DEVELOPMENT OF COOPERATIVE EDUCATION IN EASTERN GALICIA IN 1920-1930

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Abstract: The article considers the formation of the Ukrainian cooperative school, the value of cooperative education in the life and welfare of Ukrainians. The analysis of cultural and educational activities of cooperative organizations is provided. Historic-geographic, systematic, specific-searching, chronological, and extrapolation method of the problem research is used. The aim of this work is to define the development peculiarities of education and outline the perspectives of positive ideas in the modern economic education space on the basis of the genesis analysis of the cooperative education on the Western Ukrainian territories in 1920-1930 during XX century.

Keywords: Ukrainian cooperative movement, cooperative education, Ukrainian cooperative school, cooperative courses.

Introduction

Ukrainian cooperative movement, which emerged during late XIX and early XX century as a protest against social oppression and labor enslavement by capital. This social - liberation movement of broad working masses was important primarily for nonstate nations. The aim and purpose of the cooperation was to defend and protect the interests of the Ukrainian peasantry labor in the economy against usury and to fight for increase of earnings, reduce expenses for existence. Cooperation was directed to that by uniting the working population in the cooperative interests. Ukrainian cooperation did not receive public dotations, but it even met various constraints in this work from the side of public administration, both central and local. In practice, capital accumulated by Ukrainian cooperation, came primarily from membership dues and shares, paid by hundreds thousands of members. That cooperation became the most massive - not only economic organization of Ukrainian population in Poland. It was developing practical skills of common for its members work, showing the power of joint actions to small producers, raised the level of their national consciousnes (Such, 2000).

Ukrainian historiography of commercial education at Western Ukraine during second half of XIX - the first third of XX century is presented by scientific works of famous public figures, leaders of cooperatives and researchers. The basic principles of Ukrainian cooperative schools of Western lands are reflected in works of M. Halushchynskyi, I. Herasymovych, A. Kachor, D. Korenets, K. Levitskyi, I.Luchyshyn, V. Nahirnyi, M. Kholevchuk and Ye. Khraplyvyi. The priority areas of cultural, educational and business partnerships for nationally conscious cooperatives education are described in fundamental works of I.Vytanovych and M. Tvorylo. Works of contemporary scientists such as B. Savchuk, L. Drohomyretskey, S. Heley, I. Zuliak, M. Sych, B. Stuparyk, H. Subtelna are the results of a scientific study of the of Ukrainian cooperative education formation. However, the issues are not researched enough, related to the determination of causes and conditions of influence on the formation of education in the region; there are not enough works devoted to the typology of cooperative education and cooperative school as an important stage of the Ukrainian cooperative education, which developed in the interwar period. Thus, the topicality of the problem and insufficient degree of its study, the need to address existing controversies determined the choice of the article theme.

Method

This article uses the following methods of research: historic – geographic (regional peculiarities research of the cooperative education development), systemic (education study as a component of part of the society cultural development, taking into account social - political and economic circumstances), specific - searching
(analysis, synthesis, and classification of sources and documents), chronological (outlining of changes dynamics in structural and content parts of the professional education system in chronological consistency), and extrapolation (generalization of conclusions, received on the basis of critical study of the source base, search of ways of creative use in modern conditions).

Ukrainian cooperators wanted the cooperative idea to win, understood and felt the need to cooperative education of staff, because they believed that the future of the cooperative movement depends on the level of workers cooperative knowledge. The leading organizers of the cooperative movement in Western Ukraine, who in 1920-1939 were under Polish authority: Kost Levitskyi, Julian Pavlykovskyi, Ostap Lutskyi, Andriy Zhuk, Carlo Koberskyi, Stepan Fedak and many others. Cooperation taught to seek their rights and obtain the means of life on their own. Socioeconomic nature of cooperation pointed at the content and direction of cooperative education. Ways of Ukrainian cooperative education inherently could not disagree with the directions of Ukrainian national education (Shabala, 1933).

Great attention to cultural enlightenment of Ukrainians was paid by Audit Union of Ukrainian Cooperatives, which at the time was the supreme chief, controlling financial auditing, economic institution.

The basis of cultural and educational activities AUUS was the activities such as the education of economic elite, the formation of the Ukrainian middle class, creation of the material basis for the development of schools and education, means strengthening for the processes implementation of people education, struggle with alcoholism, as well as struggle with illiteracy.

In order to improve population literacy, cooperative organizations financially supported the work of NGOs that existed at the time, they were - "Prosvita" ("Enlightenment"), "Ridna Shkola" ("Native school"), "Souz Ukrainok" ("Union of Ukrainians"), "Silskyi hospodar" ("Rural landlord"). "Prosvita" centralized Ukrainian culture life, was the most massive cultural and educational organization that directed its attention to the needs of people and the economy of the region development. Union "Prosvita" opened private School of Economics in Lviv, where cooperative disciplines were taught.

