

УДК 94(477.5)«19/20»

DOI <https://doi.org/10.32782/2307-7778/2024.1.7>

Andriy KLISH

Doctor of Historical Sciences, Professor of the Department of History of Ukraine, Archeology and Special Branches of Historical Science, Ternopil Volodymyr Hnatiuk National Pedagogical University, M. Kryvonis, 2, Ternopil, Ukraine, 46027 (Klish_1980@tnpu.edu.ua)

Андрій КЛІШ

доктор історичних наук, професор кафедри історії України, археології та спеціальних галузей історичних наук Тернопільського національного педагогічного університету імені Володимира Гнатюка, вул. М. Кривоноса, 2, м. Тернопіль, Україна, 46027 (Klish_1980@tnpu.edu.ua)

ORCID: <https://orcid.org/0000-0001-6074-6064>

Stepan PRYIDUN

PhD (History), Associate Professor of the Department of World History and Religious Studies, Ternopil Volodymyr Hnatiuk National Pedagogical University, M. Kryvonis, 2, Ternopil, Ukraine, 46027 (pryidun@tnpu.edu.ua)

Степан ПРИЙДУН

кандидат історичних наук, доцент кафедри всесвітньої історії та релігієзнавства Тернопільського національного педагогічного університету імені Володимира Гнатюка, вул. М. Кривоноса, 2, м. Тернопіль, Україна, 46027 (pryidun@tnpu.edu.ua)

ORCID: <https://orcid.org/0000-0003-1047-312X>

SPEECHES OF OLEKSANDR BARVINSKYI IN THE GALICIAN SEJM AS A SOURCE FOR STUDYING THE DEVELOPMENT OF SECONDARY EDUCATION FOR UKRAINIANS IN THE LATE 19TH AND EARLY 20TH CENTURIES

Abstract. *This scientific article examines the role of the speeches of Oleksandr Barvynskyi, a prominent public figure and politician, in the context of the development of education for Ukrainians in Halychyna in the late 19th and early 20th centuries. **This work aims** to elucidate key aspects of educational policy and to explore the socio-economic and cultural context in which educational reforms in Halychyna during that period took place. The objective of the article is to analyze Oleksandr Barvynskyi's speeches in the Galician Sejm as a source for studying the development of secondary education for Ukrainians in Halychyna at the end of the 19th and the beginning of the 20th centuries. **The research methodology** is based on the principles of historicism, scientific rigor, objectivity, and systematic approach. General scientific methods (analysis, synthesis, generalization) and specialized historical methods (historical-genetic, historical-systematic) are utilized. **Conclusions.** Oleksandr Barvynskyi played a pivotal role in the formation and development of Ukrainian education in Halychyna. His speeches in the Galician Sejm reflect a deep awareness of the educational and cultural issues facing Ukrainians and his efforts to address these issues. Barvynskyi's speeches indicate significant political struggle for the educational rights of Ukrainians. This struggle occurred against the backdrop of political pressure and resistance from Polish politicians who dominated the Galician Sejm. Barvynskyi consistently argued for the necessity of developing Ukrainian education, using facts and statistics to support his positions. Barvynskyi emphasized the importance of cultural and linguistic aspects in education. He underscored that the education of Ukrainians should be based on their native language and culture, which is crucial for preserving national identity. Barvynskyi's speeches had a significant impact on public opinion and political decisions regarding the development of Ukrainian education. They contributed to raising awareness about educational problems and the need to address them, ultimately leading to improved educational conditions for Ukrainians in Halychyna.*

Key words: *Oleksandr Barvynskyi, Galician Sejm, educational policy, Ukrainians, Halychyna, newspaper «Ruslan».*

ПРОМОВИ ОЛЕКСАНДРА БАРВІНСЬКОГО У ГАЛИЦЬКОМУ СЕЙМІ ЯК ДЖЕРЕЛО ВИВЧЕННЯ РОЗВИТКУ СЕРЕДНЬОЇ ОСВІТИ УКРАЇНЦІВ НАПРИКІНЦІ XIX – НА ПОЧАТКУ XX СТ.

