



SPOŁECZNO-EKONOMICZNE I KULTUROWE CZYNNIKI MAJĄCE WPŁYW NA KSZTAŁTOWANIE SIĘ EDUKACJI ARTYSTYCZNEJ W SZKOLE ARCHITEKTONICZNEJ POLITECHNIKI LWOWSKIEJ W OKRESIE MIĘDZYWOJENNYM 1919-1939

SOCIAL, ECONOMIC AND CULTURAL DRIVERS OF ARTISTIC EDUCATION FORMATION AT ARCHITECTURAL SCHOOL OF LVIV POLYTECHNIC DURING THE INTERWAR PERIOD 1919-1939

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STRESZCZENIE

Politechnika Lwowska jest uczelnią wyższą o profilu technicznym, mającą swoją długoletnią historię w zakresie kształcenia artystycznego. W artykule zostały zdefiniowane oraz scharakteryzowane społeczno-kulturowe i polityczne czynniki mające wpływ na rozwój przygotowania artystycznego w szkole architektonicznej Politechniki Lwowskiej w okresie międzywojennym (1919-1939). Wprowadzenie nowych idei w architekturze, narodziny kubizmu oraz licznych trendów modernizmu podważyło podstawy tradycyjnej edukacji plastycznej oraz sprzyjało kształtowaniu się dizajn-edukacji na terenach Galicji.

Słowa kluczowe: edukacja artystyczna, dizajn-edukacja, Lwowska szkoła architektoniczna.

ABSTRACT

Lviv Polytechnic is a higher technical education institution that has its old history of artistic education. The article defines and describes social, economic and cultural factors influencing artistic training at architectural school of Lviv Polytechnic during the interwar period (1919-1939). Introduction of the new architectural ideas, dawn of cubism and numerous modernists trends were undermining traditional artistic education and enabling formation of design education on Galician terrains.

Key words: artistic education, design education, Lviv architectural school.

INTRODUCTION

During the World War I and Ukrainian revolution 1914-1919 military efforts of Russian Empire were more active than those of Austro-Hungarian Empire; therefore, in September, 1914, Lviv was conquered by Russian imperial army. Occupational authorities in Galicia supported by Moskvophil Ukrainians, however, were not successful. In 1918, as a result of heavy defeats on fronts, it became clear that the empire would collapse soon due to prevailing of Polish population in the city willing to restore the borders of Rzeczpospolita¹. The World War I had substantial negative impact on Lviv economic and political life. Lviv ceased to be a capital of Galicia, a province of Austro-Hungarian Empire. After proclamation of the West-Ukrainian People's Republic, battles between Ukrainian Galician Army (UGA) and Polish troops were going on in the city between November 22, 1918, and July, 1919. As a result, the Eastern Galicia was occupied by Poland, and Lviv became a center of Lviv voyiyvodship². The period between 1919 and 1939 featured active polonization of the region, difficult social and economic situation of rural population and oppression of Ukrainian public and political activities. Polish colonization of Galicia was performed by means of migrants from ethnic Polish terrains. Ukrainians had to defend their political rights in persistent struggle with local Polish authorities and Polish political forces. Ukrainian-Polish relations in the first half of the 20th century grew into an acute conflict and undeclared war³. Educational institutions were working and developing in the situation when only Polish citizens who served in Polish army were allowed to become students of Polish universities. Thus Ukrainian university students, who had participated in national liberation movement and fought in UGA uniits, could not finish their studies neither in Lviv, nor in the whole Poland⁴.

CONSTRUCTION TENDENCIES IN LVIV DURING THE INTERWAR PERIOD

There were two major construction upsurges in Lviv: the first — between 1925 and 1928 (when the inflation period finished) and the second — between 1925 and 1928. The shot pause was caused by the Great Depression. Although during the 1920s economic situation was quite difficult, they made a noticeable contribution to city skyline and were important in search for the new trends of architectural development⁵.

