister of Education and Religious Affairs, in response to the appeal of Ukrainian ambassadors, was forced to confirm that the actions of the Lviv University rectorate were carried out in violation of government instructions. In early 1908, Ukrainians initiated negotiations with Slovenes, Croats, Italians, and Romanians in the Austrian parliament, aimed at formulating a joint resolution on the university issue. They demanded that the government establish an independent "Ruthenian university" within the next five years and, from the new academic year, separate all Ukrainian departments into a "separate educational and scientific unit". However, this project was doomed to failure due to the strong influence of the Polish lobby in parliament and the murder of Ukrainian student Myroslav Sichynskyi by Galician Governor Andrzej Potocki (Stepankivsky, 1908).

Another attempt to raise the issue of creating a Ukrainian university in Lviv in the State Council was made against the backdrop of a government initiative dated January 20, 1909, to establish a law faculty in Vienna with instruction in Italian. In response to the government proposal, Ukrainian envoys S. Dnistrianskyi and O. Kolessa submitted a request for the establishment of a Ukrainian university in Lviv. However, on February 5, 1909, the session of the State Council was closed, and the request of the Ukrainian envoys was never considered. In 1910, the university issue was actively discussed in the State Council for two main reasons: Ukrainian representatives continued to emphasise the importance of creating a Ukrainian university, while the senate of Lviv University proposed legislatively securing the Polish status of the university. During a meeting with Minister of Education and Religious Affairs Count Karl Stürgkh on March 4, 1910, Y. Romanchuk and O. Kolessa expressed the readiness of the Ukrainian side to accept the Polish status of Lviv University on the condition of creating a separate Ukrainian university in Lviv. K. Stürgkh emphasised that any decision regarding Lviv University must be based on mutual agreement between Ukrainians and Poles on one side and the government on the other, emphasising that Vienna was applying the principle of preventing unilateral actions in this matter.

It is worth noting that on May 27, 1910, Ukrainian representatives Kost Levytskyi and O. Kolessa submitted a compromise proposal to Prime Minister Richard Biener regarding the reorganisation of the university: in the first stage, the creation of an autonomous university unit

from Ukrainian departments was envisaged, which would be granted the right to conduct exams and habilitation; subsequently, this unit was to be transformed into a full-fledged Ukrainian university in Lviv, while the existing Lviv University would become Polish. Throughout 1910, the issue of creating a Ukrainian university in Lviv was raised several times: on June 28, Mykola Vasylenko in the Chamber of Deputies, Metropolitan Andrey Sheptytskyi also addressed this issue, and during debates in the budget committee regarding the opening of a law faculty, E. Okunevskyi, K. Levytskyi, O. Barvinskyi, and others spoke (Levytskyi, 1926). The situation regarding Ukrainian higher education escalated after the tragic events of July 1, 1910, when student Adam Kotsko was killed during a conflict at Lviv University (Michalewska, 1984).

K. Levytskyi, speaking in the Chamber of Deputies on January 25, 1911, raised the issue of structural changes at Lviv University, proposing its division into Polish and Ukrainian parts. He proposed the separation of departments with Ukrainian as the language of instruction (three at theological, three at the legal, four at the philosophical faculties) from the existing university and the creation on their basis of a separate autonomous "university institution in Lviv" for the transitional period. In the future, with a sufficient number of departments teaching in Ukrainian, this institution was to be transformed into an independent Ukrainian university, while the existing university in Lviv would become exclusively Polish. In April 1912, new discussions began between Ukrainian and Polish politicians regarding the creation of the university. Ukrainians demanded that the university be established in Lviv within five years and remain *ultraqu coast*. Polish politicians understood that the matter was becoming irreversible and began anti-Ukrainian actions: Polish professors at Lviv University refused to assist in the training of Ukrainian academic staff (The Case of the Ukrainian University, 1912a; 1912b). They also sent a memorandum to Vienna protesting against the creation of a Ukrainian university, and the Lviv city council joined this protest.

The issue of creating a Ukrainian university in Lviv at the end of the 19<sup>th</sup> and early 20<sup>th</sup> centuries became one of the key areas of Ukrainian-Polish confrontation. This issue went beyond education and had a significant impact on the activities of the Galician Diet and the Austrian parliament. In his inaugural speech in 1911, Lviv University Rector L. Finkel (1901) noted that Polish scholars had always defended and would continue to defend the Polish character of the Lviv University. However, he also emphasised his responsibility for ensuring the "educational level of Ruthenian university forces". The rector argued that this reflected the Polish tradition in this matter. L. Finkel (1901) cited examples from history when the Polish side supported the establishment of educational institutions for Ukrainians. For example, King Vladislav IV issued a privilege for the establishment of the Kyiv-Mohyla Collegium. Also, under the terms of the Hadiach Treaty of 1658 with the Cossacks, the Polish side

supported the creation of an academy for Ukrainians (Oseredchuk, 2010). These examples indicate that some Polish scholars and politicians considered it important to promote the education of Ukrainians, although they also safeguarded the Polish identity of Lviv University.