Анотація. У статті досліджується роль промов Олександра Барвінського, видатного громадського діяча та політика, у контексті розвитку освіти українців у Галичині наприкінці XIX – на початку XX ст. Ця робота має на меті розкрити ключові аспекти освітньої політики та вивчити соціально-економічний та культурний контекст, у якому відбувалися реформи освіти в Галичині того часу. **Метою статті** є аналіз промов Олександра Барвінського в Галицькому сеймі як джерела для вивчення розвитку середньої освіти українців у Галичині наприкінці XIX – на початку XX ст. **Методологія дослідження** базується на принципах історизму, науковості, об'єктивності, системності. Використано загальнонаукові (аналіз, синтез, узагальнення) та спеціально-історичні (історико-генетичний, історико-системний) методи. **Висновки.** Олександр Барвінський відіграв ключову роль у формуванні та розвитку української освіти в Галичині. Його промови у Галицькому сеймі відображають глибоку обізнаність із проблемами освіти та культури українців, а також його зусилля щодо їх вирішення. Промови Барвінського свідчать про наявність значної політичної боротьби за освітні права українців. Ця боротьба відбувалася на тлі політичного тиску та опору з боку польських політиків, які домінували в Галицькому сеймі. Барвінський постійно аргументував необхідність розвитку української освіти, використовуючи факти та статистику для підтвердження своїх позицій. Він наголошував на важливості культурного та мовного аспектів у освіті й підкреслював, що освіта українців повинна базуватися на рідній мові та культурі, що є важливим чинником збереження національної ідентичності. Промови Барвінського мали значний вплив на громадську думку та політичні рішення щодо розвитку освіти українців. Вони сприяли підвищенню свідомості щодо освітніх проблем та необхідності їх вирішення, що в кінцевому підсумку призвело до поліпшення умов для навчання українців у Галичині.

Ключові слова: Олександр Барвінський, Галицький сейм, освітня політика, українці, Галичина, часопис «Руслан».

Problem Statement. The process of forming educational policy and its role in the development of national identity is a key aspect of studying the sociocultural and political processes in a country's history. In the context of Ukraine, analyzing the activities of prominent educators and public figures who dealt with educational reform and the support of Ukrainian education at the end of the 19th and the beginning of the 20th centuries is particularly relevant.

Oleksandr Barvynskiy, a renowned Galician politician, publicist, and social activist, played a crucial role in shaping educational policy and supporting Ukrainian education in Halychyna. His speeches in the Galician Sejm not only reflect his personal stance on educational issues but also mirror the general trends and challenges faced by Ukrainian education at that time.

In this article, we aim to analyze the speeches of Oleksandr Barvynskiy in the context of the development of education for Ukrainians in Halychyna at the end of the 19th and the beginning of the 20th centuries.

This work aims to elucidate key aspects of educational policy and to explore the socio-economic and cultural context in which educational reforms in Halychyna during that period took place. The objective of the article is to analyze Oleksandr Barvynskiy's speeches in the Galician Sejm as a source for studying the development of secondary education for Ukrainians in Halychyna at the end of the 19th and the beginning of the 20th centuries.

Analysis of recent research and publications. Recent studies and publications concerning Oleksandr Barvynskiy's speeches in the Galician Sejm emphasize various aspects of his activities as a politician and public figure, as well as his contributions to the development of Ukrainian education in Halychyna. Scholars examine his speeches to reconstruct the political and socio-economic context of that period. Notable works in this regard include those by T. Antoshevskiy [1], O. Arkusha [2], B. Hrechyn [3], O. Hryb [4], A. Klish [5], R. Lekhniuk [6], S. Pavlyshyn [7], and I. Chornovol [8].

