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**MARKIAN TERLETSKYI IN THE CULTURAL AND EDUCATIONAL ENVIRONMENT OF GALICIA AND CZECHOSLOVAKIA DURING THE 20 – 30-ies OF THE XXth CENTURY**

**Abstract.** *The purpose of the research is to analyze Markiyian Terletskyi's participation in the cultural and educational environment of Galicia (Halychyna) (1920 – 1930) and to highlight the main aspects of his activities in camps for the interned Ukrainian servicemen in Czechoslovakia, as well as in the Ukrainian educational institutions in Podybrad and Prague. The methodology of the research is based on the principles of historicism, systematicity, scientificity; as well as the use of general scientific and special historical methods. Owing to the application of the biographical method, the author highlighted M. Terletskyi's activities and defined the place and role in the educational institutions of Przemysl, Podybrad, Prague, Yavoriv and Stanislaviv (nowadays Ivano-Frankivsk), as well as in the Czechoslovak camps for the interned Ukrainian soldiers. The scientific novelty is that for the first time in the Ukrainian historiography, based on the analysis of a set of sources, M. Terletskyi's biography and his cultural and educational activities were reconstructed. The Conclusions. Having analyzed M. Terletskyi's multifaceted activities, we make bold to say that he was primarily closely associated with the socio-cultural environment in Przemysl, which manifested itself in his pedagogical work in the Ukrainian schools primarily. M. Terletskyi's several years of multifaceted work in the camps for the interned Ukrainian soldiers in Czechoslovakia was aimed at raising their cultural and educational level primarily. The research and teaching work in the Ukrainian educational emigration institutions of the Czechoslovak Republic testified to his active civic position. After his return to Galicia (Halychyna), M. Terletskyi joined the native schools' activities. Based on the analysis of his pedagogical activity, scientific and pedagogical research, speeches at pedagogical meetings, meetings in educational societies, M. Terletskyi's role in the Ukrainian national school and education development was clarified.*

**Key words:** Markiyian Terletskyi, Galicia, Czechoslovakia, socio-cultural activity.

## МАРКІЯН ТЕРЛЕЦЬКИЙ В КУЛЬТУРНО-ОСВІТНЬОМУ ПРОСТОРИ ГАЛИЧИНИ ТА ЧЕХОСЛОВАЧЧИНИ ПЕРШОЇ ТРЕТИНИ ХХ ст.

**Анотація. Мета дослідження** – проаналізувати участь Маркіяна Терлецького в культурно-освітньому просторі Галичини (перша третина ХХ ст.) та висвітлити основні аспекти його діяльності у таборах для інтернованих українських військових у Чехословаччині, а також – в українських освітніх установах Подєбрадів та Праги. **Методологія дослідження** базується на принципах історизму, системності, науковості, а також використанні загальнонаукових і спеціально-історичних методів. Завдяки застосуванню біографічного методу автор висвітлила діяльність та визначила місце і роль М. Терлецького в освітніх закладах Перемишля, Подєбрад, Праги, Яворова та Станіславова (нині м. Івано-Франківськ), а також у таборах Чехословаччини для інтернованих українських воїнів. **Наукова новизна** полягає у тому, що вперше в українській історіографії, на основі аналізу комплексу джерел реконструйовано біографію М. Терлецького та його культурно-освітню діяльність. **Висновки.** Проаналізувавши багатогранну діяльність М. Терлецького, маємо підстави стверджувати, що він насамперед був тісно пов'язаний із соціокультурним середовищем Перемищини, і це проявилось у його педагогічній праці в українських навчальних закладах. Кількарічна багатопланова робота М. Терлецького у таборах для інтернованих українських воїнів у Чехословаччині була спрямована на піднесення їх культурного і освітнього рівня. Науково-викладацька робота в українських освітніх еміграційних інституціях ЧСР засвідчила його активну громадянську позицію. З поверненням у Галичину М. Терлецький долучився до діяльності рідношкільних установ. На основі аналізу його педагогічної діяльності, науково-педагогічних розвідок, виступів на педагогічних нарадах, засіданнях у просвітницьких товариствах з'ясовано роль М. Терлецького у розбудові української національної школи та освіти.