It is important to note that according to the calculations of historian V. Kachmar (1999), at the beginning of the 20<sup>th</sup> century, the Ukrainian "presence status" at Lviv University was increasing. For example, in 1900, there were only six professorial chairs and one docent position for Ukrainians, but by 1914, this number had increased to eight chairs and four docent positions, and by 1918, to eight chairs and five docent positions. At that time, Polish politicians emphasised the presence of the Ukrainian language "within the walls of Lviv University". However, Ukrainians felt discriminated against, especially in legal science. For instance, from 1898 to 1910, only two Ukrainian instructors habilitated at the Faculty of Law, while there were nine habilitated Polish instructors, including foreign specialists (Kachmar, 1999).

Also, it is worth noting events related to the Department of Civil Law. After the death of Professor Omelyan Lopushansky in 1875, disputes arose regarding the appointment of a Ukrainian instructor to this department. This led to a confrontation between the Ukrainian community and the academic senate of Lviv University. In 1882, a Polish doctor, Alexander Ogonowski, was appointed as an extraordinary professor of civil law. However, after further disputes and Ogonowski's resignation, the issue of department leadership remained unresolved for almost seven years. The government allowed Ukrainian doctor Stanislav Dnistriansky to habilitate for the position of docent at this department in 1898, and he became an extraordinary professor in 1901. However, this event did not end the conflict, and the confrontation continued. In 1908, Dr. Volodymyr Verganovsky became a docent at the department of Austrian civil law, but this also led to further disputes over the department. These facts reflect the complex and tense context of the struggle for Ukrainian rights and representation at Lviv University at that time. In 1900, thanks to the support of Marshal of the Galician Diet Stanislav Badeni, the second department of Ukrainian language and literature was created, with a focus on Old Slavic language and literature. Kyrylo Studynsky was appointed as an associate professor of this department, who had previously worked at Jagiellonian University.

From 1908 to 1918, Ukrainians at the Faculty of Philosophy achieved the creation of departments of geography (Dr. Stepan Rudnitsky), Slavic literature (Dr. Ilarion Sventitsky), and the history of Austria (Dr. Stepan Tomashivsky). Also, from the 1890s, as an adjunct lecturer of Ukrainian language at the Faculty of Philosophy, Ilya Kokorudz continuously taught, the director of the Lviv Ukrainian Gymnasium. However, Count K. Badeni, who was the governor of Galicia and had the final decision on this matter, refused to allow I. Franko to work at the

university, citing his political past. This decision was confirmed by Minister of Education T. Ritner after a negative response from the governor. Ivan Franko expressed his desire to work at Lviv University, he tried to become a university lecturer in 1907 when the position of the sick professor A. Kalina became vacant. He appealed to the ministry to approve the decision of the philosophical faculty senate of Lviv University in 1895, which gave him the right to teach "Ruthenian literature" based on habilitation.

At the beginning of the 20<sup>th</sup> century, the student body became an increasingly important factor in university life. Lviv University, by the number of students, surpassed many European universities and was considered one of the leading ones in Austria. In the academic year 1913/1914, it had 5,871 students. The dynamics of gender indicators were also significant, by this time, there were 407 female students in the university in the winter semester of the academic year 1911/1912 (Sukhyi, 2011). Socio-political changes in relations in Galicia affected the structure of society, especially the social composition of the population. In the student environment, these changes led to a revision of the content and organisation of student life, as well as changes in their legal status and other aspects.

The national aspect was also significant. Poles constituted the majority of the student community, Ukrainians held the second position, and Jews stood third. Other nationalities were represented by smaller groups. In the academic year 1870/1871, Polish students accounted for 47.6%, in 1900/1901 – 47.6%, and in 1913/1914 – 44.6%. Ukrainians comprised, respectively, 41.0%, 31.3%, 25.9%, and Jews – 4.6%, 20.0%, 28.1%. Meanwhile, the share of Polish students remained stable, while the share of Ukrainians decreased, and the number of Jews increased in the university environment (Kubiyovych & Kuzel, 1993; Sukhyi, 2011). During the First World War, the university experienced a paralysis from August 1914 to June 1915. During this period, the university buildings were used by the Russian military authorities, and the educational process was suspended. The university administration and the majority of faculty members were in Vienna and actively assisted students who were evacuated from Lviv to Vienna, Prague, and other university centres.

In July 1915, after the retreat of the Russian troops, the university resumed its activities in Lviv, and teaching continued uninterrupted. At the beginning of the academic year 1917/1918, the university had 156 teachers, including 86 professors, 57 associate professors, assistants, and 12 lecturers. The number of students was 2,138, with 673 studying at the Faculty of Law, 525 at the Faculty of Philosophy, 666 at the Faculty of Medicine, and 274 at the Faculty of Theology (Hulevich, 1960). At the beginning of the 20<sup>th</sup> century, the Lviv university environment was saturated with ideas and transformations. Changes that occurred in the university and among the students reflected the general tendencies of that time. Democratisation became an important component of

this process, and achievements in science made a significant contribution to the global scientific space. Students of that period actively participated in the dissemination of new ideas and had diverse national and ideological-political views, reflecting the dynamics of that time.