Lviv under Polish power was a great cultural and scientific center. The city was enlarged with the new districts (Levandivka, Novy Lviv, Persenkiva, Nove Znesinnia and other). The majority of city's population were Polish (over 50 %); Jews made about 30% and Ukrainians — about 15%. In Lviv, as well as in the whole Galicia, discrimination policy of pacification was aimed against Ukrainians, which resulted into strong opposition among people. In this period Lviv became a center of Ukrainian liberation movement and has been keeping this status up to 1990s⁶.

¹ Isajevych Yu., Lytvyn M., Steblij F. History of Lviv: in three volumes. V. 1 : 1256-1772 „Tsentru eropy”, 2006, Lviv, p. 37.

² Bogdanova Yu., Town Planning. The problems of urban planning and urban development, Architecture of Lviv, time and styles XIII-XXI st., „Tsentru eropy”, 2008, Lviv, p. 525.

³ Isajevych Yu., Lytvyn M., Steblij F. History of Lviv: in three volumes. V. 2 : 1772-october 1918 „Tsentru eropy”, 2007, Lviv, p. 45.

⁴ Koziel N., Polish periodicals as a source bibliography Lviv Polytechnic interwar period, Materials of the second scientific conference "Modern Problems of the library in the information society", Publishing House of Lviv Polytechnic National University, 2010, p. 268-281.

⁵ Bogdanova Yu., Architecture. The problems of urban planning and urban development, Architecture of Lviv, time and styles XIII-XXI st., „Tsentru eropy”, 2008, Lviv, p. 525.

⁶ Grankin P., Fesenko D., In the shine of artificial lights (illuminations in the old Lviv), „Elektroinform”, 2006 No.3, Lviv, p. 37.

INTRODUCTION OF MODERN ARCHITECTURAL CONCEPTS USING ART DECO, FUNCTIONAL STYLE AND ELEMENTS OF CUBISM

Architecture in Lviv at the turn of the 1920s and 1930s showed tendency to use cubism elements, which partially originate from art deco decorations moving from planes into clear volumes and having strong expressiveness or complete statics with a range of large volumes. The main features of this period: almost complete absence of ornament, declaration of clear planes and using of triangle oriels, balconies and risalits. Only in the late 1930s architecture acquires extremely clear forms with purist ornamental decoration to which its interiors are subordinated. This is functional style in architecture used mainly in construction of high-quality residence houses⁷. During this period the Mechanical Engineering faculty (Fig. 1) was built in modern style and Research Library building (Fig. 2) in neoclassical style. One the largest in Europe science and technology libraries formed in 1930s at Lviv Polytechnic University.

Fig. 1. Building of Mechanical Engineering faculty Lviv Polytechnic National University. The author professor Department of Civil Engineering. Source: Architecture of Lviv, time and styles XIII-XI ст., „Tsentr europy”, 2008, Lviv, 539 p.



Fig. 2. Building of Research Library Lviv Polytechnic National University. The author professor V. Minkevych. Source: Architecture of Lviv, time and styles XIII-XXI ст., „Tsentr europy”, 2008, Lviv, 540 p.



CONTRIBUTION OF BAUHAUS ASSOCIATION OF ARCHITECTS, DESIGNERS AND ARTISTS INTO LVIV ARCHITECTURE AND APPLIED ARTS

Artistic and construction education on Galician terrains was formed within common European artistic processes. An advanced system of artistic and construction education developed in Ukraine between 1880s and 1920s. According to social, political and economic circumstances of that time, art education institutions were opened and regional art schools were founded in the most important centers of folk arts⁸. Contemporary issues

⁷ Novytska O. Ukrainian folk art 1920-1980 : interpretation, evaluation, rebuttal: abstract of dissertation, Lviv, 2003, 23 p.

