

## ІСТОРІЯ ПЕДАГОГІКИ

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### EDUCATIONAL AND CULTURAL ACTIVITY OF THE SOCIETY “PROSVITA” ON THE TERRITORY OF VOLYN (IN THE PERIOD OF THE INTERWAR TWENTY YEARS OF THE XX CENTURY)

*The article analyzes the educational and cultural activity of the society “Prosvita” in Volyn (during the interwar twenty years of the XX century). It is found out that in the 20-s – 30-s of the XX century the main tendency of the activity and development of the society “Prosvita” was the reliance on the own spiritual forces of the Ukrainian people. It is emphasized that educational and cultural activity became one of the priority directions of functioning of the Volyn society “Prosvita”. This direction envisaged the struggle for the Ukrainian language, raising the general cultural level of the Ukrainian population, eliminating illiteracy, creating national educational institutions. It is determined that the means to achieve this goal were: creation of Ukrainian educational institutions, publishing activity, opening of libraries, organization of mass cultural and educational events.*

*Educational and cultural activity of the society “Prosvita” in Volyn during the analyzed period contributed to:*

- development of Ukrainian schooling (establishment of “children’s zakhoronky” (kind of kindergartens), “zakhystky for orphans” (orphanages) and other types of pre-school education institutions, opening of primary, secondary and professional schools, organizing Shevchenko’s academies, reading public lectures, organizing general educational, pedagogical and other professional courses, opening of research stations, etc.);*
- active dissemination of Ukrainian-language literature, opening of a network of libraries, reading rooms, “book borrowings”;*
- establishment of pro-Ukrainian cultural activity (organizing of dramatic performances, plays, literary-musical evenings, concerts; opening of Ukrainian folk choirs, orchestras);*
- organization and functioning of sports, “Plast”, as well as firefighting groups.*

*The problem of gender equality in the activity of the society “Prosvita” in Volyn was noted; various public and political associations of Volyn, including the Ukrainian educational society “Prosvita” in the early twentieth century were characterized by the high level of female activity.*

*It is generalized that the educational and cultural activity of the Society “Prosvita” on the territory of Volyn during the interwar period had been a prominent phenomenon in national liberation competitions and contributed to the preservation, approval and self-determination of the Ukrainian nation, which contributed to the national-patriotic upbringing of the younger generation of Ukrainians.*

**Key words:** *educational and cultural activity, association “Prosvita”, Volyn.*

**Formulation of the problem.** Today, under the conditions of increasing national-patriotic movements and raising the national consciousness of modern Ukrainian society, the interest of domestic scientists to study the problems of activity of national-oriented public organizations that were created

and actively worked in Ukraine in the past is significantly updated.

The relevance of the topic is also due to the fact that the enlightenment (Ukrainian “Prosvita”) movement plays a particularly important role in the period of active transformations and the emergence of civil society.

Nowadays, significant challenges and demands are again on the way to building a democratic, legal state and forming a democratic society. That is why the experience gained in carrying out cultural and educational work by the societies "Prosvita" of Volyn in the period of the interwar twenty years makes it possible to fully understand the essence, importance and role of public organizations in the modern Ukrainian state.

#### **Analysis of recent researches and publications.**

The problems of activity of the Volyn society "Prosvita" were studied by Ukrainian scientists A. Harbaruk, I. Zuliak, M. Kucherepa, M. Levkivskiy, L. Markivska, B. Savchuk, O. Sushchuk, I. Tychyna.

**The objective of the article** is to analyze the educational and cultural activity of the society "Prosvita" in Volyn during the interwar twenty years of the XX century.

#### **Presentation of the main research material.**

Nowadays the historical-pedagogical process on the territory of Ukraine, creative use of historical experience as one of the important conditions for the progress of pedagogical science to develop the scientific foundations of the modern educational system requires revision, rethinking and objective coverage.

Of particular importance for the reproduction of the history of formation and development of national education and pedagogical thought in Ukraine as a holistic process is the study of the scientific-pedagogical heritage of public organizations and societies of the first half of the XX century, which made a significant contribution to the development of national pedagogical science. It was during this period that the public consciousness of Ukrainians affirmed the idea of the need to build the independent Ukrainian state and national school. It caused in the national pedagogy intensification of the process of searching for the conceptual foundations of creation of the national system of education and upbringing; the first projects of the Ukrainian National School were developed, the scientific bases of its nationalization and development were substantiated [6–7].

