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Drohobych Gymnasium in the scientific and educational space of Eastern Galicia in the first quarter of the 20th century

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Abstract. The study of the formation of the educational space is one of the key conditions for the full functioning of society. In the historical realities of the Western Ukrainian lands in the first half of the 20th century, the problem of creating a Ukrainian educational infrastructure occupied an important place, as it concerned the affirmation of national identity, the upbringing of educated personnel who would actively participate in national and state-building processes. At the local level, this can be traced through the example of the Ukrainian Gymnasium named after I. Franko in the city of Drohobych. The historical experience of its functioning remains relevant as it allows for a deeper understanding of the place and role of this educational institution in the formation of the Ukrainian scientific, educational, and public space at the regional level. The purpose of the article was a systematic analysis of archival documents and materials aimed at revealing the historical circumstances of the founding of the Drohobych Gymnasium, as well as studying the formation of its scientific and pedagogical staff and the peculiarities of its didactic activities. The research problem was approached using inductive and deductive methods when it came to the organisation of the gymnasium, starting from individual classes and culminating in the establishment of a comprehensive educational institution. The problem-chronological method allowed for tracing the priority directions of the gymnasium's development. The statistical method was applied to calculate the number of teaching staff per student body in the gymnasium. Based on the conducted scientific research, the following main results can be formulated. It was established that the Ukrainian Drohobych Gymnasium has not been the subject of thorough historical research. It was found that the establishment of the educational institution was accompanied by sharp opposition from the local Polonised administration, which sought to prevent the establishment of Ukrainian schooling in the territories of Eastern Galicia. Based on the summarised factual material, it was noted that the educational institution had a qualified teaching staff, which provided teaching in natural (geography, natural science) and exact (physics, mathematics) sciences, which were rarely practised by other Ukrainian educational institutions. The practical value of the work lies in the fact that the factual material presented in it can be used for writing summarising works on the history of the formation and functioning of the scientific and educational space at the regional level

Keywords: schooling; natural sciences; exact sciences; Ukrainian language; early 20th century; educational environment

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Introduction

Drohobych Gymnasium played a significant role in the formation and establishment of Ukrainian schooling in the Eastern Galicia region, in the preparation of national qualified personnel for the educational process, and ultimately in the upbringing of a nationally conscious layer of intelligentsia that actively participated in the socio-political and state-building life of the region. Given the above, studying its history from this perspective is relevant. Furthermore, the scientific novelty and relevance of the problem are determined by the lack of comprehensive scientific research on it. Currently available works mostly have a descriptive nature typical of historical and local history publications, although they are not devoid of valuable factual material.

In particular, the study by N. Skotna & M. Haliv (2020) is dedicated to the analysis and generalisation of the historical development of pedagogical education in Drohobych over a significant period of history, from the 18th to the beginning of the 20th century. The author examines four key stages of this process, indicating various institutional forms that contributed to the formation and development of the pedagogical personnel base in the city. The study is a significant contribution to understanding the history of education in the region. Essential for shaping historical knowledge about the Drohobych Gymnasium and secondary education in Eastern Galicia as a whole is the research by S. Olenych (2024). The author focuses on the problems and progress of Ukrainian historiography in this aspect, pointing out the limitations of some approaches and the need for further research. Such analysis serves as a basis for further research in this field and expanding knowledge about the history of education in the region.

The study by M. Galiv & K. Dubyna (2021) contains information about the first organisational-administrative, educational, and personnel aspects of the State Gymnasium in Drohobych from 1918 to 1919, which helps to broaden understanding of its functioning in a historical context. The analysis conducted by the authors shows the measures taken by the Ukrainian authorities and the gymnasium management to Ukrainianise, form a collective, and establish discipline, which is essential for understanding the influence of national policy on the educational system during the transitional period. Research into the history of educational institutions contributes to the preservation of cultural heritage and the study of traditions that developed in the past, thus helping to avoid the loss of valuable knowledge and supporting national identity. Such studies develop the educational sphere by revealing the successes and problems of the past, which can serve as a basis for improving the modern education system. They also reveal the influence of political, economic, and cultural factors on the development of education and the formation of educational ideals, contributing to a better understanding of the socio-political context. Moreover, they stimulate further

scientific development by promoting the development of scientific disciplines and enriching the overall cultural and scientific heritage of society.