⁸ Tatijivskij P. Features of the of formation and development prospects of Design: abstract of dissertation, Kyiv, 2002, 18 p.

of art education are to a great extent similar to those faced at the turn of the late 19th and early 20th centuries. That was the period of deep and often controversial changes in both folk and academic art due to fundamental alteration of public production and its transformation into industrial one.

The new concepts of artistic education were formed under influence of Arts and Crafts movement founded by John Ruskin and William Morris. Engineering science, architecture and crafts were taught at the same time in the newly founded educational institutions. In-shop apprenticeship was replaced with training in professional schools.

Modernist trends were the most popular in architecture. Among the most prominent architects of that epoch was Walter Gropius, the founder of Bauhaus higher school of building and artistic design in Weimar (1919). Designed by him school building of the same name became a perfect symbol of the new style — functionalism or constructivism. Functionist aesthetic, modern principles of structural morphology in architecture and design, fundamentals of living environment formation by means of the plastic arts were developed within this school. Works by Bauhaus representatives had a great impact upon the arts and architectures of Europe, America and Asia. School's heritage includes monuments of modern architecture, examples of classic design, sculpture, stage plays, posters, photos, book illustrations etc⁹.

Starting from this period, rationalist trends had been prevailing in architecture and art. Inception of cubism and numerous modernist trends unsettled the very foundations of traditional artistic education, replacing it with design education. Professional identity of the latter relates to transition from handicraft trade to mass industrial production¹⁰.

Art in the 1920-30s actively searched for the answers to questions on role and place of a person in society, on mankind's future and principles of its interaction with environment. French architect Le Corbusier viewed the architecture as an integral part of social progress and therefore preferred developing designs of comfortable dwelling houses and residential clusters, shared the demand for batch design and industrialization of construction. Architects were trying to fight the existing injustice, improve the society by means of architecture. There appeared an idea to distribute population of big cities in satellite towns, creating a "garden city". Similar projects were implemented in England, France, the Netherlands. In various forms the idea of harmonic integration of human life and natural environment were realized in the USA, Finland, Czechoslovakia, Sweden and other countries¹¹.

Being a center of political and cultural activities, Warsaw had all conditions for development of creative personalities. Lviv population became the third largest in Poland (following Warsaw and Lodz), the city was a serious scientific center housing Jan Kazimierz University, Polytechnika, Foreign Trade Academy, Veterinary Medicine Academy and having wonderful museums, libraries, theaters, ten daily newspapers and many publishing houses. There was no higher artistic school, but the Industrial school had a department of artistic skills and applied arts as well as the institute of the plastic arts. Having no higher artistic school, Lviv, however, inspired the art by provoking its culture-creating function and meaning through scientific and educational activities of local university professors of arts history (Fig. 3)¹².

In the 1920-30s, design education was oriented on two major artistic schools: BAUHAUS (Weimar, Germany) and VKhuTeMas (Moscow, USSR). Among the valuable design de-

⁹ Arts 20-30 years. World history of the twentieth century. Electronic resource. Online Library, 2012, <http://readbookz.com/book/167/5137.html> [dostęp dn. 6.09.2014]

¹⁰ Yurchenko I. General scientific methods and knowledge of their place in the design. The value of the modeling method in design : methodical instructions, Publishing House of Lviv Polytechnic National University, 2009, Lviv, p. 13.

¹¹ Zapasko Ya., Ovsijchuk V., Charnovskyj O., Stepko S. Art of the updated, „Art”, Kyiv, 1979, 175 p.

¹² Yurchenko I. General scientific methods and knowledge of their place in the design. The value of the modeling method in design : methodical instructions, Publishing House of Lviv Polytechnic National University, 2009, Lviv, p. 26.

veloping achievements of VKhuTeMas within that period were structural and spatial concepts; its main goal was professional training of industrial designers. By rejecting academic system of artistic education and relying solely on avant-garde art solutions, the founders of this school were trying to implement their methods to ensure professional training of high-qualification industrial specialists.