The source base for this research consists of Barvinskyi's speeches delivered in the Galician Sejm from the late 19th to the early 20th century and published in the periodical "Ruslan".

Therefore, the analysis of recent research indicates that Oleksandr Barvinskyi's speeches in the Galician Sejm are a significant source for studying the development of secondary education for Ukrainians in Halychyna at the end of the 19th and the beginning of the 20th centuries. However, these speeches have not yet become the subject of a dedicated study.

Presentation of the main material. At the end of the 19th and the beginning of the 20th centuries, the state of Ukrainian secondary education in Halychyna was complex and influenced by a number of social, political, and economic factors that affected the development of the educational system. Ukrainian secondary education in Halychyna developed under constant political pressure from Polish and Austrian administrations. These governments often hindered the establishment of new Ukrainian gymnasiums and other secondary educational institutions, fearing the strengthening of the Ukrainian national movement. One of the main issues was the unequal distribution of educational institutions between Ukrainians and Poles.

Oleksandr Barvinskyi repeatedly raised the issue of national equality and education in the multinational state. He focused on the need for equal education in both Ukrainian and Polish languages in secondary schools, which was considered crucial for the equality of national groups within the state. He cited examples from other countries, such as Switzerland and Belgium, which had already resolved similar language issues. This highlights the complexity of infrastructural and social changes that required a comprehensive approach. The Regional School Council, although critically disposed towards the speaker's proposals, focused on practical problems such as student overload and the lack of qualified teachers [9, c. 1–2 10, c. 1–2].

Oleksandr Barvinskyi emphasized the importance of national education for the development of the nation, especially in the context of contemporary cosmopolitanism. Despite the presence of several Ukrainian gymnasiums, their number was insufficient to meet the needs of the youth. The proposal to establish a new gymnasium in Ternopil aimed to address this issue. Ternopil was chosen specifically due to the lack of Ukrainian secondary schools in the northeastern part of the region and the increasing number of students in the existing gymnasiums. Barvinskyi believed that expanding educational institutions was important not only for Ukrainians but could also promote the rapprochement of national groups in the region. At the same time, he emphasized the significance of national education as a tool to support and preserve cultural and national identity [11, c. 1].

Oleksandr Barvinskyi drew attention to the urgent need to reform the teacher training system in Halychyna with a focus on improving agricultural education. He stressed that ensuring high-quality education required not only theoretical training but also the acquisition of practical skills. In his opinion, existing teacher seminaries could play a key role in this process if they were properly equipped and provided with necessary resources. Comparing with other countries, Barvinskyi pointed out opportunities for improving the education system in Halychyna. He cited the example of Sarajevo in Bosnia and Herzegovina, where a teacher seminary was equipped with a corresponding garden and research center, which contributed to the improvement of practical training for future educators [12, c. 1–2].

O. Barvinskyi emphasized the necessity of further developing educational programs and creating agricultural cooperatives to support the peasantry. He also highlighted the national aspect, demonstrating a commitment to representing the interests of Ukrainians in all spheres of public life. Overall, this underscores the complexity of the issues society faced in the process of modernization and organizational changes [13, c. 2–3].

O. Barvinskyi stressed the critical problem of the shortage of qualified teachers for Ukrainian and Polish languages. Despite awareness of this problem and certain initiatives by the Ministry

of Education, no concrete measures were taken to address it. The speaker proposed a set of measures, including funding for teacher training and reforming the examination system [14, c. 1–2].

Speaking on February 1, 1898, at the Regional Sejm regarding the compulsory study of both regional languages, O. Barvynskyi illustrated the complexity of the issue of studying the Ukrainian language in Halychyna, where historical, political, and cultural aspects interact with educational needs and language rights. He noted that the Regional School Council (RSC) advocated for a balanced approach that included protecting the rights of Polish youth and gradually introducing the study of Ukrainian, while also recognizing the need for active government intervention to achieve this goal [14, c. 1–2].