The aim of the article was to illuminate the historical circumstances of the establishment of the Drohobych Ukrainian Gymnasium named after Ivan Franko, the formation of its pedagogical staff, the peculiarities of the educational process, and to clarify its place and role in the educational space of the region. The choice of research methodology was based on the combination of various methods that most effectively allowed achieving the set goal and answering research questions. Specifically, a combination of historical method, analysis of archival documents and scientific literature, as well as methods of analysis and generalisation, was employed. The historical method allowed for the systematisation and analysis of historical facts, events, and processes related to the formation and development of the gymnasium. Analysis of archival documents and scientific literature facilitated the identification of key events, features of the organisation of the educational process, staffing, and other aspects of the gymnasium's activities. The source base of the study included materials from the archive of the Shevchenko Scientific Society, in particular, the protocols of the Ukrainian Pedagogical Society. Methods of analysis and generalisation were used to process the obtained data, establish regularities, and formulate conclusions. The theoretical and methodological basis of the article was the principle of historical objectivity and impartiality in the interpretation of historical facts. During the research, methods of critical and structural analysis, classification, systematisation, and verification of historical sources were utilised.

Prerequisites for the establishment of the Ukrainian gymnasium in Drohobych

The analysis of scientific sources suggests that the research on the history of the Drohobych Gymnasium is of considerable interest, particularly the works of B. Havrylyshyn (2012) and M. Haliv (2008; 2016). The author of the first brief historical sketch about the Ukrainian Gymnasium in Drohobych was Volodymyr Kuzmowych. This work appeared in 1928, as reported in the management report of the Drohobych Gymnasium. The author noted that the basis for writing the brief history of the gymnasium were the protocols of the Native School Circle in Drohobych and the gymnasium's records. Thus, it could not be comprehensive, as the report covered the period until June 1928. It should also be noted that more comprehensive information about the gymnasium's activities can be found on the official educational websites of Drohobych (Drohobych Ukrainian Gymnasium named after Ivan Franko, 2014; Drohobych Comprehensive School No. 1 named after Ivan Franko, 2024). However, the origins of the Ukrainian Gymnasium in Drohobych are still insufficiently covered. Some facts related to the activities

of the Drohobych Gymnasium are presented by R. Pastukh (1991), as well as in a collective work prepared by historians from the Faculty of History of Drohobych University (Melnychuk, 2004). Thus, although this issue has received some attention in historiography, many aspects still require further study.

According to M. Haliv (2016), the scientific and educational space of Drohobych was just beginning to take shape in the first half of the 20th century. During this period, Drohobych had four secondary schools (gymnasiums), two seminaries, two vocational schools, and one art school. These were mostly private institutions, catering to the needs of the local communities in and around Drohobych. Only one educational institution was state-run (Pastukh, 1991). The Polish community led this process, establishing two gymnasiums, a teacher's seminary, and two vocational schools (Zagórowski, 1924). There was one Ukrainian gymnasium, a teacher's seminary, and an art institution (crafts and arts), and one Jewish gymnasium using the Polish educational system. This indicates that Drohobych's scientific and educational space in the first half of the 20th century was in the formative stage. Various educational institutions, such as gymnasiums, seminaries, vocational schools, and an art school, operated in the city. Most of them were private and catered to the needs of local communities, but only one was state-run. The Polish community played a leading role in shaping the educational environment, establishing various educational institutions, while Ukrainian and Jewish institutions were less represented and partially integrated into the Polish educational system.

The Ukrainian-speaking scientific and educational centre for the community of Drohobych and its surroundings became the private coeducational gymnasium named after I. Franko with a humanitarian focus and public status. The gymnasium was created under the aegis of the Ukrainian Pedagogical Society, known since 1926 as UPT "Ridna Shkola". The establishment of this gymnasium was preceded by a series of efforts by the Ukrainian community of Drohobych and the county. Efforts to increase the accessibility of secondary education for Ukrainian youth had been ongoing for some time. The initial general meeting of the Ukrainian Pedagogical Society's branch, held on 25 March 1905 (then known as the "Ruthenian Pedagogical Society"), highlighted this need. The representative of the Main Department, the then Head of the Ukrainian Pedagogical Society, Father Mytropolyt Chapelsky, emphasised the importance of focusing on increasing the number of Ukrainian gymnasium students (Reports of the administration of the private..., 1928). According to archival data (Alyskevych, 1930), Ivan Chapelsky (1850-1919) was appointed prefect of studies at the Lviv Theological Seminary in 1886. Besides his theological and pedagogical activities, he was actively engaged in public work, serving as head of the Ruthenian Pedagogical Society twice, from 1887-1891 and then from 1902-1910. At the first meeting of

