

Comparative Analysis of Higher Education Systems of the Ukrainian Lands of Dnieper Ukraine in the First Third of the XXth Century

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ABSTRACT

The article presents the comparative analysis of higher education systems of the Ukrainian lands of Dnieper Ukraine in the first third of the XXth century: the period of 1901 – February 1917 (the stage of formation of higher education in Ukraine taking into account educational, economic, social and political factors), the period of March 1917 – 1920 (restructuring of higher education in Ukraine during the national liberating struggle), the period of 1921 – 1933 (stage of modernization of higher education in Ukraine in order to implement important principles of korenization). The main trends in the development of higher education were revealed in Ukraine during three studied stages within determined chronological boundaries.

Keywords: *trend, higher education system, Ukrainian lands of Dnieper Ukraine, stage, institution of higher education.*

1. INTRODUCTION

In today's conditions, when political and economic transformations are taking place in Ukraine, it is possible to observe the process of the country's integration into the world space. In the search of solutions to the problems associated with the restructuring of the modern education system, aiming to use the achievements of the past, we consider it important to turn to a comparative analysis of higher education systems of the first third of the XXth century in the Ukrainian lands of Dnieper Ukraine. The period from 1901 to 1933 was full of changes, often dramatic, because on the edge of the epochs (the era of the imperial education system, the creation of Ukrainian statehood in higher education, institutions of higher education in the Soviet Union) there was a restructuring of the model of national higher education.

2. LITERATURE REVIEW

The scientific interest to the retrospective study of the historical context in higher education in the early XXth century is constantly giving impetus to new research. I. Dovzhuk studied the problem of the development of Ukrainian higher education in the late XIX – early XX centuries [1]. The model of the development of agrarian education and science by the Ukrainian diaspora in the

activity of the Ukrainian Economic Academy in 1922 – 1935 was considered by V. Shulha [2]. The organization of the work of the branch «Prosvita» in Horodok during 1909 – 1939 can be found in the research of O. Panko, T. Hubanova [3]. Problems of Ukrainian education and the work of E. Olesnytsky in Eastern Galicia in the first third of the 20th century were examined in the analysis of I. Chuyko [4]. O. Ionova et al. studied children's health maintenance activities of the state and the public organizations in Ukraine at the beginning of the 20th century [5]. I. Shumilova et al. explored public administration in the educational space of the Northern Azov region during the period of 1864-1918 [6].

The present of education in institutions of higher education is covered in works of many scientists. Women's higher education, in particular teaching of programming to women in institution of higher education in the modern time is studied in the work of D. M. López Robledo [7]. According to current trends in the system of higher education, it is possible to predict students who will be expelled, M. Kumar, A. J. Singh, D. Handa provide a review of the literature, which clearly shows this procedure [8]. I. Purnahayu, P. Eosina, B. Susetyo, I. Nurhayati studied Indonesian universities readiness in providing professional human resources in geospatial

information [9]. In his research, R. Mamo explored the work of Debre Marcos University, namely service-oriented computing for effective management of academic records [10].

3. PURPOSE

The purpose of the article is a comparative analysis of higher education systems during the periods of 1901 – February 1917 (the stage of formation of higher education on the Ukrainian lands of Dnieper Ukraine taking into account educational, economic, social and political factors), March 1917 – 1920 (restructuring of higher education in Ukraine during the national liberating struggle), 1921 – 1933 (stage of modernization of higher education in Ukraine in order to implement important principles of korenization) in order to use the achievements of the past in the present era.

4. METHODOLOGY

The following **methods** were used in the study: *general scientific* (historical and pedagogical analysis, synthesis, comparison of scientific literature, archival documents), which are the basis for describing the main directions of study of the problem; *historical and structural* contributed to the creation of the structure of the work, systematization of historical and pedagogical sources; *historical-diachronic and criterion-complex* – helped to substantiate the stages and identify the leading trends in the development of higher education on the Ukrainian lands of Dnieper Ukraine in 1901-1933; with the assistance of the *retro-praximetric method*, the views of government officials and the scientific and pedagogical community of the first third of the twentieth century on the role and content of higher education were systematized; the formulation of conclusions obtained as a result of the analysis of the source database is created by the *extrapolation method*.