**Ключові слова:** Маркіян Терлецький, Галичина, Чехословаччина, культурно-освітня діяльність.

**The Problem Statement.** It is of utmost importance for the Ukrainian historiography in the Ukrainian state formation context to return to the orbit of the historical memory of those socio-political and cultural educational renowned figures, who acted and created in the stateless period, had a clear civic position and, in fact, preserved their identity and did not allow it to dissolve in another's sea. As the leading figure of Markiyano Antonovych Terletskyi (1885 – 1963) – a teacher, historian, cultural and educational figure – was known mostly to a narrow circle of the researchers, so it would be unfair that the name of this man, who was noted for the active citizenship and large-scale cultural and educational activities was lost in the vicissitudes of time.

**The Analysis of Recent Researches.** There was no professional research, devoted to M. Terletskyi's figure until now. Posthumous articles, written by L. Yasinchuk in American newspaper "Svoboda" (Yasinchuk, 1963) and S. Ripetskyi in "Vilna Ukraina" (Ripetskyi, 1963) the encyclopedic references (Entsyklopediia ukrainoznavstva, 2000; Steblii, 2012). The above-mentioned works include all information about the identity of M. Terletskyi, who, first of all, distinguished himself by his highly professional and public activity in the field of the Ukrainian schooling; carried out active educational activities in prisoner of war camps in Czechoslovakia, took an active part in the Ukrainian educational institutions' establishment in Podyebrady and Prague.

Markiyano Antonovych Terletskyi was born on the 1<sup>st</sup> of November in 1885 in the village of Polnyatychi in Yaroslav (Jaroslaw) region (Podkarpackie Voivodeship, Poland) in the family of a Greek Catholic priest. After his father's death, in 1886, together with his mother, Karolina Vakhnyanyn-Terletska, he moved to another village, which was called Dobra, where Fr. Roman Pasichynskyi, husband of Domicelia-Maria Vakhnyanin, mother's younger sister, was in the

parish. Markiyian Terletskyi received his primary education in Yavoriv. In 1896 – 1904 he studied at the Ukrainian Second Imperial-Royal Gymnasium in Przemysl (Spravozdanie, 1897 p. 51; Spravozdanie, 1898, p. 54). Hryhoriy Velychko, who became the first Doctor of Geography to defend his dissertation (1893) at the University of Lviv, was M. Terletskyi's Geography and History teacher in the first and second forms; in the sixth form – Denys Korenets, Ukrainian cultural and educational figure, teacher, historian, geographer, theorist, and practitioner of the cooperative movement. The Ukrainian language was taught by the well-known literary critic, poet, and translator Vasyl Shchurat, and the Polish language was taught by Kostya Horbal, a Ukrainian pedagogue, editor, publisher, and journalist. Having obtained a high-quality high school education, M. Terletskyi entered Lviv University successfully. During 1904 – 1908, while studying at the Faculty of Philosophy, he listened to lectures and attended practical classes, which were conducted by professors T. Wojciechowski, L. Finkel, A. Regman, B. Dembinski, S. Zakrzewski, M. Hrushevskiy, K. Studynskiy, Ol. Kolessa. Owing to the above-mentioned constellation of teachers, who provided productive and effective training, which guaranteed a high-quality educational level of knowledge and formed the relevant professional skills necessary for professional development. It should be noted that the years of M. Terletskyi's studies coincided with the time when the university students took an active part in Lviv's socio-political and socio-cultural life.