the Ukrainian Pedagogical Society branch held on 29 March 1905, an initiative by I. Chapelsky led to the decision to establish a preparatory course for the first class of the local state gymnasium, where the language of instruction was Polish at that time. These courses were founded and conducted with varying success almost every year. In 1905, the first course had 34 students, 19 of whom successfully passed the entrance exam to the gymnasium. The premises were provided by the Basilian fathers, and the teachers' fees were paid by the Saint John the Baptist Bursary, overseen by gymnasium catechist Poliekt Kmit. According to V. Birchak (1931) in his "Drohobych Epic", Poliekt Kmit acted as the cashier and head of the bursary's board. Due to his meticulousness and precision, he was elected head of the society for an extended period. His contribution to pedagogical activities was so significant that on 13 June 1914, he received the title of school councillor from the emperor for his distinguished services.

The following year, 43 students enrolled in the gymnasium preparatory courses. Besides the idea of courses, representatives of the Ukrainian community tried to influence the local state gymnasium. For instance, in 1908, debates took place at the Ukrainian Pedagogical Society branch meeting in Drohobych regarding possible ways to obtain permission from the then Kraj School Council to divide the 6-th class of the local state gymnasium into two sections due to the large number of students. The Ukrainian Pedagogical Society made significant efforts to change the language of instruction in suburban schools of Drohobych from Polish to Ukrainian. In 1909, they submitted a petition to the local authorities, but it did not yield positive results.

Father Vasyl Kunkevych was the principal advocate for the establishment of a Ukrainian gymnasium in Drohobych. As a member of the "Prosvita" branch, he regularly visited all the reading rooms in the county. He founded the "Peasant Bursary of the "Prosvita" Branch", serving as its cashier and referent (Solchanyk, 1973). He envisaged increasing the youth population in the existing state gymnasium to eventually achieve a division into Ukrainian and Polish sections through Ukrainian parliamentary representation in Vienna. To achieve this goal, the "Peasant Bursary" was established, where only peasant children studied, receiving additional courses in German, which were necessary for passing the entrance exam to the first class of the gymnasium. Alongside the "Peasant Bursary", annual preparatory courses for gymnasium entry were organised. The teachers included Father Kunkevych, Ratal'sky, Dumin, Stronsky, and others (Reports of the administration of the private..., 1928).

Simultaneously, petitions were sent, and various measures were initiated before regional and central government representatives to create a new gymnasium or divide the existing one. However, these efforts were unsuccessful. Meanwhile, the idea of a Ukrainian gymnasium received significant support, particularly among



the peasantry. This was evidenced by the fact that in the village of Dobrivlyany, local girls independently founded a committee that collected eggs from households for the "native school". Nevertheless, the energy and public support that had grown significantly before the war for establishing a Ukrainian gymnasium were interrupted by World War I. The Ukrainian community revisited the issue in 1918, aiming to establish a private gymnasium. After several attempts, efforts, and discussions, this goal was eventually achieved.

This indicates a significant struggle of the Ukrainian community for educational and language rights in Drohobych and its surroundings during the period of autonomy. The idea of establishing a Ukrainian gymnasium, although met with opposition, was realised due to the active participation of the community and its leaders. The significant influence of this process on the formation of the educational environment in the region, as well as on the overall socio-cultural dynamics of contemporary society, is evident.