## ■ Conclusions

At the beginning of the 20<sup>th</sup> century, Lviv and Lviv University experienced a turbulent period of change, encompassing political, social, and educational spheres. The increased activity of national groups, the expansion of university infrastructure, the creation of new departments, and reforms in the educational process all testify to dynamic development and adaptation to new realities. Lviv, as the capital of Galicia, played a key role in these processes, influencing the overall character of educational policy and shaping the scientific potential of the region. The humanities became increasingly significant: the Department of Slavic Philology, under the leadership of Professor Antony Kalina, researched Slavic languages and culture, contributing to the establishment of the Ethnographic Society with prominent researchers such as Jan Baudouin de Courtenay and Ivan Franko.

Although the Medical Faculty had a smaller share of students compared to other universities, it played a significant role in training medical personnel. Gradually, the university transformed into a powerful educational and scientific centre, shaping a unique intellectual environment in Galicia, recognized by eminent scholars and cultural figures. An important aspect of contemporary life was the issue of establishing a Ukrainian university, which turned into a struggle for national self-identification. Discussions between Polish and Ukrainian historians regarding the founding date of the university, the secession of Ukrainian students in 1901/1902, lively press discussions, and political debates all testify to the sharpness and complexity of the national question in the context of educational policy.

Ukrainian political representatives actively lobbied for the establishment of a Ukrainian university but faced stiff resistance from Polish colleagues. This process proved to be long and complex, as besides political and interethnic contradictions, bureaucratic obstacles had to be overcome. Relations between Ukrainians and Poles in

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the university environment during the 19<sup>th</sup> and early 20<sup>th</sup> centuries were ambiguous. On the one hand, the Polish side to some extent supported educational initiatives for Ukrainians, while on the other hand, they safeguarded the Polish identity of the university. Ukrainians felt discrimination, especially in the field of legal science. The First World War temporarily paralyzed the operations of the university, but after the retreat of the Russian troops, it resumed its activities. The university environment of that time generally reflected the democratic tendencies of the era, and the students' activism in spreading new ideas testified to their role as catalysts for social change.

Such research on the dynamics of change and the struggle for identity at Lviv University at the beginning of the 20<sup>th</sup> century provides valuable insight into the historical context in which the modern education system in Ukraine was formed. This knowledge helps to better understand the challenges and difficulties faced by Ukrainians in their quest for national self-identification and access to education in their native language. Analysing the experience of Lviv University provides valuable insights for contemporary education policy in Ukraine. Studying how the university adapted to new political and social realities, how issues of language of instruction and national identification were addressed, can help shape an effective and fair educational system in modern Ukrainian society.

Research into the history of Lviv University at the beginning of the 20<sup>th</sup> century is of great importance for preserving historical memory. This knowledge helps to remember the value of education, the struggle for Ukrainian identity, and the importance of democratic values in societal development. Studying the scientific achievements of Lviv University scholars at the beginning of the 20<sup>th</sup> century can stimulate the development of Ukrainian science in various fields. This knowledge can help restore and preserve the legacy of prominent Ukrainian researchers and provide impetus for new scientific research.

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## ■ Conflict of Interest

None.

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## Наукові школи та суспільні рухи у Львівському університеті на початку ХХ ст.: історичне дослідження

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**Анотація.** Актуальність теми дослідження полягає у важливості розуміння історичного контексту, в якому формувалися наукові школи та суспільні рухи Львівського університету на початку ХХ століття, що дозволить краще зрозуміти сучасні наукові та соціокультурні процеси, а також сприятиме відкриттю нових перспектив у дослідженні історії університетського середовища та його впливу на суспільство. Мета дослідження полягає в систематизації та аналізі історичних подій та процесів, які стосуються розвитку освіти та науки у Львові на початку ХХ століття, з метою зрозуміння їхнього впливу на сучасне соціокультурне середовище. У ході роботи були використані методи архівного дослідження для аналізу документів, що містять інформацію про діяльність університету, та історіографічний аналіз для огляду та дослідження наукових праць та джерел, що стосуються його ролі в соціокультурному контексті. В результаті дослідження встановлено роль Львівського національного університету на початку ХХ століття у модернізації освітньої та наукової сфери Галичини через архівне дослідження архівних документів, що містять інформацію про діяльність університету, його засновників, адміністрації, навчальний процес, студентське життя, а також через історіографічний аналіз наукових праць та джерел, що стосуються його ролі в соціокультурному контексті; проаналізовано вплив університетського середовища на громадсько-політичне життя регіону та студентські ініціативи; узагальнено ідеї створення окремого українського університету як важливого кроку у національній самоідентифікації та розвитку освіти в Галичині. Результати дослідження можуть бути використані для створення історичних наративів, документування розвитку освіти та науки в регіоні, а також для збереження та вивчення культурної спадщини.

**Ключові слова:** природничі науки; стислі науки; університетське середовище; академічна сфера; Галичина; соціокультурний контекст; український університет у Львові