The main objective of “Ridna Shkola” was to educate youth in the spirit of a Ukrainian national idea. School study of youth through essays, outlining, courses and libraries belonged to educational work. The basis of the educational work was the organization and work of private schools “Ridna Shkola”, lecturing, kindergartens creation, training groups of staff, amateur theater performances, concerts dedicated to various national holidays.

In 1935 /36 business year, there were more than 1500 events of “Ridna Shkola”, namely essays on various topics that were dedicated to the spread of education and national education of Ukrainian citizenship, 47 courses were held, as courses for illiterate and also Ukrainian courses, practical courses of turner deal, sewing and tailoring, embroidery, basket weaving courses, playing an instrument, courses for employees of kindergartens. A very important activity of “Ridna Shkola” groups was the organization of children's and general libraries. The total number of kindergartens, organized and implemented in 1935/ 36 business year by group of “Ridna Shkola” was 655, which were visited by 25 482 children, in 1933/ 34 business year 402 gardens were organized in which there were 15 556 children. Almost all of these were organized by activities of County Unions of native schools or local clubs. 33 secondary schools of “Ridna Shkola” were operating in 1935 /36 school year, including 2 men and 2 women, the rest – of a mixed type, which consisted of 5495 students. 13 schools had their own homes. 195 teachers worked in schools. Cooperation science was conducted continuously in all VI and VII classes. Each school had its own cooperative, where school kids improved their knowledge on cooperation. Schools also organized " teams lectures " at homes, which in 1935/ 36 were 17. All teams lectures numbered 427 children. At school 1935/ 36 year, “Ridna Shkola” led 12 high schools, which enrolled 1835 children. All high schools had training on cooperation, theoretical in 2 classes and practical - in school cooperatives that have been in all schools. Under the guidance of “Ridna Shkola”, there were professional schools, including: trade school in Lviv, which had two departments: three-year coeducation trade school, and one-year commercial course of entrants. Three-year trade school was visited by 120 students, a one-year course was finished in the 1935/ 36 school year by 44 students. Also “Ridna Shkola” held one-year trade school of higher and lower types in Javoriv. (January 31, 1937) In 1938 /39, the group of “Ridna Shkola”, named by Shashkevych in Stanislav opened 1 class of four year coeducation commercial and cooperative school. This school trained and educated professional traders and cooperatives.

The cooperative movement had real need for professionals such as shopkeepers for household consumer cooperatives, book workers for small household and consumer credit cooperatives, dairyman technicians for
district milk plants, book workers and directors for district milk plants, sellers for large commercial units, including district unions and warehouses of Native Trade, book workers for cooperatives and unions (double work organization and self-balancing), cooperative instructors.

Ukrainian cooperation headed the following schools: Coeducation Cooperative Vocational School RSUK – in Lviv, School of lower degree of Native School in Javoriv, Commercial - cooperative female gymnasium of Native School in Stanislav. These schools began their work in 1938. In addition to this there were: Dairy school in Striy, Merchants Gymnasium in Lviv.

As we see, Ukrainian cooperative schooling was addressed quite seriously. Ukrainian schools were exclusively private and did not receive any help from the state. Payment for study in cooperative schools were of different price. It was 120 PLN in Pynsk per year of study, in Warsaw - 500 PLN, in the Ukrainian Lyceum - 30 PLN, but poorer students received discounts, payment for them was actually 15 - 20 PLN per month. School fees ranged from 13 to 15 PLN monthly in Javoriwska Lyceum. The payment was high and it was one of the reasons for the small number of students in schools, also not small amount of money was spent on students living expenses. In Pynsk - 30 PLN per month, in Warsaw - 60 PLN, in Nałęczów - 25 PLN, in Yavoriv- 25 PLN per month.

There were separate schools in Poland for the education of cooperative workers. The movement was relatively strong and led in a short time to good results. The following cooperative schools carried out educational activities in Poland in 1938/39 school year: four-year cooperative gymnasium in Warsaw, four years cooperative gymnasium in Kreminets, three-year cooperative lyceum in Lviv, 6 one-year schools of cooperative training of first level, namely in Nałęczów, Warsaw, Poznan, Lviv, Pynsk, Handzlivtsi.

In addition to Polish schools, there were three Ukrainian ones: cooperative lyceum of Ukrainian Cooperative Audit Union - in Lviv, 1-year cooperative school of the first level preparation in Javoriv (of "Ridna Shkola") and 1-year dairy - cooperative school of Maslosoyuz in Striy.

