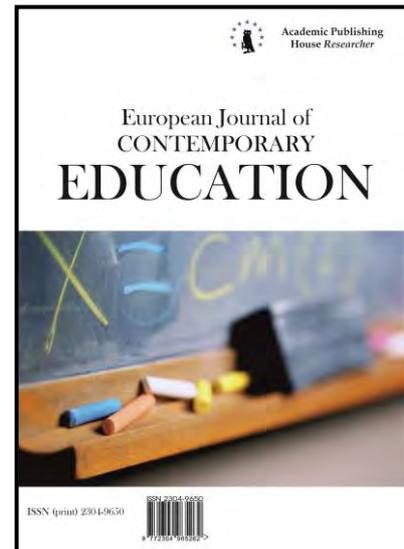




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## Transformations in the Field of public education of the Ukrainian State in 1918. Part 1

Sergey I. Degtyarev <sup>a, b, \*</sup>, Vladyslava M. Zavhorodnia <sup>a</sup>, Lyubov G. Polyakova <sup>b, c</sup>

<sup>a</sup> Sumy State University, Sumy, Ukraine

<sup>b</sup> International Network Center for Fundamental and Applied Research, Washington, USA

<sup>c</sup> Volgograd State University, Volgograd, Russian Federation

### Abstract

The government policy of the Ukrainian State, conducted in the field of public education within 1918 year, is reviewed in this article. The first part of the research covers the peculiarity of the work of the Ukrainian Ministry of Public Education, its structure and personnel. The authors paid separate attention to the formation process of the higher education institutions system and the internal organization of their activities.

The research is based on a corpus of published normative documents, memoirs of contemporaries of the events described here.

The authors concluded that in general the government policy of the Ukrainian State in the area of the public education system development was very successful. The work of the Ministry of Public Education itself was established in very short time. The productivity of the ministry was facilitated by the delegation of legislative initiative given to it. This helped to make many decisions quickly, reacting in time to the emerging needs of the public education sector. The existing universities received state support, and a chain of new educational institutions were created. However, there were several reasons that did not allow to perform the reform of the higher education system in full. First of all, these are military-political and economic reasons.

**Keywords:** Ukrainian Derzhava (State), Ministry of Public Education, Nikolai Vasilenko, Pavlo Skoropadsky, higher educational institutions, university, institute.

### 1. Introduction

The collapse of the Russian Empire, the starting point of which the October Revolution of 1917 had indeed become, was the beginning of the formation of national states in the regions that were previously a part of the empire. One of them was Ukraine - a state with a multiethnic population and with a number of border areas which were claimed by nearby states (Poland,

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\* Corresponding author

E-mail addresses: [starsergo@bigmir.net](mailto:starsergo@bigmir.net) (S.I. Degtyarev)

Romania, Bolshevik Russia). A significant part of the progressively thinking Ukrainian population, various political forces and public organizations were involved actively in the process of state-building. Different visions for further development of Ukraine presented by the participants of this process often caused internal conflicts. This endangered the state-building, made it vulnerable to external military-political forces, many of which did not consider Ukraine's right to self-determination.

The most systemic transformations in all spheres of life of the Ukrainian society and the state began only with the coming to power of the Hetman Pavlo Skoropadsky in Ukraine at the end of April 1918. The activity of the government of the Ukrainian State and the head of state himself were focused on the formation of a strong state with a powerful internal organization, capable to protect itself and to become a valuable partner on the international scene. Although there were, of course, many political blunders.

Both as his contemporaries as many modern researchers assess the policy of the Hetman P. Skoropadsky and his government in the field of public education in the most positive way. This was one of the highest priorities in the domestic policy of the Ukrainian State at that time. First, it was confirmed by the high legislative activity in this direction. In a range of normative documents and statements of politicians it was emphasized that the Ukrainian national school was a base for the renewal of the nation, and it had to be provided with all necessary things in proper and timely way ([Ukrains'ka derzhava, 2015b: 211](#)).

It is the government policy of the Ukrainian State in the field of public education that our article will be devoted to. The first part of this study will cover the structure and specifics of the work of the department of the Ministry of Public Education of the Ukrainian State particularly. Also, the activity of the Ukrainian government in the direction of reforming the higher education system will be analyzed here.

## **2. Materials and methods**

The research offered is based on the following sources: memoirs, regulations and periodicals. The normative documents made it possible to assess the scope of the reforms performed in the field of public education, to determine the priority directions of the government of the Ukrainian State in this area. This source enabled to research the implementation mechanism of educational policy in 1918 significantly. While writing this article, we used a two-volume collection of normative acts from the period of the Hetman P. Skoropadsky, published in 2015 ([Ukrains'ka derzhava, 2015a](#); [Ukrains'ka derzhava, 2015b](#)), along with the official paper of the government of the Ukrainian State, the Derzhavny Vistnyk newspaper ("State Gazette"), where all the official government findings were released.