After graduating from university, M. Terletskyi began his almost decade-long teaching career in the Ukrainian schools in Przemysl. He first worked at the Przemysl Girls' Lyceum, where he conducted History and Geography lessons, as well as the Ukrainian language and Mathematics for first-graders (Zvit, 1909, p. 22), and the following school year he worked for 20 hours per week and taught History, Geography and the History of his Native Land (Zvit, 1910, p. 11). In addition, M. Terletskyi wrote a little research concerning Przemysl Girls' Lyceum formation and development. According to M. Terletskyi, "it was a modern humanistic school [...] adapted to the living conditions of the time" (Terletskyi, 1961, p. 288). This educational institution played a significant role in the women's education formation and contributed to the realization of women's right to education, professional realization and economic independence.

In May 1910, M. Terletskyi passed with flying colors the qualifying examination, which opened up the prospect of teaching in gymnasiums (Kalendarzyk, 1913, p. 182). The Tsisarsko-Korolivska Krayova (Imperial-Royal Regional) School Council appointed M. Terletskyi as the Deputy Teacher at the Ukrainian Boys' Gymnasium in Przemysl, where he taught History and Geography from the 15th of December to the 1st of February, by the rescript No. 46482, issued on the 18th of October in 1910. According to the same rescript, M. Terletskyi was granted vacation for the 1910/11 academic year and at the same time, he was appointed as a teacher at the Ukrainian Institute for Girls (Zvit Dyrektsiyi, 1911, pp. 26, 29). Hence, in the 1910/11 and 1911/12 academic years, Markiyian Terletskyi was a teacher at the Ukrainian Institute for Girls in Przemysl and taught History and Geography there (Zvit, 1911, p. 15; Zvit, 1912, p. 9).

In the 1912/13 academic year, M. Terletskyi was appointed as the History and Geography Teacher at the Ukrainian Men's Gymnasium in Przemysl. He combined work in the gymnasium with teaching at the Ukrainian Institute for Girls, where he conducted lessons until 1917.

In the 1912/13 academic year, having 20 hours per week, M. Terletskyi taught History and Geography at the gymnasium, and also headed the Teacher's Library. He was involved

in the extracurricular activities of the gymnasium actively, where he preferred to organize educational trips, excursions, etc. As a result, along with 13 high school students, M. Terletskyi climbed Mount Pikuy; visited the exhibition of home crafts in Kolomyia (1912), which was organized under the patronage of Emperor Franz Joseph I (Zvit Dyrektsyi, 1913, p. 26). Due to the conditions of the physical culture and sports movement intensification, sport became an expressive means of the youth national education. Together with teachers S. Kormosh, R. Shchyrba, A. Kokodynskyi, M. Terletskyi stood at the origins of the sports society "Syanova Chaika" (Przemysl), helped organize and conduct sports competitions, which gave students the opportunity to get acquainted and gain the necessary applied skills and test their strength and determine their physical qualities. In 1912 – 1913 he was "Syanova Chaika" Curator (Zvit Dyrektsyi, 1913, pp. 27, 38).

In addition, M. Terletskyi took an active part in the socio-cultural life of Przemysl. From January 1912 he became a member of Petro Mohyla Ukrainian Scientific Lectures Society, the Przemysl branch, the main purpose of which was to conduct a powerful scientific Ukrainian studies work among the Ukrainians. Every week, qualified lecturers acquainted students with current issues in many scientific fields: history, linguistics, astronomy, physics, etc. (Nove tovarystvo, 1912). As the students of the Ukrainian men's gymnasium were supervised by professors M. Terletskyi and O. Avdykovich, they also attended the society's lectures (Zvit Dyrektsyi, 1913, p. 76).

In 1914, M. Terletskyi took an active part in the celebration, which was dedicated to Taras Shevchenko's 100th anniversary in Lviv, in particular, in the manifestation of Galician youth military-patriotic organizations, which was evidence of organizational and physical readiness of young people to fight for their own state. After the Shevchenko celebrations, together with seven high school students, he made an unforgettable trip around Ukraine: Kyiv, Kaniv, Katerynoslav, Zaporizhia, Bakhchisarai, Yalta, Sevastopol, Odesa. It should be noted that among M. Terletskyi's students was Kost Chekhovych, later on a famous linguist, the Slavic scholar and literary critic (Terletskyi, 1938 a, p. 185; Zvit Dyrektsyi, 1916, p. 5).