As documented in the protocol of the Ukrainian Pedagogical Society (UPT) branch meeting on September 7, 1918, the first class of the private gymnasium had already been established by that time. According to the information provided, 27 students applied for the entrance exam to the first class of the gymnasium, of whom 22 passed, while 5 were not admitted. Additionally, 3 repeaters joined the first class, making a total of 25 students. It was planned that the classes would commence on September 9, 1918 with a religious service in the church. Antin Knyazhytsky was appointed as a permanent teacher and was to begin teaching from September 10, 1918. Simultaneously, the head of the UPT circle, P. Kondrat, started negotiations with Father Burdyak regarding the rental of premises for the classes in the "Zakhyst" building. Until then, the gymnasium and seminar were to be housed in the casino and hall near the treasury. To disseminate information about the establishment of the Ukrainian gymnasium among the Ukrainian community of the Drohobych district, it was decided at the branch meeting to conduct an advertising campaign by placing an informational article in Ukrainian-language periodicals, appealing to the public to raise the necessary funds. Dr. V. Paclavsky was entrusted with writing the article. Victor Paclavsky (1884-1974), a native of Zolochiv region, was a jurist and socio-cultural figure. He graduated from the gymnasium in Berezhany and Lviv University, where he obtained a doctorate in law (1916). Since 1912, he had been practising law in Drohobych. From November 1918 to May 1919, he served as the secretary of the Drohobych District National Council of the West Ukrainian People's Republic (Padoh, 1973).

All matters related to the opening of the first class of the new gymnasium were a result of the previous actions and decisions of the active figures of the Ukrainian community. This was not only a manifestation

of great effort and enthusiasm but also an indication of the importance of education and national identity for the local Ukrainians at that time. However, as seen from the report (Reports of the administration of the private..., 1928), the protocol with that previous resolution is absent in both the UPT circle's acts and the gymnasium's records. Consequently, based on the records, it is impossible to determine who and when revisited the idea of establishing a Ukrainian private gymnasium in Drohobych.

The gymnasium classes began not on 11 September as planned, but on 15 September 1918. Therefore, 15 September 1918 is considered the founding day of the Ukrainian gymnasium. The gymnasium started functioning with one first class. The first teachers were Dr Antin Knyazhytsky, Dr Volodymyr Birchak, and Priest Marushchak, all of whom were active public figures. Antin Knyazhytsky (1893-1960) was known as a literary scholar, military and educational figure. Originally from Boykivshchyna, he received his school education in Sambir and obtained a doctorate in philosophy from Lviv University (Markus, 2009; Yanyshyn, 2017). He served in the ranks of the Ukrainian Sich Riflemen, and after World War I, taught in educational institutions in Yavoriv, Drohobych, Ternopil, Sambir, and was the director of the Kolomyia Gymnasium. He was also one of the initiators and founders of the "Boykivshchyna" Museum in Sambir. Dr Volodymyr Birchak (1881-1952) was a renowned Ukrainian writer, literary scholar, and soldier in the ranks of the UGA. He studied philosophy and literature at Lviv University. In Drohobych Gymnasium, he was a teacher of Greek and Ukrainian languages (until 1 November 1918). In 1918, V. Birchak was elected a delegate to the Ukrainian National Council of the West Ukrainian People's Republic. He authored memoirs about the November events of 1918 in Drohobych (Kubijovych, 1955-1995; Kubijovych & Kuzeli, 1994).

The establishment of the gymnasium, thanks to notable individuals such as Antin Knyazhytsky and Volodymyr Birchak, was a significant step in the development of Ukrainian education and culture. This attests to the high degree of mobilisation and commitment of the Ukrainian community in supporting its educational and cultural identity amidst a complex political environment.

After the establishment of the first class of the Ukrainian gymnasium in Drohobych, a discussion arose concerning whether the type of gymnasium should be philological or classical. To resolve this issue, it was decided to convene a parents' meeting and simultaneously send a delegate to the Regional School Council to ascertain which type of school could more quickly obtain the right of "publicity" (official recognition). Whether anyone travelled to the School Council and the circumstances that led to the gymnasium adopting a classical type are unknown, as no relevant records were found in the protocols. It is possible that this decision was made by the gymnasium's teachers themselves.