**Memoirs mostly contain contemporaries' assessments of individuals who participated in the establishment of the education system, their attitude to transformations in that area, etc.** A similar source is the memoirs of the Head of the Ukrainian State, Pavel Skoropadsky ([Skoropads'kii, 2016](#)). D. Doroshenko emphasized the events associated with the opening of the Kiev State Ukrainian University in his memoirs ([Doroshenko, 2007: 355-361](#)). Another contemporary of the events of 1918, M. Shkilnyk, recognized the development of public education in the Ukrainian State in his memoirs, in spite he criticized P. Skoropadsky and his policy in general. But it was paid less attention to this subject in his study. The problems related to the establishment of some higher educational institutions in Ukraine and the process of Ukrainization in the education system were only taken into consideration. ([Shkilnyk, 2016: 376-379](#)).

Periodicals are one of the most factual sources. They highlighted the most relevant problems in the field of public education in Ukraine of the period studied. Thus, it was possible to determine the success and effectiveness of individual components of the educational reform performed. In addition, having used periodicals, we managed to illustrate a number of steps, performed by the Ukrainian government in establishing the certain sectors of public education, with specific examples.

The simultaneous usage of the sources mentioned above enabled us to expand and clarify a range of historical facts. This influenced, in its turn, on some value judgments of the authors.

In general, the work presented here is built on general scientific and special principles and on methods of cognition. In particular, the principles of historicism and objectivity allowed us to

approach objectively while assessing the subject and to take into consideration the opinions of various researchers and contemporaries of the described events.

The usage of historical-comparative, problem-chronological, formal-legal research methods made it possible to represent the complex process of implementing the policy of the Ukrainian State in the area of reforming the public education system, to identify the positive and negative phenomena typical for this process. The application of the method of source criticism helped to determine the level of reliability of the sources used and to interpret a number of historical facts in more objective way.

### **3. Discussion**

Various aspects of the history of the Ukrainian State in 1918 often become the subject of research by scientists. At the same time, a large quantity of problems, which require to be resolved, remains in this thematic field.

The Hetman is often depicted in memoirs and scientific literature as a politician, dependent on representatives of the Austro-German Command, which was located in Ukraine, and on other external political forces in his decisions, a man who favored entrepreneurs and large landowners exceptionally. This can be traced in the works of M. Grushevsky, S. Petliura, M. Shapoval, P. Khristiuk, M. Yavorsky, A. Likholat and many others.

Positive assessments of P. Skoropadsky's activities are often related to his policy in the field of public education, science, culture and partially in the field of diplomacy. Contemporaries of the events of 1917-1921, who was mainly among supporters of the policy of the Central Rada and of the Directory of the Ukrainian People's Republic, social democrats, evaluated P. Skoropadsky's activities in their political views negatively.

Recently many researchers agree with the modern scientist R. Pirog, who has come to the **conclusion that “it is quite difficult to determine the absolutely exact formula of the national-state essence of the Hetmanate, as Ukrainian as Russian structural elements were reflected in this model”** (Kalakura, 2008: 72). We also support this point of view.

The works devoted to the Ukrainian history of the period of the Ukrainian State in 1918 raise a wide range of issues. The subject of many studies became the problems associated with the formation of the bureaucratic apparatus, the creation of various state institutions and their staffing. First of all, these are the works of P. Gai-Nyzhnyk, I. Girich, O. Kudlai, O. Mironenko, R. Pirog, O. Rublev, A. Reient and other scientists (Hay-Nyzhnyk, 1997; Hai-Nyzhnyk, 2004; Hyrych, 2016; Myronenko, 1996; Pyrih, 2009; Degtyarev, 2018; Kudlai, 2008; Rublov, Reient, 1999). The foreign policy pursued by the Hetman P. Skoropadsky is researched in the whole range of works, special attention is paid to the issue of the formation of the Ukrainian Diplomatic Office of this period and Ukraine's relationships with various states. B. Levik, M. Gedin, S. Degtyarev, V. Zavhorodnia, L. Polyakova and others worked in that thematic field (Hedin, 2012; Levyk, 2017; Degtyarev, Zavhorodnia 2018; Degtyarev, Zavhorodnia, 2019; Degtyarev et al., 2019).

The policy of the government of the Hetman P. Skoropadsky in the field of public education was paid little attention in the works devoted to the history of the Ukrainian State in 1918 or in general to the period of Ukraine's fighting for statehood in 1917-1921. As a rule, the authors of such works made a positive appraisal of the reforms in the education system, gave examples of the founding of new educational institutions, attend to the Ukrainianization of state educational institutions (Rublov, Reient, 1999: 141-142; Hurzhii, Reient, 2011: 197-200). While studying the social, political and government activities of N. Vasilenko, the Ukrainian scientist V. Verstyuk touched some aspects of government policy in the field of public education in 1918 superficially (Verstiuk, 2008).

Some authors were focused on certain aspects of the development of the public education system of this period. So, T. Ostashko reviewed the activities of the government of the Ukrainian State in the field of education, science and culture (Ostashko, 2018). The researcher analyzed the regulatory framework of this period regarding transformations in this area. In particular, she highlighted the issues related to the founding of the secondary educational institutions network, the establishment of the higher education system, etc. A. Zavalnyuk investigated the system of university education within the period of the Ukrainian State (Zavalniuk, 2008). The scientist paid separate attention to the formation of the faculty corporation, which proceeded in different universities unevenly. Relying on the official publication of the government of the

Ukrainian State, the *Derzhavny Vistnyk* newspaper, A. Kudlai analyzed the legislative activity in the field of public education and culture in the period studied (Kudlai, 2008).