The study is based on the source base:

- documents and materials of the Central State Historical Archive of Ukraine (Kyiv), the Central State Archive of the Higher Authorities and Administration of Ukraine (Kyiv), The State Archive of Kyiv, the State Archive of Kharkiv Region;

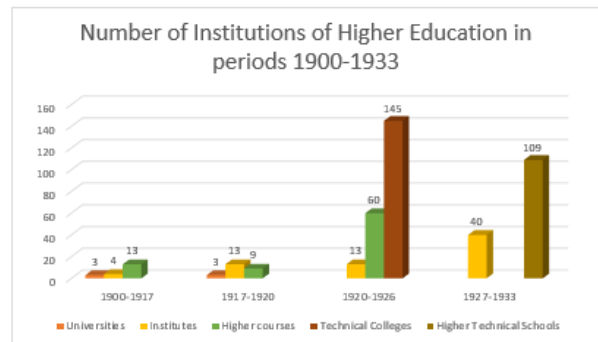
- legislative acts of the period of the study; regulations, orders, circulars published in the Collection of regulations and Orders on the Ministry of Public Education, the Collection of Laws and Orders of Workers' and Peasants' Government of Ukraine, the Collection of regulations, decrees, orders and prescripts on the People's Commissariat of Education of The Ukrainian Soviet Socialist Republic (served for the reconstruction of the process of development of higher education in Ukrainian lands of the period of the research);

- materials of periodicals and statistical collections of the period under study: «Journal of the Ministry of National education», «University news», «Bulletin of the People's Commissariat of Education of the Ukrainian SSR», «Bulletin of the People's Commissariat of Education».

5. RESULTS AND DISCUSSION

From 1901 to 1933, the main trends in the development of higher education were revealed on the Ukrainian lands of Dnieper Ukraine. They were traced, taking into account political, economic and social disorders of the studied period of time; these factors influenced the restructuring of higher education; the main policy of the government concerning higher education was studied, it is possible to see changes in circulars, resolutions, orders of departments and ministries, in statute documents of institutions of higher education, to consider signs of system of process of education in various institutions of higher education (Table 1).

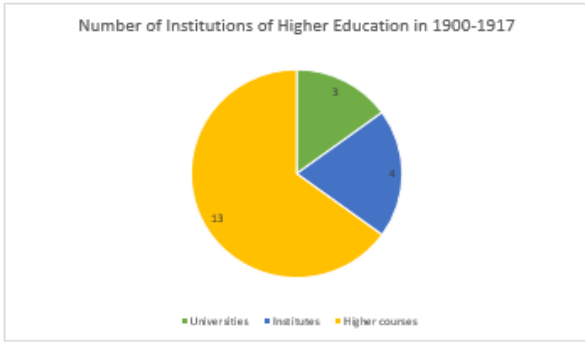
Table 1 Number of Institutions of Higher Education in periods 1900-1933.



5.1. Main Trends in the Development of Higher Education System on the Ukrainian Lands of Dnieper Ukraine during the Period of 1901 – February 1917

In the period from 1901 to February 1917 there was a stage of formation of higher education on the Ukrainian lands of Dnieper Ukraine, taking into account educational, economic, social and political factors. The main trends of this stage can be called the restructuring of higher education, due to the planned transformation of government circles of the Russian Empire; opening of public and private Higher Women's Courses (teaching programs focused on university programs); introduction of documents that regulated some principles of the university charter, approved back in 1884; formation of «Projects ...» of statutes of special institutions of higher education and national universities; special state institutions of higher education were opened in some regions; public organizations and individuals began to create institutions of higher education not only for men but also for women (Table 2).

Table 2 Number of Institutions of Higher Education in 1900-1917.



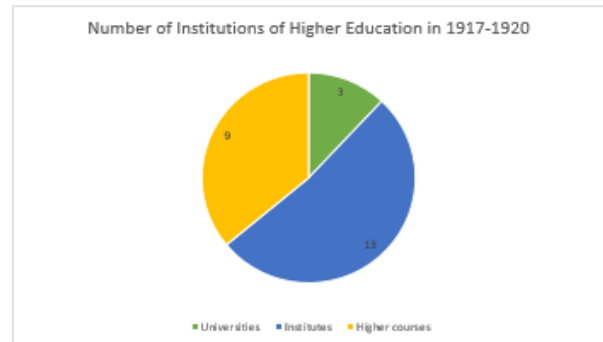
One of the leading trends in the development of higher education on the Ukrainian lands of Dnieper Ukraine at the turn of the XIX – XX centuries was the expansion of the network of special state institutions of higher education. First, the opening of special state institutions of higher education was due to the industrial revolution and, accordingly, the economic development of the country. In terms of the transition to an industrial society, the demand has grown significantly for the training of specialists for various sectors of the national economy. However, at that time classical universities did not fully satisfy that demand. Secondly, the public played a significant role in the opening of special institutions of higher education, as representatives of the scientific and pedagogical elite were aware of the high mission of higher education not only for the spiritual development of society, but also for social and economic one. Third, in Ukraine at the turn of XIX – XX centuries the number of scientific and research organizations and institutions increased in which scientists with national and European recognition worked, which led to the intensive development of natural and technical sciences [11; 12].