■ The first directors and teachers of the gymnasium: Their role in the establishment of the gymnasium

After the November Uprising and the establishment of the Western Ukrainian People's Republic, the Ukrainian gymnasium merged with the existing state gymnasium in Drohobych, where the instructional language was changed from Polish to Ukrainian. Consequently, the gymnasium was recognised as Ukrainian and acquired state status. The first director was Andriy Alyskewych (Table 1). Andriy Alyskewych (1870-1949) was a

Ukrainian educator, scholar, and public figure (Alyskewych, 1930; Kubijovych, 1955-1995). He received his higher education in Vienna, Lviv, and Styria, and then taught in Lviv (1895-1896) and Brody (1896-1900). In 1900, he served as the director of the 3rd, and later the 4th, gymnasiums in Lviv. He was a member of the Ruthenian Pedagogical Society and a co-founder of the "Mutual Aid of Ukrainian Teachers" society. Alyskewych was also a delegate to the Ukrainian National Council and the Minister of National Education of the Ukrainian People's Republic (1919).

Table 1. Directors of the Ukrainian Gymnasium in Drohobych (1920-1944)

| No. | Name | Period | Place of Education | Subjects |
|-----|---------------------|------------------------|----------------------|----------------------|
| 1 | Andriy Alyskewych | 1918-1919 | University of Vienna | Germanist |
| 2 | Poliekt Kmit | 1919-1920 | ? | Catechist |
| 3 | Antoni Sobchuk | 1920-1924 | University of Lviv | Mathematics, Physics |
| 4 | Roman Smalko | 1924 | University of Lviv | Natural Sciences |
| 5 | Osyp Turyansky | 1924-1925 | University of Vienna | Linguistics |
| 6 | Volodymyr Kuzmovych | 1925-1930 | University of Vienna | Mathematics, Physics |
| 7 | Mykhailo Baranyk | 1931-1939 1941-1944 | University of Lviv | History |

Source: Compiled based on data from (Reports of the administration of the private..., 1928; Solchanyk, 1973; Senkiv, 2008)

After the occupation of Eastern Galicia by Poland, the Ukrainian private gymnasium was not re-established until the end of 1919. Only through the active efforts of Fr. Mrozovsky obtained permission to conduct courses across 8 classes (rescript of the Regional School Council in Lviv dated December 31b 1919 No. 15725/IV). His initiatives and efforts enabled these courses to operate until the end of the 1919/20 academic year. Under the new circumstances, the gymnasium faced significant challenges, as noted in the report of the general meetings of the Ukrainian Pedagogical Society (UPT) for 1920. A crucial role in its revival was played by Fr. Mrozovsky, who almost single-handedly managed to organise a private Ukrainian gymnasium and seminar in the winter of 1919. This was accomplished amidst police repression and a shortage of teaching staff, many of whom were imprisoned by the Polish authorities or forced to emigrate (Reports of the administration of the private..., 1928). For his dedicated work, the UPT meetings decided to issue a special written thanks to Fr. Mrozovsky. The courses taught at the gymnasium at that time were in the form of private lectures aimed at preparing students for entrance exams to the gymnasium. The course manager, effectively the gymnasium director, was Fr. Poliekt Kmit, who simultaneously managed the St. John the Baptist Dormitory. Poliekt Kmit consistently served as the treasurer at the Dormitory, known for his meticulousness and strictness, and taught catechism at the gymnasium (Birchak, 1931). Besides him, the gymnasium's teaching staff included priests: Mrozovsky, Marysiuk, Olinsky, Hornyatkevych, and professors: Kizima, Knyazhensky, Havdyak, Derfler, Hrabovensky, Kondrat, Chapelsky, Kotskivna, Zadorozhna, and Olshanska.

Students took their entrance exams at the state gymnasium with Ukrainian as the language of instruction in Przemyśl. With the start of the 1920/21 academic year, it was decided to continue the courses in the same capacity. However, since the St. John the Baptist Dormitory, where they were to be held, was occupied by the gendarmerie and private individuals, the start of the courses had to be postponed. Simultaneously, in 1920, the UPT Branch submitted a request to the Ministry of Education in Warsaw to open parallel Ukrainian classes at the state gymnasium with Polish as the language of instruction in Drohobych. This request was denied.

This highlights the difficult situation faced by Ukrainian private gymnasiums after the occupation of Eastern Galicia by Poland. Overcoming police repression, a shortage of teaching staff, and resuming educational activities amidst a tense political situation were significant challenges. The initiatives of the figures who organised private courses and became gymnasium directors played a crucial role in providing education for the youth in the Ukrainian community.