The former Minister of Foreign Affairs of that period and one of the ideologists of the hetman direction D. Doroshenko described the policy of the Government of the Ukrainian State in the field of public education in the details. In his "History of Ukraine 1917-1923" he devoted a separate chapter to this subject (Doroshenko, 2002: 233-256).

The work presented by us is based on two main components. We will pay separate attention to the arrangement of the public education department activities in general and make an attempt to research the founding process of the higher education system comprehensively in the Ukrainian State as well.

#### **4. Results**

The highest executive board of the Ukrainian State was the Council of Ministers. As any parliamentary-type body had not been founded at all, the Council of Ministers also received legislative functions. The government delegated the power of legislative initiative to individual ministries in some cases, and the legal force was granted to their decisions (Rublov, Reient, 1999: 113). The Ministry of Public Education of the Ukrainian State often used this right.

The heads of the ministries and their deputies were approved by the Head of the State personally. For the entire period from May to December 1918, the Ministers of Public Education of the Ukrainian State were N. P. Vasilenko (03.V.1918 – 25.X.1918), P. Ya. Stebnitsky (25.X.1918 – 14.XI.1918) and V.P. Naumenko (14.XI.1918 – 14.XII.1918).

N. Vasilenko occupied this position for the longest period. His authority was very high even among representatives of the opposition forces to the Government of P. Skoropadsky. He even executed the **Chairman's duties while the absence of the Chairman in the Council of Ministers** on several occasions (Ukrains'ka derzhava, 2015a: 230). Having taken the office of the Minister of Public Education, N. Vasilenko outlined his program targets immediately and **pointed out: "I did come here not to destroy, but to continue, what has already been done and I wish to expand and to enhance the development of the Ukrainian national school"** (Verstiuk, 2008: 150). He put in a lot of efforts to arrange the Ukrainian national education system. This was emphasized by many contemporaries (Doroshenko, 2007: 318-319).

As a rule, professionals with extensive pedagogical and managerial experience recognized in public education were appointed as deputy ministers. For example, a process engineer, Professor I. Krasusskiy, who had occupied the position of vice-rector of the Kharkov Technology Institute previously, was appointed as a Deputy Minister of Public Education on the 27<sup>th</sup> of May. His candidacy was proposed by N. Vasilenko to the Council of Ministers, and after its approval was submitted to the Hetman P. Skoropadsky for final acceptance (Ukrains'ka derzhava, 2015a: 39).

Besides the advisory body created specially functioned under the Minister of Public Education. Officials could be appointed as members of this Council on behalf of the minister and after the approval of their candidatures by the Government. So, the former trustee of the Kiev educational district V. Naumenko was appointed as a member of this Council on the 20<sup>th</sup> of July. A bit later, on the 23<sup>rd</sup> of August, the former trustee of the Vilna educational district M. Bazarevich became a supernumerary member of this Council. And on the 1<sup>st</sup> of October two appointments took place at the same time. The former director of the Moscow Stroganov Art School N.V. Globa was appointed as a full-time member of the Council under the Minister of Education and P. Korobka was appointed as a supernumerary member of this Council (Ukrains'ka derzhava, 2015a: 167, 240, 313).

Like all ministries, the Ministry of Public Education consisted of departments – higher, secondary, primary and vocational education. F. Sushitsky and A. Leshchenko were appointed as directors of the ministerial departments of higher and primary schools accordingly. A. Vilinsky was appointed as a director of the ministerial department of vocational education, who had already an experience in managing a department in the Ministry of Education under the Government of the Central Rada, on the 5<sup>th</sup> of October 1918 (Ukrains'ka derzhava, 2015a: 286-287, 318).

The Institute of Provincial Commissars of Public Education had been existing in the Ukraine since the time of the activity of the Central Rada. It became mostly the basis of human resources for the developing system of public education of the Ukrainian State. Many persons occupied the positions of provincial commissars of public education continued to execute their functions. There were such outstanding personalities among them as V. Andrievsky, G. Stadnyuk, I. Truba,

M. Cherkavsky, K. Dmitriyuk and others. They were professional and experienced administrators and teachers, therefore the Minister N. Vasilenko was interested in retaining those employees. Eventually the Institution of Commissars was reorganized into the Institute of School Administrators in the Province ([Ostashko, 2018: 189](#)).

Considering the economic and social-political situation of the State, the material support of the officials of the education department, especially the higher and secondary level, was quite on sufficient level. In addition, on the 10<sup>th</sup> of June 1918, the annual salaries of individual officials were increased by ministries. Now the minister was supposed to earn 20.7 thousand karbovanets, his deputies – 18 thousand karbovanets each, department directors – 15 thousand karbovanets each, etc. Since the 1<sup>st</sup> of January 1919, it was planned to increase the salary to all officers of the commissariats for the Kiev, Odessa and Kharkov school districts ([Ukrains'ka derzhava, 2015a: 463, 707](#)).