Furthermore, M. Terletskyi joined the ranks of the Ukrainian Sich Riflemen (USR) with the World War I outbreak and due to the limited number of troops could not get into the legion. In the autumn of 1914, in connection with the occupation of Przemysl by Russian troops, he moved to Graz (Austria) (Zvit Dyrektsyi, 1916, pp. 7, 8). In 1915 M. Terletskyi served in the Austrian army in Wiener Neustadt near Vienna. In August 1915 he returned to Przemysl, where he continued his teaching work (Arkhiv).

In addition, M. Terletskyi, during the National Democratic Revolution of 1918 – 1919 in the western Ukrainian lands, was a "horunzhyi" (cornet player) of the 8th Sambir Brigade of the Ukrainian Galician Army (UGA) as part of the artillery group "Hlyboka" ("Deep"), led by Wilhelm Mainl (Arkhiv, p. 1). At the beginning of the Polish operation in May 1919 (Haller's army offensive), the above-mentioned art group, together with the Mountainous Brigade's "kureni" (military units), was cut off from the main forces of the Third Corps and forced to cross the Czech border (Matskevych, 1958). As a result, they were disarmed and sent to an internment camp in German Yablunny (Jablunny). It housed 4,000 UGA soldiers, including 400 officers, 100 women and 120 children (Pavlenko, 1999, p. 185). In the camp M. Terletskyi worked in the Education Department, and in February 1921 he was elected as the secretary (Zvit z diialnosti Prosvitnoho kruzhka, 1921, p. 1). As one of the priority tasks of the department was to carry out cultural and educational work among the Ukrainian prisoners, M. Terletskyi took an active part in the national educational activities directly.

He conducted lectures on World History and Geography, including 36 lectures on higher and vocational education for the shooters and non-commissioned officers, and gave a series of lectures (on “The Universe Structure”, “The First Beasts and Plants”, “Journey through Switzerland”, “Rome”) with the help of the visualized slides, or as they were then called the “light pictures” (Kurs vysshoi osvity, 1920, p. 13; Yarema, 1920, p. 16). In front of the Drahomaniv circle listeners, the historian gave a lecture concerning “The idea of statehood in the life of the Ukrainian people” (Z kulturno-prosvitnoho zhyttia bryhady, 1920, p. 16). On the occasion of the second anniversary of Zluka, he delivered a speech at the solemn celebration in which he “explained in an accessible and interesting way the idea of the Ukrainian lands unity in all important phases of the historical development, starting with Volodymyr Velykyi (Volodymyr the Great)” (Z zhyttia v tabori, 1921, p. 19).

It should be noted that M. Terletskyi’s functional responsibilities in the camp included collecting memoirs of participants in the Polish-Ukrainian War (1918 – 1919), the result of which was the publication in the magazine “The Voice of the Camp” of historical research “Spomyny” (Memories), which are the so-called historical sketch of the battle route of the UGA under the command of General O. Grekov. M. Terletskyi was also a member of the editorial board of the camp publication, which was called the “Ukrainian shooter” (Zvit z diialnosti Prosvitnoho kruzhka, 1921, p. 3). Taking everything into consideration, M. Terletskyi’s camp activity outcome was his historical exploration-memory concerning the interned Ukrainian soldiers founding, cultural and educational life in the German Yablonne (Jablunny) (Terletskyi, 1958).

A certain normalization of the Czechoslovak-Polish relations, connected with the Czechoslovak-Polish disputes’ on the territorial settlement by the Conference of Ambassadors in July 1920, influenced T. Masaryk’s government attitude towards the interned Galicians. Trying not to advertise the privileges granted to them, which could not be hidden from the local population, and, hence, from the Poles, T. Masaryk’s government decided to transfer the camp inhabitants from the German Jablonny and Liberec to Josefov (in the old Austrian fortress) (Pavlenko, 1999, p. 188). As M. Terletskyi wrote in his memoirs: “In July 1921, in connection with the camp liquidation in German Yablunny, he was transferred for a short time to the camp in Josefov” (Arkhiv, p. 1).