■ Development of the gymnasium in the 1920s

Thanks to the active efforts of the community, on November 3, 1920, the premises of the St. John the Baptist Dormitory were liberated, allowing the continuation of education in the gymnasium. After Fr.P. Kmit, at the beginning December 1920, Professor Antin Sobchuk, director of the Drohobych State Gymnasium, became the gymnasium's director. There is little information available in historiography about Antin Sobchuk, except that he taught mathematics. More information is known

about his son, Bohdan Sobchuk (1909-1974), a graduate of the Drohobych Gymnasium (1925) and the Medical Faculty of Lviv University (1933). Later, he became a professor and head of the Department of Biochemistry at the Lviv Medical Institute (Krysa & Figol, 2006). Under A. Sobchuk's directorship, the gymnasium was structurally divided into two parts: the first three classes (I, II, III) constituted the gymnasium proper, while the remaining 5 classes were courses, essentially private lectures to prepare for exams in state gymnasiums. In the first year, the first three classes enrolled 80 boys and girls, and the courses had 52 students (Reports of the administration of the private..., 1928). The courses lasted only two years, while a new class was added to the gymnasium annually. Thus, by the 1925/26 academic year, there were already 8 full classes. In the same year, the first maturity exam took place, and the gymnasium's type remained classical throughout. The efforts of the UPT circle and the Ukrainian teaching community focused on two main areas of activity: providing material support to the gymnasium and advocating for its status and rights as a state school.

Regarding the first task, cashier Volodymyr Chapel'sky of the UPT Circle showed great energy and ingenuity.

Both the local Ukrainian community in Drohobych and the communities of surrounding villages were very supportive of the gymnasium's needs. As for addressing the second task, obtaining the right to publicity proved more challenging and required many measures. Already at the end of December 1920, the UPT Circle appealed to the Curatorship of the Lviv School District in this matter. They were supported by deputies from the local council. Additionally, they sent delegations to the Curatorship twice. The second appeal took place on January 21, 1922, following which, from February 21 to 24, 1922, representatives of the Curatorship of the Lviv School District, led by the renowned mathematician and graduate of Lviv University, Dr. Volodymyr Levitsky, conducted an inspection of the gymnasium. Special attention was paid to the teaching of natural and exact sciences (Tables 2-3). The results of the inspection were communicated to the gymnasium's management in a letter dated April 1, 1922 (No. 4203/II), in which it was stated that the Ministry of Education, by order of March 16, 1922, No. 5025/D II, allowed classes I-IV to be designated as a private gymnasium and granted them the right to publicity for the 1921/22 academic year.

Table 2. Natural sciences at the Drohobych Gymnasium 1920/21 – 1923/24

| Teachers | Geography | | | | Natural Sciences | | | |
|-------------------------|-----------|-------|-------|--------|------------------|-------|---------|-------|
| | 20/21 | 21/22 | 22/23 | 23/24 | 20/21 | 21/22 | 22/23 | 23/24 |
| Fr. Stepan Vengrynovych | 2 | | | | 1; 2 | 1; 2 | | |
| Marian Havdiak | 1; 3 | | | | | | | |
| Roman Smalko | | | | | | | 1; 2; 5 | |
| Dometiy Popovych | | | | 1; 2-6 | | | | |

Source: compiled based on data from (Reports of the administration of the private..., 1928)

As can be seen from Table 2, natural sciences at the Drohobych Gymnasium were taught during the academic years 1920/21 by Fr. Stepan Vengrynovych and Marian Havdiak, and in 1923/24 by Roman Smalko and Dometiy Popovych. These were professional teachers, mostly graduates of Lviv University. It is known that Roman Smalko had

previously (since 1910) taught natural sciences at the Vyshnytsia Gymnasium from the beginning of the establishment of the educational institution (Penishkevich, 2002). Being the director of the Drohobych Gymnasium, he, in addition to teaching natural sciences, also taught the exact sciences, including mathematics and physics (Table 3).