The Ministry of Public Education had possibility to apply a request for provision of the families of deceased employees, who had worked in the sphere of education and science, to the Council of Ministers. For example, the widow of the outstanding Ukrainian linguist, founder of the Ukrainian scientific dialectology, K. Mikhalchuk, was provided with such assistance in the form of a one-time allowance of thousand karbovanets ([Ukrains'ka derzhava, 2015a: 109](#)). Examples of such initiatives within the period studied here were not uncommon.

The sphere of culture was also under the jurisdiction of the Ministry of Public Education. In June the General Directorate of Art and National Culture was founded under its management, and the Ministry of Public Education became the Ministry of Public Education and Arts. We will use shorter forms of the titles, like "Ministry of Public Education" and "Ministry of Education" further in our work.

The Minister of Education was responsible for the arrangement of the museum business. It was his suggestion, that the government allocated 500 thousand karbovanets to acquire antiques and art for national museums to the state property in September 1918 ([Ukrains'ka derzhava, 2015a: 300](#)). On the initiative of the Ministry of Public Education, the State Symphony Orchestra was established (on the 22<sup>nd</sup> of November 1918).

The bill about the establishment of the National Library of the Ukrainian State Fund was approved by the Minister of Public Education on the 22<sup>nd</sup> of July. It was the Minister of Public Education, who introduced the bill on the creation of the Ukrainian Academy of Sciences (established on the 1<sup>st</sup> of November 1918). So, on the 26<sup>th</sup> of July, 200 thousand karbovanets were allocated for the initial expenses planned to be spent on the establishment of the Ukrainian Academy of Sciences and 500 thousand karbovanets each on the building of the St. Vladimir University Library and the Olginsky Gymnasium in Kiev at his disposal ([Ukrains'ka derzhava, 2015a: 174, 185, 341-342](#)).

The Ministry of Public Education supported the idea of developing Ukrainian cinema actively. It was considered that it became possible to distribute various knowledge among the broad masses, including information about Ukrainian culture, history and language via cinema in effective way. State financing for this area, indeed, was not expected due to lack of funds. The government had already tried to solve this problem. In particular, they considered the opportunity of involving private entrepreneurs and public educational institutions in the development of Ukrainian cinema. At the same time, partial state funding was also planned. The creation of directors and **instructors' courses in Kiev was approved only on the 30<sup>th</sup> of October**, for what the State allocated about 27 thousand karbovanets ([Ukrains'ka derzhava, 2015a: 642-643, 678](#)).

In general, the performance of the Ministry of Public Education of the Ukrainian State was highly active. Although there were a lot of difficulties associated with economic and political issues, lack of professional staff etc. In addition, the ministry did not have its own official printed periodical organ through which it could distribute its decisions and initiatives to the attention of the broad public. The publication of such body called "Journal of the Ministry of Public Education and Arts" was planned by the Minister V.P. Naumenko only in the last days of the existence of the Ukrainian State. He asked for the allocation of 25 thousand karbovanets for this publication on the 5<sup>th</sup> of December. The Council of Ministers decided to review this request at one of the next meetings. But the project has never been implemented ([Ukrains'ka derzhava, 2015a: 413](#)).

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As for the policy of the Ukrainian government in the field of development of the higher education system, the steps in this direction, probably, can be assessed as the most successful and

effective. Although the Ministry of Public Education did a lot to develop the system of educational institutions at all levels, the Hetman P. Skoropadsky considered personally that Minister N. Vasilenko paid more attention to higher educational institutions and less attention to secondary and primary schools. At the same time, the Hetman admitted that, nevertheless, a lot work had been performed in this area ([Skoropads'kii 2016: 150](#)).

It should be considered that some decisions in the field of higher education were taken by the government not on timely basis, usually with a delay. For example, only on the 28<sup>th</sup> of August it was decided to rename all state universities and higher technical educational institutions of the former Russian Empire into Ukrainian state ones on the territory of the Ukrainian State. And the Nezhinsky Historical and Philological Institute of the Prince Bezborodko received the state status even later on the 20<sup>th</sup> of September ([Ukrains'ka derzhava, 2015a: 255, 297](#)).

In July the rules for admission to universities for 1918-1919 were established. Individuals of both genders, regardless of nationality, had the right to apply these higher educational institutions. Applicants were required to provide certificates or diploma of graduation from gymnasiums, real or commercial schools, teachers' institutes or other educational institutions ([Ukrains'ka derzhava, 2015b: 170-171](#)). At about the same time, on the 9<sup>th</sup> of July 1918, the Council of Ministers submitted the candidatures of three rectors elected previously to the Hetman for approval: I. Krasussky for the Kharkov Technological Institute, P. Pyatnitsky for the Kharkov University and A. Bilimovich for the Odessa University. Moreover, it was proposed to approve these people in the rector's positions "retroactively." So, I. Krasussky was proposed to be approved from the 1<sup>st</sup> of June, P. Pyatnitsky - from the 21<sup>st</sup> of April, and A. Bilimovich – from the 11<sup>th</sup> of March ([Ukrains'ka Derzhava, 2015a: 135](#)). The practice of appointing to positions backdated in the Ukrainian State was not a rare case, as we mentioned in one of our works ([Degtyarev, 2018](#)). And a new wave of appointments to **rector's positions took place on the 28<sup>th</sup>** of September. E. Spektorsky was approved as a rector of the Kiev University of St. Vladimir, F. Sushitsky – as a rector of the Kiev State Ukrainian University and the Count N. Musin-Pushkin – as an honorary trustee of the Nizhyn Institute of the Prince Bezborodko. At the same time, F. Sushitsky was retired from the post of the director of the Department of Higher Education, which he occupied at that time ([Ukrains'ka Derzhava, 2015a: 308, 329](#)).