M. Terletskyi’s subsequent years were connected with the activity in the emigrant cultural and educational life of Czechoslovakia, which in the interwar period became the center of the Ukrainian political emigration. As S. Plohiy mentioned the following: “Czechoslovakia was the only Eastern European country of the interwar period that not only declared democratic values but also tried to act in accordance with them” (Plokhii, 2016, p. 316).

Due to the war, a large number of young Ukrainians were unable to obtain or complete the secondary education. Specially for such persons, who did not have a general secondary education completion certificate, at the initiative of the Ukrainian Public Committee at the Ukrainian Academy of Economics in Podyebrady was organized the so-called “Graduation Courses” (“Matyra Courses”), the completion of which gave the opportunity to continue their studies in high school. Associate Professor S. Komaretskyi was the direct supervisor of the courses. Ye. Ivanenko (Mathematics and Physics), I. Maistrenko (Natural Sciences) and M. Terletskyi (World History and Geography) were invited to the lectures, which began on the 15<sup>th</sup> of August in 1922. At the end of the course, the representatives of the Ministry of Education noted the students’ proper level of knowledge and teachers’ M. Terletskyi and I. Maistrenko high professional level (Try roky pratsi, 1924, p. 57). From August 1923 the courses were transferred to Prague. The

student of the course, Valentyn Simyantsiv, spoke warmly and with a deep gratitude about his teacher M. Terletskyi: "He taught in an even voice, as if calmly, but more than once the frost ran over his skin... The Professor told us about how the Poles destroyed our church, carried bricks to the river, washed away from her "schism" to already from the "purified" to build a cathedral. The impression of the narrator, the known and not new information, penetrated both into the heart and the brain – the goosebumps ran down his back. And the hand grabbed the sword, which had not existed for a long time" (Simyantsiv, 1973, p. 64).

M. Terletskyi's further activity was connected with his work at M. Drahomanov Ukrainian Higher Pedagogical Institute in Prague. In June 1923, his first professors were appointed: S. Rusova, Ya. Yarema, M. Terletskyi, Ye. Ivanenko, M. Tkachenko, S. Rudnytskyi, V. Harmashiv, V. Simovych. (Ulianovskyi, 2002, p. 224). Immediately when the institute was founded, the question arose about the work of one of the central departments – the History of Ukraine. The draft curriculum conceptually defined that the following courses were to be taught here: the History of Ukraine, the History of Eastern Galicia, the History of the Cossacks, the Ukrainian Historiography, the Ukrainian Archeology, the Historical Geography of Ukraine, the Ukrainian Historical Epic, the Methods of History.

At the Professors' Council meeting on the 16<sup>th</sup> of June in 1923, Prof. M. Terletskyi had to conduct lectures on the History of Ukraine as well as to teach the following subjects: the "History of the East, Greece and Rome" and "General Slavonic Studies". However, at the next Council meeting on the 12<sup>th</sup> of July, M. Terletskyi stated the following: "the renunciation of the statements of the History of Ukraine". He preferred to occupy only the World History Department. The case concerning the History of Ukraine Department replacing was postponed. However, at the meeting that the above-mentioned main cathedral courses were approved (Ulianovskyi, 2002, p. 225).

From the 1<sup>st</sup> of August in 1923 to the 30<sup>th</sup> of September in 1926 M. Terletskyi was a Professor and Head of the Department of Ancient History at M. Drahomanov Ukrainian Higher Pedagogical Institute, taught the History of the East, Greece and Rome at the Historical and Literary Department (Mirnyi, 1934, pp. 79, 141). In December 1925 he headed a temporary Excursion Committee, the main task of which was to organize excursions to museums, libraries, scientific institutes, etc. (Mirnyi, 1934, p. 79; Narizhnyi, 1942, p. 173).