The society "Prosvita" named after Taras Shevchenko is the first and the oldest national public organization to function on the basis of preserving and developing the national language, culture, traditions, and forming the national consciousness and patriotism of Ukrainians since the moment of its foundation [11, p. 95]. It should be noted that the formation of the enlightenment movement in Volyn took place under conditions different from those in Eastern Galicia.

As we know, the society "Prosvita" in Galicia was created in opposition to anti-Ukrainian trends in cultural life: colonialist, supported by the Caesar authorities, on the one hand, and Russophile, on the other. Galician public figures have set themselves the goal of proving

that Ukrainians are the people with cultural traditions, different from both Poles and Russians [12]. In Volyn, "Prosvita" was founded in 1916, in the village Matseiv in Kovel district (now – the village of Lukiv in Turiyskiy district) by D. Vitovskiy – a young publicist, and later a leader of the Ukrainian Galician Army [9, p. 29]. Unfortunately, with the arrival of the Polish authorities, this cell could not be preserved.

One of the priority directions of activity of the Volyn national elite in the society "Prosvita" was the educational cultural activity, which envisaged raising the general cultural level of the Ukrainian population, eliminating illiteracy, fighting for the native Ukrainian language, national school and studying there. The main means to achieve this goal were: library services, organization of mass cultural and educational events, public periodicals, publishing activity, oral propaganda, direct participation in the organization of Ukrainian schools, as well as more radical measures - organization of actions of disobedience, protest, school plebiscites. In addition, in the 1920-s – 1930-s, unlike previous decades, the bias is transferred to consolidation and reliance on the own spiritual forces, and in the correction of the content and tasks of the Ukrainian enlightenment – on self-education and self-cultivation [7, p. 28]. The important component of the process of national self-assertion, the formation of national identity on the territory of Volyn during the interwar twenty years of the XX century were the cultural and public societies "Prosvita". The established urban and rural centers of "Prosvita" intensified the development of the region in economic (expansion of the cooperative movement), political (participation of the Prosvita activists in the struggle for political rights and freedoms in the Ukrainian representations of state authorities of the II Rzeczpospolita), cultural and educational (overcoming illiteracy, creation of Ukrainian educational institutions, promotion of achievements of Ukrainian culture) spheres. Therefore, it is very important to study comprehensively the work of the Prosvita branches on the example of educational and cultural activity, as it will allow to find out how significant was the contribution of the Prosvita activists in the development of the local community, understanding of the importance and prospects of their activity in the social and political life of Volyn in the mentioned period [10, p. 121]. In the interwar years in Volyn there were educational organizations in the cities of Kremenets, Lutsk, Volodymyr-Volynskiy, Dubno, Rivne, Kovel [9, p. 35].

It should be noted that the educational activity of the society in Volyn was one of the priority areas. The society "Prosvita" plays the leading role in the fight against illiteracy. Organized in 1917 the societies "Prosvita" had the purpose to "spread education among the illiterate people" [2, p. 26].

Thus, the article of Kovel district "Prosvita" states that it is a "Ukrainian charitable and cultural-

educational society". The mission of the society is to "help the poor care for the moral and physical education of the Ukrainian youth, and especially for the development of Ukrainian culture and the education of the Ukrainian people in their mother tongue". Among the areas of work of the cell in this article are: "to publish in Ukrainian books, magazines, periodicals, letters of call <...> to create printing houses, bookbinding houses, paper warehouses, various libraries, reading rooms, "borrowing books" <...> to facilitate the opening of museums, research stations <...> to organize dramatic performances, plays, literary-musical evenings, concerts <...> to organize the functioning of folk choirs, orchestras, sports, "Plast", and firefighting groups <...> to open "children's zakhoronky", "zakhystky for orphans" and other types of pre-school institutions" <...> to open secondary and primary schools and professional schools <...> to involve in educational work members of the society, and to organize public lectures, to hold general and professional pedagogical courses, convene meetings in educational, agricultural, economic and cooperative matters" [3, p. 51].

During the interwar twenty years of the XX century public societies and philanthropists played a significant role in solving the issues of opening of educational institutions and their functioning and the activities of extracurricular institutions for children. Among the variety of public associations founded on the territory of Volyn province, the activities of the society "Prosvita" in Volyn should be particularly mentioned [2, p. 516].