A number of higher educational institutions functioned on the territory of Ukraine during the period studied. Among them there were such reputable universities as the Kiev of St. Vladimir, the Kharkov University, the Novorossiysk University (called in other name the Odessa University), and the Historical and Philological Institute of the Prince Bezborodko. The Kiev Polytechnic University, the Kharkov Technological University, the Kharkov Veterinary University, the Yekaterinoslav Mining State Institutes, the Women's Medical Institute in Kiev and other universities functioned at that time as well.

In spite of the availability of a number of technical universities in the Ukraine within the period studied, there was a problem in preparing highly qualified specialist engineers. Great importance was attached to the opportunity to gain the experience of foreign professionals. The author of the essay in the "Zemske Dilo" newspaper ("Zemskoe Delo"), referencing to the examples of the successful industry development in the USA, underlined the utility to send Ukrainian engineers and technicians after graduation to work on probation at American enterprises. He considered that the Americans were able to train Ukrainian specialists even more effectively, than the Germans. In this regard the author presumed that it was necessary to strengthen the study of foreign languages in secondary schools (especially English and German) as soon as possible ([Zemske Dilo №319a: 1](#)). Unfortunately, such exchange of experience programs did not exist during the period studied and the Government of the Ukrainian State were not able to arrange them due to the current military-political and economic situation in the country.

At the same time, the government continued to initiate and stimulate the creation and further development of new higher educational institutions, involving public organizations and local government bodies in this process. Architectural and climatic institutes were opened in Kiev, polytechnic and agricultural institutes – in Odessa ([Hurzhii, Reient, 2011: 198](#)). Already on the 9<sup>th</sup> of June, the Jewish People's University, which became the first Jewish higher educational institution on the territory of the former Russian Empire, was opened in Kiev. An outstanding public figure M. Zilberfarb was appointed as a rector of it. There were three faculties functioned at the university: natural and mathematical, humanitarian and Jewish knowledge ([Ostashko, 2018: 202](#)).

Soon on the 1<sup>st</sup> of July 1918, the Faculty of Law was opened and began to function immediately in Poltava. All listeners received the rights of students of state universities. The education was conducted in accordance with the program of the Law Faculty of the Kharkov University. Professors from Kharkov University (E. Somek-Maksimovich, M. Sobolev, F. Taranovsky, A. Fadeev, N. Yastrzhembsky) taught there as well. A. Kisilev was appointed as a dean of the faculty. Students could be of both genders. And if they wished to continue their study at the Kharkov University, they were credited with the results of examinations at the Poltava Faculty of Law ([Luch No. 23a: 3](#)).

The Ukrainian Faculty of History and Philology (as a separate independent institution) was opened with the participation of the Public Educational Organization named "Prosvita" and the material support of local state institutions (zemstvo) in Poltava on the 6<sup>th</sup> of October. The Professor of the Kharkov University E. Chernousov became a dean of it. The lecturers were professors and associate professors of the same university, including such outstanding personalities as D. Bagaliy, M. Taranushenko, V. Shcherbakivsky, N. Sumtsov. 162 students and 44 free listeners started their education at this faculty immediately ([Doroshenko, 2002: 249](#); [Shkilnyk, 2016: 378](#)).

In the autumn of 1918, the opening of the so-called Middle East Institute was planned in Kiev, where anyone with a secondary education could enter. The education there was supposed to last 2 years. The task of the institute was "to prepare diplomatic, consular and commercial agents, private and government organizers and managers of all kinds of trade, cultural and social enterprises in the Middle East." The curriculum was to include the study of law, economics, culture and ethnography of Bulgaria, Serbia, Romania, Greece, Turkey and the languages, such as Turkish, some Slavic and other. For more deeper study of the peculiarities of the states of the Balkan Peninsula and Asia Minor, it was planned to establish an additional one-year course. The education process also was supposed to include educational and practical excursions to the Middle East under the guidance of teachers ([Luch №30: 2](#)). But this project remained unrealized.

Back in 1917, the so-called Kiev People's Ukrainian University was founded in Kiev. It operated on a voluntary basis and was funded by private donations. In beginning of August 1918, the Council of Ministers decided to grant it with the status of a state one. Since that time, it became known as the Kiev State University ([Ukrains'ka derzhava, 2015a: 200-201](#)). The appropriate law was passed on the 17<sup>th</sup> of August. A bill on the transformation of the Kiev Ukrainian People's University into the Kiev State Ukrainian University had been developed by a commission of 13 professors and 2 assistant professors settled specially for those purposes ([Zavalniuk, 2008: 205](#)).