In July 1926 M. Terletskyi returned to Galicia after actually seven years in exile, where J. Pilsudski's new political course was implemented, which was aimed at the national minorities' state assimilation. In such a difficult period for the Ukrainian private schooling, M. Terletskyi indulged in the socio-cultural environment of the region organically and began his long-term pedagogical and socio-cultural activities there.

M. Terletskyi headed the gymnasium of the "Ridna Shkola" ("Native School") in Yavoriv from February 1927 to February 1929. The outcome, one of the articles in the magazine "Dilo" mentioned the positive gymnasium's development under his leadership (Dopysy: Yavoriv, 1927). One of Yavoriv Gymnasium graduates, Volodymyr Barahura, mentioned that "in a few years of ant work, full of dedication, the gymnasium has changed beyond recognition, it has become a real scientific institution of medium degree..." (Barahura, 1938, p. 63).

At M. Terletskyi's initiative, at the beginning of the 1928 – 1929 academic year, the "Renaissance" group began its work in the gymnasium, the main task of which was the anti-alcohol and anti-tobacco education of young people. (Velykohorskyi, 1938, pp. 11, 24). The historian and teacher took an active part in the cultural and educational life of Yavoriv, cooperated with the societies' local branches "The Teacher's Community", "Prosvita", "Silskyi

Hospodar” (“The Farmer”). It was important to establish a branch of the “Silskyi Hospodar” (“The Farmer”) in Yavoriv, the main purpose of which was to increase the peasants’ agro-technical level, improve their welfare, but also improve the economic development of the region, which due to the infertile sandy and loamy soils had low grain yields. M. Terletskyi was one of the initiators of the creation of an experimental land plot for the transplanting winter rye, on which he worked together with high school students. The locals joked and said the following: “There will be no famine now, because “pany” from the gymnasium set out with the agronom hazduvaty (rule)” (Dubrivnyi, 1984, p. 577).

M. Terletskyi’s further pedagogical work was connected with the Ukrainian girls’ gymnasium “Ridna Shkola” (“Native School”) in Stanislaviv, the head of which he was for three years (Vistry z “Ridnoi Shkoly”, 1929). One of the high school students wrote in her memoirs the following: “Respect, authority, high culture were noticeable to this man. Deep knowledge of the subject, a way of giving statements, so to speak, academically. We young students understood this from the first lecture. His every word was captured on paper, as if transcribed” (Lemekha-Lutska, 1985, p. 61). As the secondary schools’ representative, the Director of the gymnasium participated in the law discussion: “On the organization of the education system” of March 11, 1932. Thus, M. Terletskyi delivered a speech and heralded his ideas concerning the new school structure on the 10th of May in 1932 at a meeting of representatives of schools in Stanislaviv region. In his essay, M. Terletskyi not only acquainted the audience with the innovations that were supposed to be introduced in the new 1932/33 school year but also offered to take an active part in the new schools’ development, including vocational schools in the region. (Ridno-shkilna anketa, 1932). Furthermore, M. Terletskyi, under the pseudonym M. T. published an article “For teaching cooperation in the secondary schools” (M. T., 1931, p. 2), which raised the question of the need to introduce in high schools a course on the basics of cooperation for the economic knowledge formation, on the pages of the local Stanislaviv newspaper the “Ukrainian Life”. Unfortunately, M. Terletskyi was transferred to Yavoriv under the pressure of the Board of Trustees, the Main Board of the “Ridna Skola” (Native School) (Dopysy: Stanislaviv, 1932). M. Terletskyi, as a typical representative of the Ukrainian private secondary school, was closely connected with the activities of the society “Ridna Shkola” (Native School), took an active part in the Pedagogical-Scientific Congress of the “Ridna Shkola” (Native School) secondary schools teachers’, where he delivered an essay “Teaching the History of Ancient East and Greece in connection with the latest experiments and excavations” (Uchytelski Kraievi Zizdy, 1929), which was later published in the periodical the “Teachers’ Community” – “Ukrainian School” (Terletskyi, 1929). In his essay, the practicing teacher raised the issue of updating the World History curriculum, talked about the need to change the grid of hours to study the discipline in a particular class, emphasized the feasibility of publishing a new textbook, and so on (Terletskyi, 1929, pp. 17, 18).