While VKhuTeMas was occupied manufacturing items for practical purposes and declaring artist's ability to arrange production, BAUHAUS, based on cooperation with industry, understood that industrial production requires artistic design of its products.

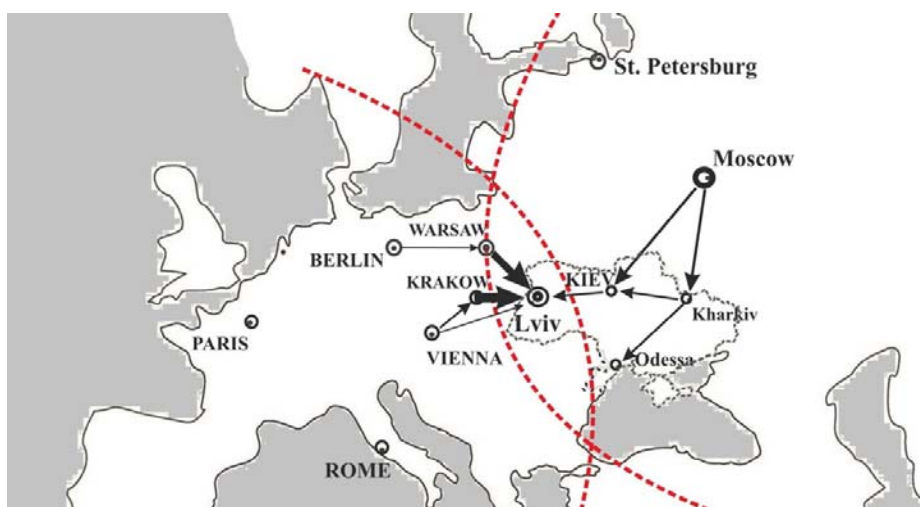


Fig. 3. Scheme of influence architectural and artistic education centers of Western and Eastern European countries on the development of architecture and art of Lviv. Source: Petrovska J. Relationship between Architecture and Art in the Development of Lviv School of Architecture. – Manuscript, 2013, Lviv, 115 p.

CONTRIBUTION OF BAUHAUS ASSOCIATION OF ARCHITECTS, DESIGNERS AND ARTISTS INTO LVIV ARCHITECTURE AND APPLIED ARTS

Among various organizational and artistic processes between 1939 and 1944, theoretical and scientific grounds of artistic education should be viewed separately. These grounds were formed by bright personalities, shaped out at meetings of professional communities, conferences of culture and educational specialists, exhibitions of students' works, and defined on pages of the few, but very informational and intellectually deep Ukrainian periodicals¹³. Lviv daily media, weekly papers and magazines were the sphere where discussions on Lviv artistic culture, its role in people's life, achievements and requirements took place.

Newspapers and other periodical publications — both daily and those which were published several times a week — highlighted current events in various spheres of social life. In the eastern part of Ukraine periodicals were published in Russian and in the western part, under Austrian power, most mass media in Galicia were in Polish and in Transcarpathia — in Hungarian. Therefore, it is quite clear that historians studying early 20th century and interwar period cannot do without periodicals published in Polish by political parties («Kurjer Lwowski», «Praca», «Słowo Polskie»), professional communities («Czasopismo Techniczne» (Fig. 4), «Muzeum»), educational and scientific groups (Kwartalnik Historyczny) in Galicia. It is here where a great part of information on Ukrainian life can be found. On pages of these periodicals one can find information materials

¹³ Yurchenko I. General scientific methods and knowledge of their place in the design. The value of the modeling method in design : methodical instructions, Publishing House of Lviv Polytechnic National University, 2009, Lviv, p. 26.

about important events that happened in Lviv Polytechnika. Serious analytical articles, often occupying the whole page, were trying to highlight scientific and research activities of university professors and students, academic process, public activities, material and technical resources, cultural events in all their aspects and other spheres of every-day life of the educational institution. In these publications we may read about inner work and activities of separate departments, much information on the history of their foundation. Publication of such materials was usually dedicated to anniversaries, prominent events or certain meetings, conferences etc. Special series of lectures and engineering reports, arranged and held primarily for students of engineering and construction department, as well as other specialties, were informing on the latest technical achievements¹⁴.