The university was established with four faculties: history and philology, physics and mathematics, law and medicine. The scientific and pedagogical staff of the faculties was not numerous. Thus, the initial staff of the medical faculty consisted of no more than eight people (including dean and professors). All of them were appointed by the Minister of Education. The language of education was Ukrainian (it was allowed in some cases to conduct lectures in Russian). In September 1918, a partial reorganization of the Kiev Ukrainian State University took place, as a result of which the Department of Bacteriology appeared here ([Ukrains'ka derzhava, 2015a: 238, 295](#)). Professorial positions were occupied by many famous scientists and teachers: I. Ogienko, F. Sushitsky, A. Grushevsky, D. Grave, V. Luchitsky, M. Tugan-Baranovsky, B. Kistyakovsky and others at this university ([Doroshenko, 2002: 243-244](#)).

While the university had functioned as a public one, it had been allowed to various categories of students to study there. Now, the students, who did not have a matriculation certificate, were not allowed to apply for a diploma. They were obliged to obtain such a certificate before receiving a diploma of graduation from the university. Also, persons without academic degrees were not admitted teaching in this institution ([Ukrains'ka derzhava, 2015b: 237](#)).

At that time the charters and the staffing tables of the Ukrainian State universities had not yet been drawn up and adopted. Therefore, all higher educational institutions were guided in their activities by the General Charter and the staffing tables of Russian universities with later amendments to this document dated the 23<sup>rd</sup> of August 1884 ([Ukrains'ka derzhava, 2015b: 237-238](#)).

The material and technical base of the Kiev State University was poor at the initial stage of its existence. Initially, in 1919 it was planned to allocate funds for the construction of buildings and the purchase of equipment for the university. Until that moment the institution was supposed to use the premises of higher and secondary schools in Kiev in accordance with the permission of the Minister of Education. But the question of providing the Kiev State University with premises was

very acute. P. Skoropadsky personally set the task to determine the location of the university at the end of August. The proposal declared by the Council of Ministers to use the construction of the Vladimir Cadet Corps for this purpose was rejected unanimously. But there was decision made to transfer all the buildings of the Kiev Artillery School to the disposal of the university. And the **Minister of Internal Affairs was given the task “to attend to the improvement of the roads, leading to the Artillery School, and their lighting and to strengthen the protection of this area as well”** (Ukrains'ka derzhava, 2015a: 238, 248). As a result, the buildings of the Artillery School located on the outskirts of Kiev were assigned to the Kiev State Ukrainian University. The estate of this school included a park and six large buildings. Many guests, including Hetman P. Skoropadsky himself, members of the Ukrainian government, diplomats from Germany, Austria-Hungary, Turkey, Bulgaria, Finland attended the ceremony while the opening of the Ukrainian University. (Doroshenko, 2007: 356, 359).

Simultaneously with the foundation of the Kiev State University, the Kamenets-Podolsk Ukrainian State University was also established (Ukrains'ka derzhava, 2015a: 201-202). This institution also had four faculties. In general, this university was managed in its activities with the same rules as other higher educational institutions. The first rector, deans and all first-year professors were appointed by the Minister of Education. Professorships were occupied by scientists from Kiev, Kharkov, Lvov, Yekaterinoslav, Odessa, St. Petersburg at the Kamenets-Podolsk University (Doroshenko, 2002: 248).

Departments of Polish and Jewish literature and history were created at the Faculty of History and Philology of the Kamyanets-Podolsk University. But teaching had to be done in Ukrainian in these departments (Ukrains'ka derzhava, 2015a: 201-202, 659; Ukrains'ka derzhava, 2015b: 241). And the theological faculty was established at the Kamyanets-Podolsk University on the 1<sup>st</sup> of July although the law on this was published only on the 22<sup>nd</sup> of November. The next departments linked to the disciplines taught were established here:

- 1) Scripture of the Old Law, Theology of the Old Law;
- 2) Scripture of the New Law, Theology of the New Law, Gospel history;
- 3) History of Ancient Church Writing, Christian Asceticism and Mysticism;
- 4) History of the Ancient Church, History of the Apostolic Century, Church-Historical Geography with Chronology, Source Study, Historiography of Ancient Church History;
- 5) Comparative Theology, History of Western Churches, History and Analysis of Western Confessions;
- 6) Philosophy and Psychology of Religions and Apologetics of Overt Religions;
- 7) Dogmatic Theology and History of Dogmas;
- 8) Christian Ethics;
- 9) Hebrew Language, Biblical Archeology, Biblical Geography with Chronology;
- 10) History of the Orthodox Worship;
- 11) History of the Russian Church and Source Studies and Historiography of Russian Church history;
- 12) History of the Ukrainian Church and Source Studies and Historiography of Ukrainian Church history;
- 13) History of Sermon (Homiletics);
- 14) Biblical History and History of Eastern religions;
- 15) Church Archeology and History of Christian Art;
- 16) History of the Greek-Eastern Church;
- 17) The History of Schism and Sectarianism and the History of the Orthodox mission;
- 18) History of Slavic churches;
- 19) Patrologie;
- 20) Canon Law.