M. Terletskyi took an active part in the First Ukrainian Pedagogical Congress organization and activities, which took place in 1935 in Lviv, where the Ukrainian school issue was discussed. He was the First Ukrainian Pedagogical Congress Deputy Chairman of the Committee Presidium (Pershyi, 1938, p.VIII, XVII).

As a member of the Main Board of UPT “Ridna Shkola” (Native School) (Zvychainyi zahalnyi zizd “Ridnoi Shkoly”, 1932), he became one of the initiators of the First Ukrainian Pedagogical Performance “Ridna Shkola” in Lviv, which was to show the development of Ukrainian schooling, upbringing and education in historical perspective and “to present the 350-year educational work of the Ukrainian people, initiated by the foundation of the first

primary and secondary school at the Stavropyhian Brotherhood in 1586” (Persha Ukrainska Pedahohichna Vystava, 1938, p. 3).

From September 1936 to August 1937, M. Terletskyi was a member of the “Ridna Shkola” (Native School) Commission, which inspected secondary schools, in particular, checked compliance with job descriptions by teachers, as well as studied the educational process organization, etc. and, if necessary, gave appropriate recommendations and pieces of advice (Stan i diialnist Ridnoi shkoly, 1938, p. 79).

M. Terletskyi was the “Ridna Shkola” (Native School) school officer in Lviv from January 1933 until the Soviet power establishment in Western Ukraine in September 1939, and during March-August 1939 he was an editor and actively developed the concept of the magazine “Ridna Shkola” (Native School).

Moreover, M. Terletskyi cooperated with the “Teachers’ Community” and was a member of its management, which defended the professional interests of high school teachers primarily, advocated the textbook’s publication in Ukrainian, and so on (Zahalni zbory Uchytelskoi Hromady, 1938; Z T-va “Uchytelska Hromada”, 1939). As a practicing teacher, M. Terletskyi was a member of the so-called historical section, at the Main Department, the main task of which was to publish textbooks on the history of Ukraine and World History (Terletskyi, 1935, p. 38). As a result, at one of the meetings, he delivered an essay “The History Textbooks in our High Schools”. In addition, M. Terletskyi published the article “The Ukrainian Private Secondary Schooling” in the professional edition of the society (Terletskyi, 1938 b). M. Terletskyi’s article included some information on the law “On the organization of the education system” issued on the 11th of March in 1932, which made significant changes in Rzeczpospolita (the Second Commonwealth) education’s system organization. According to the law, there was an artificial gap between the so-called third-level school curriculum and the gymnasium curriculum, which deprived school graduates of any opportunity to enter the gymnasium. M. Terletskyi noted that the private gymnasiums’ material component suffered. Obtaining new legal status by schools led to clearly regulated relations between the government, the concessionaire and the school administration. According to M. Terletskyi, strict adherence to state programs and teaching methods significantly limited the private schools’ individuality. M. Terletskyi believed that “a private school could be the best field for the new pedagogical and didactic attempts” (Terletskyi, 1938 b, pp. 33, 108).

**The Conclusions.** Taking everything into consideration, M. Terletskyi’s long-term activity analysis shows that there were the following priority areas in the study period: 1) the pedagogical work in Przemysl Ukrainian educational institutions; 2) the multifaceted cultural, educational and scientific-teaching work in prisoner-of-war camps in Czechoslovakia, as well as in the Ukrainian emigrant educational institutions of the Czechoslovak Republic; 3) wide and diverse pedagogical activity in educational institutions of Galicia. M. Terletskyi was the author of topical scientific and pedagogical works, conducted lectures, abstracts and information at pedagogical forums, meetings of educational societies and others. Hence, it is possible to claim that M. Terletskyi took an active civic position, occupied an important place in the Ukrainian socio-cultural space of Galicia and Czechoslovakia and played an important role in the Ukrainian national school and education development.

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