Significant activity was shown by the members of the society "Prosvita" in the development of Ukrainian schooling. Through the efforts of the members of the society, courses for illiterate peasants were organized, and for teachers – courses in Ukrainian studies. The "Prosvita" activists brought school textbooks in Ukrainian into Volyn from Galicia. The illiteracy liquidation program envisaged the organization by branches and reading rooms of relevant courses, the publication of ABC books, "Enlightenment Leaflets", and providing students with them. In particular, members of the society "Prosvita" in Lutsk issued the ABC book "Beginning" by B. Cherkashenko at their own expense. One of the forms of elimination of illiteracy was folk and "loud reading", reports, debates, competitions, book holidays, study of history and geography of Ukraine, etc. [6, p. 31–32].

An important element of educational activity was the national-patriotic education, namely the organization of the Shevchenko academies, which with great solemnity in the crowded educational halls took place in the cities and villages of Volyn [6, p. 31]. The first documentary reports on the ceremonial commemoration of the Great Kobzar in Lutsk date back to 1923. The graduate of Lutsk Ukrainian Gymnasium I. Levchanivska in her memoirs

reports that "long before the Shevchenko holiday, we, students of the gymnasium had specific task and made costumes, scenery, learned to recite poetry from "Kobzar", and learned songs on the poet's words. The evening itself was a great success, not only for us, students of the gymnasium, but also for parents and residents of the city it was a real holiday of the soul" [8, p. 246–252]. The executive manager of the head of the Zdolbuniv branch of "Prosvita" D. Pekarskyi in the program of the holiday of memory of T.H. Shevchenko, which took place on March 9, 1924, provided 14 kinds of activity, among which were: introductory words (biography, literary creativity, importance and the significance of T. Shevchenko for the Ukrainian people), as well as many choral songs, reciting poems of Kobzar, poetry of the "Prosvita" members, dedicated to the memory of T. Shevchenko. The centerpiece of the holiday was the "Testament" and the Ukrainian national anthem "Ukraine has not Died", which was performed by the mixed choir [4].

It is interesting to pay attention to the problem of gender equality in the activities of the society "Prosvita" in Volyn. Thus, various civic and political associations of Volyn, including the Ukrainian enlightenment society "Prosvita" in the early XX century were characterized by the high level of activity of women (O. Pchilka, L. Ukrainka, O. Orlovska, L. Voloshka, O. Levchanivska) and were a means of consolidation of the population of the region in the struggle for the solution of acute social problems connected with the organization of maternity and childhood protection and raising the social status of a woman [2, p. 81].

Let us illustrate the educational and cultural activity of the societies "Prosvita" with specific examples of educational activity. For many decades, the population of Volyn was deprived of the opportunity to learn their mother tongue, read, write, and publish Ukrainian books, the lack of which became especially appreciable in the interwar period. Therefore, from the first days of their activity, the "Prosvita" activists have been engaged in the distribution of the Ukrainian books to the population, especially in the countryside, where these books were very rare. With the emergence of the first enlightenment organizations, they immediately began to create libraries, bookstores and reading rooms [7, p. 29].

In 1921, in Lutsk, thanks to the active activity of the members of the society, the Ukrainian bookstore "Nyva" and the public library were founded. Libraries were also organized in villages. In particular, the libraries of the Kremenets "Prosvita" numbered 3 500 volumes. The books "Ukrainian Statehood", "Son of Ukraine", "Fighters for Truth", "How Moscow Destroyed Ukraine", and "The Story of the Glorious Zaporozhian Army" were popular with readers [6, p. 30]. Since 1926, the main department of the society "Prosvita" in Lviv has been providing on

easy terms for three to five months the sets of libraries \$ 40–65 worth for reading rooms in Volyn [5, p. 31]. Along with the order, the reading rooms sent one dollar as the first payment of the amount. The books remained the property of the main department until the cost was paid. The libraries, which paid the cost of the books in a timely manner had the reduce payment by the fifth of the cost. According to the report of cultural-educational and social-political figure M. Halushchynskyi and historian I. Krypiakivych from the trip to Volyn and Kholmshchyna in August 1923, the library of “Prosvita” in Volodymyr numbered 400 volumes, in Lutsk – 2 000, Rivne – 1 500–2 000, Ostroh – 980, Kremenets – 2 000 [5, p. 31].