14 ordinary, 6 extraordinary professors and 6 full-time associate professors were involved in teaching these disciplines. Their number could be increased, if necessary, and was dependent on the financial capabilities of the university.

It was planned to open a law faculty at the Kamenets-Podolsk University in the future. In this case, the discipline "Canon Law" should be transferred from the theological faculty to the legal one (Ukrains'ka derzhava, 2015b: 363-364).

At the initial stage, the manor house and the three-story building of the local secondary technical school were allocated to accommodate the Kamyanyets-Podolsk University (Zavalniuk, 2008: 206). The question of the construction and arrangement of university buildings was assigned to a Commission for the construction of the Kamyanyets-Podolsk Ukrainian State University created for these purposes specially. At the same time, the Minister of Education was entrusted with the task of reaching an agreement with the Kamenets-Podolsk City Duma and the Kamenets-Podolsk Provincial Zemstvo in order, that each of these self-government bodies would allocate 1 million karbovanets for the needs of the university (Ukrains'ka derzhava, 2015a: 202; Ukrains'ka derzhava, 2015b: 241-242).

While pursuing the policy of Ukrainization in all spheres of state life, the Ukrainian studies departments were established in the state universities as formed newly as existent already. There was decision made to open the Departments of the History of Ukraine, the History of the Ukrainian Language and the History of Ukrainian Literature at the Faculties of History and Philology of the Kharkov and Novorossiysk State Universities on the 1<sup>st</sup> of July 1918. The Departments of the History of Western Russian law were created at the Faculties of Law. At the same time, two Ukrainian studies departments were established at the Nizhyn Institute of History and Philology: the Department of the History of Ukraine and the Department of the History of Ukrainian Language and Ukrainian Literature. Such departments were opened as in the Kharkov and Novorossiysk State Universities as in the Nizhyn Institute of History and Philology at the end of September (Ukrains'ka derzhava, 2015a: 303-304; Ukrains'ka derzhava, 2015b: 299, 302). Everyone, who wished to receive a master's or doctor's degree and the title of adjunct was granted the right to defend a thesis in Ukrainian language in accordance with the law dated the 27<sup>th</sup> of September.

Although, in general, thesis defense and scientific disputes were allowed to be held both in Russian and Ukrainian languages at that time (Ukrains'ka derzhava, 2015b: 298).

Since September 20 scholarships had even been appointed for the training of professors and teachers of higher schools conducted the education in Ukrainian language. The size of such scholarships ranged from 5 to 7.2 thousand karbovanets, and they were settled for up to two years. The Minister of Education personally determined a candidate for a scholarship, its size and payment period in each individual case. The fellows were not allowed to be engaged in other activities (teaching or occupying any positions). And after a two-year period, they had to pass an exam for a scientific degree or complete a thesis. At the same time, the entire period, during which the scholarship was paid, equated to the civil service in the educational sphere (in the department) (Ukrains'ka derzhava, 2015a: 607; Ukrains'ka derzhava, 2015b: 290).

The activities of some higher educational institutions were settled by special regulations of the Ukrainian government. So, a draft law related to the procedure of electing the director of the Nizhyn Historical and Philological Institute was settled in October. The position of teacher of the law was eliminated, but a new position of professor of theology was set instead. And the position of the inspector of the institute was renamed to the assistant (deputy) director (Ukrains'ka derzhava, 2015a: 659). There was a women's medical institute functioning in Kiev. The Council of Ministers presented the next rights to the institute at the request of the Council of this institution on the 19<sup>th</sup> of October: to create its own state examination committee, to **admit persons with a doctor's degree to defend the degree of doctor of medicine at the institute and to issue appropriate diplomas, to confer the title of assistant professor of the institute** (Ukrains'ka derzhava, 2015a: 338).

The material support of higher educational institutions was an acute issue. Huge funds were required as for the maintenance of the scientific, pedagogical and service personnel of these institutions as for their arrangement. So, the annual salaries of the employees of the Kiev University, such as an archivist, a journalist and a clerical official, were set in amount of 3 thousand karbovanets since August (Ukrains'ka derzhava, 2015a: 210). On the 16<sup>th</sup> of October the amount of 1 million karbovanets were allocated for the maintenance of the personnel of four state institutes: the Kiev Polytechnic, the Kharkov Technological, the Yekaterinoslav Mining and the Kharkov Veterinary. Another 500 thousand karbovanets were allocated for the maintenance of personnel of the next state universities: the Kiev St. Vladimir, the Kharkov, the Novorossiysk in Odessa and the Nezhinsky Historical and Philological Institute of the Prince Bezborodko. The amount of scholarships for students of the Nizhyn Historical and Philological Institute was increased in

October. The amount of 643.8 thousand karbovanets were allocated for the maintenance of lower-level employees of higher educational institutions on the 12<sup>th</sup> of November.