In the course of the research it was discovered that, starting from 1905, the process of development of women’s higher education began. It was at that time that a network of private and public Higher Women’s Courses began to form. The program of teaching at the Higher Women’s Courses was close to the university ones, but the graduates enjoyed the right of free students only [13]. From 1911 to 1913, women who entered the Higher Women’s Courses received the same rights as university graduates. At the end of 1911, the resolution «On examinations of females in the knowledge of the course of institutions of higher education and on the procedure for obtaining academic degrees and the title of teacher of secondary educational institutions » gave to women the right to be examined in the same boards as males, and on condition of successful passing of examinations to receive degrees and diplomas provided by statutes of institutions of higher education [14].

5.2. Main Trends in the Development of Higher Education System on the Ukrainian Lands of Dnieper Ukraine during the Period of March 1917 – 1920

From March 1917 to 1920, the higher education of the Ukrainian lands of Dnieper Ukraine was reorganized during the national liberation struggle. During the rule of the Directory, the Central Rada, the Hetmanate and the development of Ukrainian self-consciousness, it is possible to trace the following trends: opening of Ukrainian studies departments in existing institutions of higher education, granting the state status to the universities of St. Volodymyr, Kharkiv and Novorossiysk, start of the activities of the Ukrainian Popular University (Kyiv), the Academy of Arts and the Pedagogical Academy. It should be noted that when the Bolshevik forces were temporarily on the territory of Ukraine, the trends changed: the position of commissar was established in institutions of higher education, special councils were formed, privileges and rights of higher school graduates were abolished, academic titles and degrees were cancelled, final exams were annulled, training for trimesters was introduced, disciplines such as church law and theology were prohibited, specialized institutions of higher education were formed, universities were abolished, volume of industrial practice increased, number of lectures decreased (Table 3).

Table 3 Number of Institutions of Higher Education in 1917-1920.



It is possible to give as an example the Ukrainian Popular University, founded by the government of P. Skoropadsky. The work of the Ukrainian Popular University, which was inaugurated in Kyiv on April 5, 1917, had its own peculiarities in comparison with other institutions of higher education at this stage. First, it was the first purely national institution of higher education which was intended for those wishing to obtain higher education. The specificity of this institution of higher education was the training of scientific personnel for the implementation of the policy of Ukrainization. Secondly, the Ukrainian Popular University quickly became a center of cultural and educational activities for the general population. Third, the Ukrainian Popular University existed at public and private expenses and was not public. Due to this, its budget was quite limited. However, according to the recollections of

contemporaries, despite the desire to build a national higher school, almost all lectures at the Ukrainian Popular University were given in Russian, in addition, students rallied more than they studied [15; 16].

When comparing the views of representatives of the scientific and pedagogical elite, politicians and public figures of the 1st and 2nd stages of development of the studied phenomenon on the tasks, functions, content of higher education, it has been found that, first, representatives of the scientific and pedagogical community of Ukraine as V. Ikonnikov, D. Bagaliy, L. Petrazhytsky, V. Vernadsky, V. Imshenetsky, I. Mechnikov, O. Lyapunov and others expressed the opinion that the institute of higher education had a great mission, which concerned the spiritual position of society, its changes for the better. They believed that in social and cultural processes, higher education would contribute to state development in general [17]. As for political and public figures of the Ukrainian People's Republic of the Central Rada, the Ukrainian state of P. Skoropadsky, the Ukrainian People's Republic of the Directory period, in particular M. Hrushevsky, M. Vasylenko, P. Kholodny, S. Petliura, P. Skoropadsky, I. Steshenko, I. Ogienko and others, in public discourses, speeches, open letters, they advocated the need to build a national system of higher education, the spread of the Ukrainian language in the educational environment, filling the scientific space with Ukrainian content, creating a solid foundation for a new state [18]. Secondly, during the 1st stage of the development of higher education in Ukraine representatives of the scientific and pedagogical community were for a combination of applied and scientific and theoretical knowledge in the content of student training [11]. Instead, in the context of the national liberation struggle in Ukraine and, accordingly, the transformation of the higher education system, the idea of gradual higher education began to spread, namely it was first about basic training of applicants during two years and only then about special, that is practical [19].