O. Barvynskyi illustrated the resistance to the establishment of Ukrainian gymnasiums in Halychyna, despite the evident need and demand for them from the Ukrainian population. The arguments of opponents often proved to be unfounded or were refuted by facts. Nevertheless, decisions regarding the creation of gymnasiums were often postponed or ignored, indicating political injustice and deficiencies in the decision-making process in the education sector at that time. O. Barvynskyi provided statistical data confirming the uneven distribution of Ukrainian gymnasiums in Halychyna. Specifically, out of 42 state secondary schools, only 4 were Ukrainian gymnasiums [15, c. 1].

O. Barvynskyi supported the idea of establishing a Ukrainian gymnasium in Halychyna. He believed that the creation of such a gymnasium was essential for the development of Rusyn culture and education in the region. The deputy also criticized the use of the term “separatism,” considering it dangerous and incorrect for describing the creation of the gymnasium [16, c. 1–2].

O. Barvynskyi’s speeches reflect the discussions and controversies that arose around educational reforms in Halychyna at the beginning of the 20th century. Despite general trends and demands, there were significant nuances and specific approaches to solving problems. He emphasized the need for a cautious approach to implementing reforms, highlighting the importance of considering local characteristics and needs [12, c. 1–2].

The debate over the establishment of Ukrainian gymnasiums in Halychyna was characterized by arguments that were often neither objective nor well-founded. Opponents of Ukrainian gymnasiums used various circumstances and political motives to refuse the establishment of these educational institutions, despite the real need for them. According to O. Barvynskyi, it was crucial that decisions regarding the founding of schools were based on actual educational needs and benefits for the youth, rather than political or ideological motivations.

O. Barvynskyi’s speeches demonstrate that issues of education and cultural values in Halychyna became subjects of intense polemics and conflicts between the Ukrainian and Polish communities. Taras Shevchenko played a central role in these discussions, with his works being used as arguments by both sides. The author emphasized the deeply religious and ethical nature of Shevchenko’s work, arguing against attempts to use his legacy to propagate hatred or disdain for values [17, c. 1–2].

O. Barvynskyi emphasized the absence of educational institutions that met the needs of Ukrainian youth and the necessity of creating new institutions to address these needs. The deputy stressed the right of Ukrainians to education in their native language, considering the lack of such institutions a significant shortcoming in the education system. He also highlighted the need for financial support for the Ukrainian girls’ school, which had already been established through private initiatives, and expressed hope for a positive resolution on this matter [18, c. 1–2].

O. Barvynskyi emphasized the urgent need to establish a Ukrainian gymnasium in Stanislaviv for several important reasons. First, he noted that there was a sufficient number of Ukrainian students to justify the necessity of opening such an educational institution. Second, he pointed to the need for an intellectual elite that could supply various sectors of public life with highly qualified professionals. Third, he underscored plans for the creation of a theological seminary and the need to prepare future

priests. Additionally, Barvynskyi highlighted the logistical advantages of Stanislaviv, which would contribute to the successful functioning of the gymnasium (the city was strategically located with easy access to other regions thanks to the railway).

Barvynskyi also convincingly dismissed objections regarding the lack of teachers, noting that there were opportunities to transfer teaching staff from other gymnasiums. He insisted on the swift consideration of his proposal, emphasizing the importance of meeting the educational needs of Ukrainian youth in their native language. Thus, Barvynskyi called for the prompt resolution of the issue of establishing a Ukrainian gymnasium, considering its significance for the development of education and culture within the Ukrainian community [19, c. 1–2].

Oleksandr Barvynskyi highlighted the inadequacy of secondary schools in Halychyna compared to other regions. In some areas of Halychyna, such as Podillia or Sokal, there were no secondary schools at all. The existing gymnasiums were overcrowded, necessitating their division into two or three separate institutions (for instance, in Stanislaviv during the 1899/1900 academic year, there were 568 students, and this number was increasing). This situation negatively impacted the quality of education and upbringing, as the conditions were less favorable for both teachers and students.