Three schools among Polish co-operative schools were state ones: School in Nałęczów, Pynsk, lyceum in Kremenets. All other schools received cash assistance from the school authorities, the Cooperative Council and from self-governed counties and provinces. Assistance from public funds covered from 8 to 15% of expenditure of Polish private cooperative schools, donations from self-administration and cooperative organizations ranged from 14 % to 30 % of that school budget. The remaining costs were covered by students' school fees.

Lviv Polish cooperative college received 32 % of its income from student payments and 1-year school existing of the 1st level - 30% of its income. Lacking rest was covered by curators of Finance of Cooperative Council and cooperation.

For comparison, we can see that costs of cooperative lyceum RSUK, which had one class, planned sum for the academic year totaling about 30 000 PLN, Students payments covered sum of 8500 PLN, so approximately 28%. The remaining was covered by assistance of cooperative institutions. Yavorivska cooperative school got just 2 400 PLN of assistance in 1938 from the purchase and marketing cooperation, the rest was covered by students fees (Laba, 1935).

An important area of cultural activity of Ukrainian cooperative organizations was cooperative press publishing that by extending the cooperative idea, promoted involvement of general public in the cooperative movement. There was a large number of cooperative editions in Galicia in the interwar period, such as: “Kooperatyvna rodyva” ("cooperative family"), “Samopomich organ RSUK” (" Self-help item RSUK"), “Bukvar kooperatsii” (" Primer cooperation"), “Hospodarsko – ekonomichnyi chasopys” (" Business and economic magazine"), “Economist organ RSUK” ("The Economist item RSUK"), “Kooperatyvna respublika” ("cooperative republic"), “Kooperatyvne molocharstvo” ("cooperative dairy work"), “Hospodarsko – kooperatyvnyi chasopys” ("Economic cooperative magazine"), co-operative publication of "Enlightenment ", unions “Siłskyi hospodar” (" farmer"), “Ridna shkola” ("Native school"), " Calendar of Ukrainian cooperator ", " credit cooperation ". Advisors of Ukrainian host on the way of economic strengthening were printed propaganda - newspapers, periodicals and specialized literature of societies. The student pedagogic elite enjoyed a multitude of scientific and methodological papers and textbooks, the authors of which were famous cooperative leaders and teachers.

Much attention of RSUK was paid to the publication of economic, cultural and educational content literature. Publishing house annually produced 10 books with printing of three to five thousand copies on average.
In order to improve cooperative knowledge, leaders began to organize professional courses. Theory of cooperation was taught at general cooperative courses, as well as basics of accounting, cooperative legislation etc. Special courses were conducted for members of the cooperative management or members of supervisory boards, for professionals of certain industries. Cooperative leaders stressed the need for professional training of cooperators economists, advocates, inspectors and instructors to build the active work of all unions kinds.

From 1921 to 1930 cooperative educational activities widely developed and launched by a one-month course RSUK in Lviv, which was held on 05.06.1921. 80 people completed RSUK courses - the first workers were young, inspired by the idea of cooperative workers. Lively co-operative education work developed since that time. Generally, courses arose spontaneously and had various work programs, they were held in autumn and winter. During 1921-1930 there were 217 courses, which were graduated by 5834 persons (27 persons per year), 65 courses were generally cooperative with 1773 students (28 persons per year) and 45 special cooperative courses with 616 listeners (on average - 14 people per course), 107 industrial - cooperative courses, which were graduated by 3445 people (on average - 32 people per course). During school 1932/33 year, RSUK organized distance learning courses for book workers cooperative for general purchases and sales, for book workers of Credit Unions, separately for merchants. 121 persons finished the course.

Results

Thus, the overall cooperative literacy was the main content of the conscious construction of economics and independence by peasants. Ukrainian people, mostly peasants and other working representatives found powerful weapons to defend their right to exist in cooperation. The purpose of cooperative education was the creation of a new economic system which could better provide the Ukrainian people with fast and sustainable development.

Discussion

The article considers the formation and development of the Ukrainian cooperative education in Galicia during 1920-1930 years. The analysis of educational activities of Ukrainian cooperative and public organizations is made. The value of cooperative schools and education in the lives of Ukrainian people is set. The educational activities main areas of Auditing Union of Ukrainian cooperatives, as main agency of Ukrainian cooperative movement is highlighted.

The source base of research includes documents and materials of funds of the Central state historical archive of Ukraine in Lviv (CSHAU in Lviv, statistic information, report on the cooperative establishments activity, practical guides of that time, periodical «Hospodarsko-kooperatyvnyi chasopys». The article materials may be used in the development of special courses and seminars for students of economic, historical and pedagogical areas, during writing diploma and master papers. Based on the articles materials it is possible in perspective to study and analyze several issues, such as: influence of cooperative education on the conditions of the Ukrainian production development and activization of the economy development, strengthening of practical preparation of competitive staff, because of the creation of different forms of ownership by enterprises and organizations.

References