By the mid-20-s of the XX century libraries and reading rooms were located not only in the “Prosvita” district offices, but in almost all rural branches. Thus, in the mentioned years, all branches of Kovel “Prosvita” had 10 thousand books. The direct involvement in this process of Yurii Kosach, Lesia Ukrainka’s nephew, who, by the way, was the organizer and curator of the reading room in the village of Kolodiazhne, as well as an active supplier of works by the poetess and other Ukrainian writers to many county libraries, positively influenced the activity of local branches [7, p. 29].

**Conclusions.** The society “Prosvita” in Volyn was one of the leading carriers of the national idea in the region in the interwar twenty years of the XX century. Educational and cultural activities of the society “Prosvita” in Volyn during the analyzed period contributed to:

- development of Ukrainian schooling (establishment of “children’s zakhoronky” (kind of kindergartens), “zakhystky for orphans” (orphanages) and other types of pre-school education institutions, opening of primary, secondary and professional schools, organizing Shevchenko’s academies, reading public lectures, organizing general educational, pedagogical and other professional courses, opening of research stations, etc.);

- active dissemination of Ukrainian-language literature, opening of a network of libraries, reading rooms, “book borrowings”;

- establishment of pro-Ukrainian cultural activity (organizing of dramatic performances, plays, literary-musical evenings, concerts; opening of Ukrainian folk choirs, orchestras);

- organization and functioning of sports, “Plast”, as well as firefighting groups.

Educational and cultural activity of the Society “Prosvita” on the territory of Volyn during the interwar period was a prominent phenomenon in national liberation competitions and contributed to the preservation, approval and self-determination of the Ukrainian nation, which contributed to the national-patriotic upbringing of the younger generation of Ukrainians.

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**Біницька К. М., Нагорний Я. В., Біницька О. П. Освітньо-культурна діяльність товариства «Просвіта» на території Волині (у період міжвоєнного двадцятиліття ХХ століття)**

*У статті проаналізовано освітньо-культурну діяльність товариства «Просвіта» на території Волині (у період міжвоєнного двадцятиліття ХХ століття). З'ясовано, що у 20–30-х роках ХХ століття основною тенденцією діяльності й розвитку товариства «Просвіта» було опертя на власні духовні сили українського народу. Акцентовано на тому, що одним із пріоритетних напрямів функціонування волинського товариства «Просвіта» стала освітньо-культурна діяльність. Цей напрям передбачав боротьбу за українську мову, підвищення загальноосвітнього й культурного рівня українського населення, ліквідацію неписьменності, створення національних закладів освіти. Визначено, що засобами досягнення цієї мети було створення українських закладів освіти, видавнича діяльність, відкриття бібліотек, організація масових культурно-освітніх заходів.*

*Освітньо-культурна діяльність товариства «Просвіта» на Волині в аналізований період сприяла розвитку українського шкільництва (заснування «дитячих захоронок», «сирітських захистів» та інших типів закладів дошкільної освіти; відкриття початкових, середніх і фахових шкіл; організація Шевченківських академій; читання публічних лекцій; організація роботи загальноосвітніх, педагогічних та інших фахових курсів; відкриття дослідних станцій тощо); активному поширенню україномовної літератури, відкриттю мережі бібліотек, читалень, «випозичалень книжок»; налагодженню проукраїнської культурної діяльності (організація драматичних вистав, спектаклів, літературно-музичних вечорів, концертів; відкриття українських народних хорів, оркестрів); організації та функціонуванню спортивних, пластових, а також протипожежних дружин.*

*Зазначено проблему гендерної рівності в діяльності товариства «Просвіта» на Волині. Так, різноманітні громадські й політичні об'єднання Волині, зокрема й українське просвітительське товариство «Просвіта», на початку ХХ століття характеризувалися високим рівнем активності жінок.*

*Узагальнено, що освітньо-культурна діяльність товариства «Просвіта» на території Волині міжвоєнного періоду була помітним явищем у національно-визвольних змаганнях та сприяла збереженню, утвердженню й самовизначенню української нації, що сприяло національно-патріотичному вихованню підростаючого покоління українців.*

**Ключові слова:** освітньо-культурна діяльність, товариство «Просвіта», Волинь.