In October money were granted for various economic needs of the Nizhyn Historical and Philological Institute, including the development of the power grid (141.2 thousand karbovanets), 300 thousand karbovanets were allocated for the completion of the construction of the library building of the University of St. Vladimir ([Ukrains'ka derzhava, 2015a: 335, 337, 365-366, 658](#)). The amount of 2.35 million karbovanets were allocated for the maintenance of the Kiev and the Kamenets-Podolsk State Ukrainian Universities at the end of August 1918 ([Derzhavnyi visnyk №46: 2](#)).

Despite the positive results in the field of improving the higher education system, many unresolved problems remained. The reasons of them were mostly associated with the difficult economic and political situation in Ukraine. For example, already in July 1918, the lecture fees at universities had to be increased, which the Minister of Education reported to the Council of Ministers ([Ukrains'ka derzhava, 2015a: 132](#)). In addition, the population raised significantly in Kiev in 1918. Many representatives of the bourgeoisie and the nobility flocked there from those regions of the former Russian Empire that were managed by the Bolsheviks. There appeared a problem with accommodation in Kiev. In connection with that fact, students were not able to rent rooms even at raised prices. Many of them had to drop out. On this occasion the Minister of Education **appealed to the Kiev City Major and the City government (called Duma) with a request “to take measures and provide immediate active assistance to students by establishing a hostel for students”** ([Zemske dilo №319b: 3](#)).

It is also known that the Ukrainian State was closely connected with the German military administration through a number of contractual obligations at that time. Representatives of the Austro-German troops did not always find a common language with the local population. Conflicts between them often led to the armed clashes, German military courts operated on the Ukrainian lands, and many public figures, including employees of the education system, were subjected to groundless arrests. The Ministry of Public Education provided support to many people who worked in its department in such situations. In the beginning of August 1918, the rector of the Kiev University of St. Vladimir E. Spektorsky was arrested by order of the German authorities. This caused a violent reaction as in the public as in the highest government circles of the Ukraine. On the initiative of the Minister of Public Education, the Council of Ministers protested to the German command against the arrest of the university rector whose appointment "was made by the power of the Hetman." The protest stated that such behavior of the German command disrupted the authority of the Ukrainian government and harmed the Ukrainian-German relations in general ([Ukrains'ka derzhava, 2015a: 209](#)).

It is also worth noting that political propaganda often influenced the minds of student youth. At the decline of the Ukrainian State already, the protest (anti-hetman) action took place in Kiev on the 15<sup>th</sup> of November 1918. This action was suppressed by force of arms. There occurred victims among the youth. The next day the Minister of Education V. Naumenko made a statement that it was necessary to discuss the subject related to "the rules and the use order of armed force in general, and especially with regard to student youth in all educational institutions of Ukraine." No concrete results were achieved during the discussion. But it was decided to apply to the **Minister of War and the Minister of Internal Affairs with a request “that the military units and the Sovereign Warta [analogue of the state militia/police – Auth.] were not to be entered the educational institutions without prior agreement with the appropriate educational authorities at the head of these institutions”** ([Ukrains'ka derzhava, 2015a: 376](#)).

## **5. Conclusion**

To summarize the first part of our research in general, it should be noted that the policy of the government of the Ukrainian State was very productive in the field of development of the public education system. Experienced professionals were involved in this process. The work of the Ministry of Public Education, created in the first days of the existence of the Ukrainian State, was established in the possible shortest time. In our opinion, it was important that this ministry was delegated with the legislative initiative in such difficult military-political conditions existed in 1918. Thanks to that measure, many decisions were made promptly and implemented in a short time. Also, the work of local education authorities was established. The head of the Ukrainian State

P. Skoropadsky pointed himself out that “... In spite of all the mistakes that I and the government made in Ukraine, under downright catastrophic conditions, under downright natural disasters ... – Ukraine was a state with all institutions, functioning properly, with defined actions plans, with a financial budget ... ”(Skoropads'kii, 2016: 255).

The Ukrainian Government's policy on the development of higher education was dynamic and successful generally. The foundation of some new universities and the development of the existing ones is a good illustration of attempts to resolve the issue related to provision of qualified personnel to various professional fields at the state level. At the same time, the Country's Leadership and the society not only realized the need to train engineers, teachers, diplomats, etc., but also recognized the important role of higher education in the formation of the Ukrainian national statehood entirely.

However, there were several external and internal factors which influenced the development of the education system in the Ukraine negatively. First of all, it was the military-political situation in which the state was in 1918 and which influenced negatively all aspects of the country's life in general and the effectiveness of reforms in the field of education particularly. It should include the dependence on the Austrian-German administration on the territory of the Ukraine, the negative impact of anti-government agitation from the Bolsheviki's and socialists' side who mostly influenced on young people (high school students, students) significantly. Also, the economic difficulties hampered certainly the overall positive transformations in higher education. Although problems associated with the process of Ukrainianization of higher educational institutions existed, they were resolved at the highest government level effectively. The Government policy was also active in the direction of arranging the quality work as in the system of primary and secondary educational institutions as in extracurricular education. This subject will be highlighted in the second of our research.

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