5.3. Main Trends in the Development of Higher Education System on the Ukrainian Lands of Dnieper Ukraine during the Period of 1921 – 1933

From 1921 to 1933 it is possible to speak about the stage of modernization of higher education on the Ukrainian lands of Dnieper Ukraine in order to implement important principles of korenization. Contradictory trends were observed during this period: Higher three-year pedagogical courses, institutes of national education, technical colleges, industry institutes were organized and opened, which initiated the national construction of higher education according to « horizontal lines » and « vertical lines », disciplines were taught in Ukrainian in institutions of higher education, research and scientific departments began their work, the

procedure for « practical training » and « internship » for externship and graduates were developed, unification of higher education of the Ukrainian SSR in accordance with the standards of the Union of Soviet Socialist Republics (USSR) began (Table 4, 5).

Table 4 Number of Institutions of Higher Education in 1920-1926.

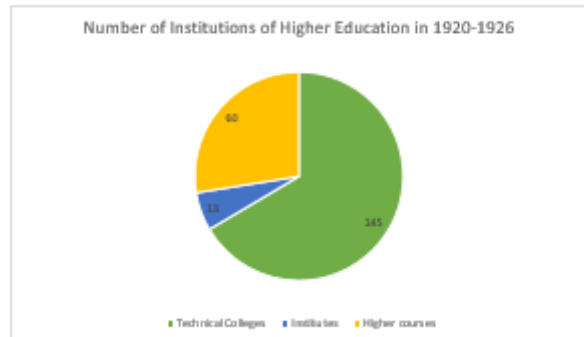
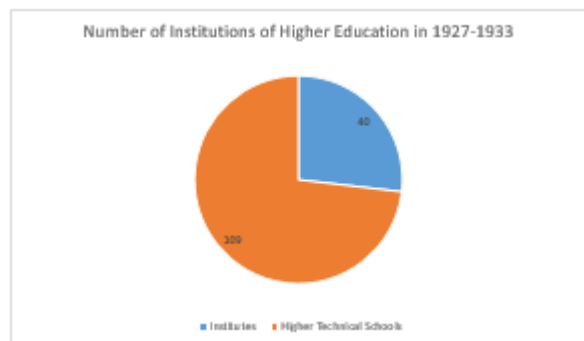


Table 5 Number of Institutions of Higher Education in 1927-1933.



One of the trends of the development of higher education on the Ukrainian lands of Dnieper Ukraine in the conditions of its Sovietization and Proletarianization was the renewal of tuition fees in institutions of higher education in the spring of 1922, contrary to previous instructions. The People's Commissariat of Education of the Ukrainian SSR, on behalf of the Council of People's Commissars, promulgated the provision «On the introduction of tuition fees in institutions of higher education of the Ukrainian SSR» [20]. The document stated that, first, tuition fees were introduced from the first trimester of 1922; secondly, the right to exemption from tuition fees was granted to local student social security committees; thirdly, those students who did not pay for their studies on time were subject to expulsion from an institution of higher education. The reason for that innovation was a difficult financial situation of institutions of higher education. However, starting with the 1924 – 1925 academic year, students receiving state scholarships were exempted from tuition fees. Other applicants of higher education began to be charged from 25 to 100 % of tuition fees set by the People's Commissariat of Education. In accordance with the provision « On tuition fees in institutions of higher education of the Ukrainian SSR for the 1924 – 1925 academic year » such measures were due to the desire to

facilitate the life of one of the most vulnerable groups, namely students [21].