The leading daily newspapers: «Słowo Polskie», «Kurjer Lwowski» (Fig. 4), «Gazeta Lwowska» (Fig. 4), «Wiek Nowy», «Gazeta Poranna i Wieczorna», «Chwila» had weekly literary supplements or published fiction works on their pages. Substantial role in Lviv cultural life was played by publishing houses, large book stores, which always included artistic and literature publications into their publishing and commercial plans. Among these publishing houses should be named Altenberg's, Połoniecki's, Gubrynowicz's, Ossolineum, printing establishments — Atlas and State publishing house of school textbooks¹⁵.



Fig. 4. Professional edition: a) Czasopismo Techniczne (1937). The leading daily newspapers: b) Kurjer Lwowski (1923); c) Gazeta Lwowska (1923). Source: Kozel N. Polish periodicals as a source bibliography Lviv Polytechnic interwar period. Materials of the Second Scientific Conference "Modern Problems of the library in the information society", Publishing House of Lviv Polytechnic National University, 2010, p. 269-273.

ARTISTIC EDUCATIONAL ACTIVITIES OF LVIV HIGHER EDUCATIONAL ESTABLISHMENTS

The phenomenon of artistic education became a key part of culture creating in extreme conditions. Its form and meaning cover the visual arts, folk applied arts, music, theatre, crafts, ethnography and literature. In the particular situation of military and political regimes, Ukrainian professors of arts managed to create an advanced network of educational institutions and scientific centers, that coordinated development of all spheres of artistic and cultural life. Galician intellectuals together with prominent artistic personalities of the Eastern Ukraine, who had fled from Bolshevik occupation, created really effective mechanism of artistic training. Artistic school of the above period at the same time enjoyed

¹⁴ Kozel N. Polish periodicals as a source bibliography Lviv Polytechnic interwar period. Materials of the Second Scientific Conference "Modern Problems of the library in the information society", Publishing House of Lviv Polytechnic National University, 2010, p. 269-273.

¹⁵ State National Program "Education" (Ukraine XXI century), „Rajduga”, Kyiv, 1994, 62 p.

unparalleled achievements and suffered heavy shocks. This school became a key factor of formation of multifaceted, controversial artistic culture closely cooperating with the West European culture. Artistic features of works, created during this period at educational institutions and by craftsmen, are characterized by integral connection with artistic experience and traditions. Artistic educational institutions became a kind of experimental facilities for theoretical and practical solution of merging domestic crafts, organized crafts and professional arts. It is inevitable for this research to solve the issue of constant and indivisible interaction of forms and methods of studying decorative-applied and visual arts. This interaction is clearly seen already in the basic educational subjects: drawing, painting, composition¹⁶ (Fig. 5,6).