Table 3. Exact sciences at the Drohobych Gymnasium for the academic years 1920/21-1923/24

| Teachers | Maths | | | | Physics | | | |
|-------------------------|-------|-------|-------|--------|---------|-------|-------|-------|
| | 20/21 | 21/22 | 22/23 | 23/24 | 20/21 | 21/22 | 22/23 | 23/24 |
| Fr. Stepan Vengrynovych | 2 | 1; 2 | | | 3 | 3; 4 | | |
| Yulian Stasyshyn | 1; 3 | 3; 4 | 1 | | | | | |
| Antin Sobchuk | | | 5 | | | | | |
| Roman Smalko | | | | 1; 2-4 | | | 3; 4 | |

Source: compiled based on data from (Reports of the administration of the private...1928)

As seen from the data in Table 3, the exact sciences at Drohobych Gymnasium during the academic years 1920/21 and 1921/22 were taught by Fr. Stepan Vengrynovych and Yulian Stasyshyn. Priest Stepan Vengrynovych (1897–1954), later a Ukrainian writer and

memoirist, fought with the Ukrainian Galician Army (Drohobych Ukrainian Gymnasium named after Ivan Franko, 2014). He taught concise sciences – mathematics and physics, as well as natural history. During the subsequent academic years 1922/23 and 1923/24,

concise sciences were taught by directors Antin Sobchuk and Roman Smalko. This significantly influenced the professionalism of education at Drohobych Gymnasium, which was named the Coeducational Gymnasium after I. Franko of the Ukrainian Pedagogical Society. After gaining public status, just four years later, the gymnasium had six classes, ten teachers, 45 male students, and 175 female students, accommodated in a rented building on St. Ivan Chrestytel Street (6 classrooms, 2 offices, quarters for the manager, a 2500 square metre garden, 720 teaching aids, 120 copies of student literature, and 200 copies of teacher literature) (Drohobych Ukrainian Gymnasium named after Ivan Franko, 2014).

The most significant deficiency at the beginning of the years of the gymnasium's existence as a public institution, which was evident at every turn, was the lack of its own appropriate building. To address this issue, with the support of the entire Ukrainian community of Drohobych and the county, members of the Ukrainian Pedagogical Society began building their own building in 1923. Initially, it was decided to form a committee from representatives of the Ukrainian community of Drohobych, headed by Drohobych lawyer Volodymyr Ilnytskyi. Under the committee's leadership, funds were raised for the construction of the educational institution. The Sisters of the Mariin Society collected eggs every Sunday, which were necessary for construction (according to folk customs, lime solution with egg white was considered stronger). At the invitation of the Drohobych community, the Bishop of Peremyshl and Sambir, who laid the first stone in 1926, came and consecrated it. In September 1928, a new building for the gymnasium was constructed on Petro Sahaidachnyi Street, costing approximately 500 thousand zlotyh, and the old building housed the private Ukrainian elementary school named after Taras Shevchenko. On June 9, 1930, the gymnasium building, a three-story structure with 25 classrooms, was consecrated by the Bishop of Peremyshl and Sambir, Josaphat Kotsylovskyi. The implementation of this project significantly simplified many issues that hindered the development of the Ukrainian gymnasium in Drohobych.

After acquiring its own premises, there were only minor changes in the personnel of its managers and teachers. However, circumstances arose where the Ukrainian gymnasium lost its public status in the 1924/25 academic year. The reason was that contrary to the order of the Curatorship of the LSHO of March 3, 1924, which demanded the conduct of internal and external affairs in Polish, the gymnasium's management, according to the order of the Main Directorate of the Ukrainian Pedagogical Society, conducted affairs and reporting in Ukrainian. Polish had to be introduced in February 1925, and consequently, the right to publicity was only restored in the 1925/26 academic year. From that time on, the gymnasium enjoyed limited rights of state schools, that is, the so-called right to publicity with reservations.