The following conditions for admission to institutions of higher education came into force on the Ukrainian lands of Dnieper Ukraine during 1921–1933. It was regulated by the following documents: «Rules for admission to institutes and technical colleges of the Ukrainian SSR in 1923» [22]; «Instruction to the provincial councils of vocational education about the order of mission for admission to institutions of higher education, workers' faculties, vocational schools of the Ukrainian SSR», «Instruction to the admission boards of institutes and technical colleges of the Ukrainian SSR about the admission in 1923». According to these documents, first, admission to the institutions of higher education took place only once a year in August; secondly, young people not younger than 18 (men) and 17 (women) had the right to join them; third, the education document was mentioned but not mandatory; fourth, the admission boards of particular provinces (Donetsk, Kyiv, Katerynoslav, Odesa and Kharkiv), along with the distribution of allocated vacancies, were allowed to test the knowledge of entrants at Provincial departments of vocational education. In the 1924 – 1925 academic year, the « Instruction to the admission boards of institutions of higher education and workers' faculties of the Ukrainian SSR on the admission in the 1924 – 25 academic year » (Instruktsiya priyemnym komissiyam VUZov, rabfakov USSR k priyemu v 1924 – 25 uchebnom godu 1924) and « Instruction on admission to institutions of higher education and schools of mass vocational education of the Ukrainian SSR in 1925 – 1926 academic year » [23] were made public. According to these documents, the conditions of admission to institutions of higher education and the procedure of admission boards have underwent certain changes: in particular, those sent to studies were obliged to provide a certificate of education. In 1926, provincial admission boards introduced a system of admission to institutions of higher education in concordance with « curia ». Workers, peasants, labor intellectuals and artisans formed separate curiae, that is the principle of staffing became class; competitive exams were organized in the middle of a separate curia.

In the 1920s of the XXth century, the selection of teaching staff was carried out as follows: first, special attention was paid to the social origin of applicants; secondly, the candidate for a teaching position had to be able to give lectures and conduct practical classes; thirdly, scientific achievements were not required. According to the «Instruction on the procedure for admission to pedagogical work in institutions of higher education», published at the beginning of 1927, they began to require a list of scientific papers. First, the procedure for filling the vacant position took place at the faculty, then the board of institutions of higher education approved the candidacy and at last the People's

Commissariat of Education finally approved it for the position. In obedience to subsequent resolutions, namely the «Regulations on the Institutions of the Ukrainian SSR» (1927), «On the Supplements to «the Regulations on the Institutions of the Ukrainian SSR» (1929) and «Regulations on Technical colleges of the Ukrainian SSR» (1929), teachers were divided into full-time and part-time in three categories. Professors of the 1st and 2nd category taught basic and auxiliary courses; senior and junior teachers worked under the guidance of professors. Full-time teachers were required to improve their skills every three years through a six-month mission. Subsequently, the requirements for teaching staff changed. The procedure of periodic reelection of full-time teachers to the position was introduced, the interval varied depending on the category, from 3 to 10 years [24, p. 7-8].

The most significant differences were revealed in the development of the education system, in particular of higher education, in the Ukrainian SSR and the Russian Soviet Federative Socialist Republic (RSFSR) during the 1920s because when the Bolsheviks came to power, they began to reform higher education. Some scholars, such as Y. P. Ryappo, noted the following: first, a seven-year labor school was widespread in the Ukrainian SSR, after which graduates went on to study at a three-year vocational school with a combination of general and special education. After finishing it, they had a choice – a manufacturing enterprise or training at an institute or college. In the RSFSR, the secondary school lasted nine years; after the seventh form, students could enter technical colleges, after the ninth form – institutes. Second, in the Ukrainian SSR, technical colleges belonged to institutions of higher education, while in the RSFSR, technical colleges belonged to institutions of secondary education. Third, in the Ukrainian SSR, graduates of institutions of higher education had to undergo an internship in a manufacturing enterprise, in addition to professional practice and technical training. In contrast to the Ukrainian SSR, in the RSFSR there was not any internship in a manufacturing enterprise upon the completion of the institute course. Fourth, in the Ukrainian SSR in the early 1920s, universities were closed, as for the training of scientific personnel, there were research and scientific departments that carried it out. In the RSFSR, universities were only reformed, and they continued to function [25, p. 34-37]. In December 1922, the Union of Soviet Socialist Republics was founded, in January 1924, the Constitution was approved, that is, the legal approval of statehood, and the administration of the republics passed to the bodies of union importance.

6. CONCLUSION

Thus, the comparative analysis given above of higher education systems during the periods of 1901 – February 1917 (the stage of formation of higher education on the

Ukrainian lands of Dnieper Ukraine taking into account educational, economic, social and political factors), March 1917 – 1920 (restructuring of higher education in Ukraine during the national liberating struggle), 1921 – 1933 (stage of modernization of higher education in Ukraine in order to implement important principles of korenization) allows us to write about the radical changes that took place in Ukraine within determined chronological boundaries.

Prospects for further research are a comprehensive analysis of the historiography of the process of development of the Ukrainian higher school in the 30s of the XXth century.

AUTHORS' CONTRIBUTIONS

Each author participated and made a sufficient contribution to the work on the research. each author approved the final version of the manuscript.

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