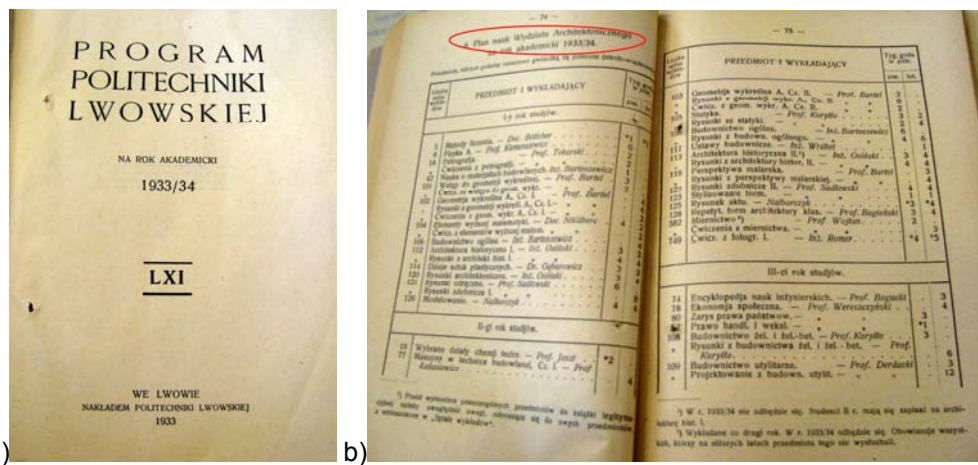


Fig. 5. The training program Lviv Polytechnic National University in 1933-34 academic year: a) Title page; b) list of subjects and Architecture Department. Source: Program szkoły politechnicznej we Lwowie na rok naukowy 1933-1934 (LXI), p. 66-67.

Politechnika Lwowska
(stawa szkoły)

Wykaz profesorów według stanu osobowego z dnia 1 listopada 1933 r.

Nr. porz.	Tytuł stanu według biuletynu	Grupa opisu według dan. staty.	Nazwisko i imię	Wiek (stanow. w lat.)	Stanowisko według ustawy i umowy	Charakter zatrudnienia i stopień	Fakultet (zakład) i data otwarcia szkoły	Data otwarcia szkoły na podstawie statutu	Objęcie i uwagi
1	Katedra wyzszej i Geom. Wykładaj.	IV	Dr. Bartel Kazimierz	51	Prof. swyoc. staty	IV. "a"	1917	6. II. 1917	
2	" " Statyki	IV	Dr. Kurylko Adam	44	" "	IV. "a"	1. II. 1929.		
3	" " Budownictwa lądowego	IV	Inst. D. Ploszewicz Kazimierz	43	Zast. Prof. kontr.	138B pkt. I. V	1. I. 1925.		
4	" " Budownictwa ogólnego	IV	Inst. Dardacki Włodzisław	31	Prof. swyoc. staty	IV. "o"	1. I. 1925.		
5	" " Architektury	V	Inst. Dąbrowski Jan	30	Prof. mdsz. staty	V. "a"	1. III. 1931.		
6	" " " II. IV.	II. IV.	Inst. Hinklasen Witold	23	" swyoc. staty	IV. "d"	1. VI. 1923.		
7	" " Architektury historycznej	IV	Inst. Osiecki Marjan	30	Zast. Prof. kontr.	142B pkt. I. V	1. I. 1929.		
8	" " Rytmiczne i dekoracyjne i dekoracji wnętrza	IV	Inst. Szadkowski Stanisław	64	Prof. swyoc. staty	IV. "o"	1. I. 1917.		

Fig. 6. List of professors of Architecture Department of Lviv Polytechnic National University (1933). Source: Archive of Lviv Polytechnic National University.

CONCLUSION

Lviv architectural, located in the center of Europe at the crossroad of various inspirations, was accumulating in itself the best achievements of the West European and East European schools, but managed to remain quite peculiar.

¹⁶ Yurchenko I. General scientific methods and knowledge of their place in the design. The value of the modeling method in design: methodical instructions, Publishing House of Lviv Polytechnic National University, 2009, Lviv, p. 13, 26, 30.

Based on political, social, economic and political factors, several things that had a great impact upon formation of artistic education in Lviv architecture school within the interwar period 1919-1939(1945): introduction of the new ideas in architecture using art deco, functionalism and cubism elements; contribution of Bauhaus association of architects, designers and artists into Lviv architecture and applied arts; influence of Lviv Polish publications of the interwar period and artistic educational activities of Lviv higher educational establishments.

Interwar period of artistic education in Lviv Polytechnika, according to social, cultural and political factors, was characterized with expansion of architectural faculty structure and improvement of artistic training of students of both architectural and non-architectural specialties. University curricula adopted basic principles used for design and decoration of buildings, inherent in prevailing styles in architecture and visual arts of the specified period.

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