Conclusions

Summarising, it can be stated that the Drohobych Gymnasium played a significant role in the educational space of the Western Ukrainian lands and to some extent was a guarantor of preserving Ukrainian educational identity under foreign rule. The struggle of the Ukrainian community for the opening of the gymnasium in Drohobych was evidence of its maturity and national consciousness. The gymnasium had a qualified teaching staff that ensured a proper level of teaching various disciplines. A significant portion of the teachers were graduates of Lviv University, which undoubtedly raised the prestige of the gymnasium not only in the eyes of the Drohobych community but also throughout the region, making it competitive with similar Polish educational institutions. This particularly applies to the teaching of concise sciences, which were given less importance in other gymnasiums. However, this had a significant impact on the preparation of technical intelligentsia, which Ukrainians lacked compared to the humanities. Active public participation in ensuring education in times of political and social turmoil was critical to maintaining the gymnasium's functioning. The wide-scale mobilisation of citizens, which succeeded in freeing premises for teaching and ensuring its activities, demonstrates the significant social and cultural impact of the gymnasium on the local community. The community's desire to have the gymnasium recognised as a state school testifies to its recognition as a key educational institution in the region and an important aspect of Ukrainian national identity. The successful functioning of the gymnasium in conditions of complex political and social transformations confirms the importance and necessity of preserving and developing Ukrainian community educational institutions as a means of preserving and disseminating cultural heritage.

The Drohobych Gymnasium became a symbol of Ukrainian aspirations for education, culture, and national self-identity. Its history testifies to the resilience of the Ukrainian spirit and its desire for freedom. Research into the history of the Drohobych Gymnasium is of great importance both for science and society. It helps to preserve the memory of Ukrainian education and culture, fosters in youth a sense of patriotism and pride in their country, contributes to the development of Ukrainian education and culture, and strengthens the national unity of Ukraine.

The problem addressed in the article has prospects for further scientific development. This relates to aspects such as researching the prosopographic portrait of the teaching and student body of the gymnasium, the role of the gymnasium in the socio-humanitarian space of Drohobych, the mechanisms of implementing the educational process, its evolution, and the ability of the teaching staff to respond to contemporary didactic challenges as well as societal changes in general. A promising direction for further research could be biographical studies when it comes to individual figures of gymnasium

teachers who played a prominent role in the public life of Western Ukraine in the interwar period. Equally promising is source studies, which include the search for and identification of archival materials that reveal various aspects of the history of the Drohobych Gymnasium.

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■ Conflict of Interest

None.

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Дрогобицька гімназія у науково-освітньому просторі Східної Галичини першої чверті ХХ ст.

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Анотація. Дослідження формування навчально-освітнього простору є однією із ключових умов повноцінного функціонування суспільства. В історичних реаліях західноукраїнських земель першої половини ХХ ст. проблема створення української освітньої інфраструктури посідала важливе місце оскільки йшлося про утвердження національної ідентичності, виховання освічених кадрів котрі б активно включилися у національні і державотворчі процеси. На локальному рівні це можна простежити на прикладі діяльності української гімназії ім. І. Франка у місті Дрогобичі. Історичний досвід її функціонування не втратив актуальності оскільки дає змогу поглибити розуміння місця та ролі цього навчального закладу у формуванні українського науково-освітнього та громадського простору на регіональному рівні. Метою статті був систематичний аналіз архівних документів та матеріалів, спрямований на розкриття історичних обставин заснування Дрогобицької гімназії, а також вивчення формування її науково-педагогічного кадрового складу та особливостей дидактичної діяльності. У ході дослідження проблеми використовувався індуктивний та дедуктивний методи коли йдеться про організацію гімназії спочатку від окремих класів і до утворення цілісного навчального закладу. Проблемно-хронологічний метод дав можливість простежити пріоритетні напрямки розвитку гімназії. Статистичний метод застосовувався для проведення підрахунків чисельного складу педагогічних працівників на учнівського складу гімназії. На основі проведеного наукового пошуку можна сформулювати такі основні результати. Встановлено, що Українська Дрогобицька гімназія не була об'єктом ґрунтового історичного дослідження. Досліджено, що створення навчального закладу супроводжувалось гострим протистоянням із місцевою полонізованою адміністрацією, що прагнула не допустити до утвердження українського шкільництва на теренах Східної Галичини. На основі узагальненого фактографічного матеріалу констатовано, що навчальний заклад мав кваліфікований викладацький склад, який забезпечував викладання природничих (географія, природознавство) і стислих (фізика, математика) наук, що рідко практикували інші українські освітні установи. Практична цінність роботи полягає у тому, що наведений у ній фактографічний матеріал можна використати для написання узагальнюючих праць з історії формування та функціонування науково-освітнього простору регіонального рівня

Ключові слова: шкільництво; природничі науки; стислі науки; українська мова; початок ХХ ст.; освітнє середовище