In Stanislaviv, as the center of the Greek Catholic bishopric, there were plans to establish a theological seminary. The insufficient number of candidates for the clergy necessitated the creation of a Ukrainian gymnasium to prepare future priests. This initiative was actively supported by Metropolitan Andrey Sheptytsky [19, c. 1–2].

The speeches of Oleksandr Barvynskyi illustrate the significant social, cultural, and political differences between the Polish and Ukrainian communities in Halychyna at the beginning of the 20th century. They reflect the Ukrainians' sense of inadequate attention and support for their interests and needs by the Polish elite, despite previous promises and agreements. This situation highlights the urgent need for mutual support and respect between different national and cultural groups to build a harmonious and just society. Barvynskyi emphasized the importance of fair treatment and equal representation, which are necessary conditions for social stability and the development of a multicultural region. His speeches serve as a valuable source for studying interethnic relations in Halychyna and indicate the necessity of an inclusive approach in policy-making to ensure social harmony [20, c. 1–2].

Conclusions. Oleksandr Barvynskyi played a pivotal role in the formation and development of Ukrainian education in Halychyna. His speeches in the Galician Sejm reflect a deep awareness of the educational and cultural issues facing Ukrainians and his efforts to address these issues. Barvynskyi's speeches indicate significant political struggle for the educational rights of Ukrainians. This struggle occurred against the backdrop of political pressure and resistance from Polish politicians who dominated the Galician Sejm. Barvynskyi consistently argued for the necessity of developing Ukrainian education, using facts and statistics to support his positions. Barvynskyi emphasized the importance of cultural and linguistic aspects in education. He underscored that the education of Ukrainians should be based on their native language and culture, which is crucial for preserving national identity. Barvynskyi's speeches had a significant impact on public opinion and political decisions regarding the development of Ukrainian education. They contributed to raising awareness about educational problems and the need to address them, ultimately leading to improved educational conditions for Ukrainians in Halychyna.

Therefore, the speeches of Oleksandr Barvynskyi in the Galician Sejm are an important source for studying the development of education for Ukrainians at the end of the 19th and the beginning of the 20th century, reflecting key aspects of the political, cultural, and social struggle for educational rights.

Література

1. Антошевський Т. Олександр Барвінський і український християнсько-суспільний рух наприкінці XIX – початку XX століть. *Матеріали конференції, присвяченої 150-й річниці від дня народження Олександра Барвінського*, м. Львів, 14 травня 1997 р. Львів, 2001. С. 58.
2. Аркуша О. Олександр Барвінський. Україна: культурна спадщина, національна свідомість, державність. Вип. 18: Західно-Українська Народна Республіка: до 90-річчя утворення НАН України / Інститут українознавства ім. І. Крип'якевича. Львів, 2009. С. 62–63.
3. Гречин Б.Г. Громадсько-просвітницька та педагогічна діяльність Олександра Барвінського : монографія. Івано-Франківськ : Плай, 2001. 232 с.
4. Гриб О.І. Громадсько-просвітницька діяльність та історична спадщина Олександра Барвінського : автореф. дис. ... канд. іст. наук : 07.00.01. Черкаси, 2007. 20 с.
5. Кліш А.Б. Між політикою та релігією: суспільно-християнський рух у Галичині наприкінці XIX – на початку XX ст. : монографія. Тернопіль : Осадця Ю.В., 2018. 468 с.
6. Лехнюк Р. На порозі модерного світу: українські консервативні середовища в Галичині в першій чверті XX століття. Львів : Літопис, 2019. 392 с.
7. Павлишин С. Олександр Барвінський: «Я жив для свого народу...». Львів : Академічний експрес, 1997. 148 с.
8. Чорновол І. Олександр Барвінський у контексті своєї і нинішньої епохи. *Матеріали конференції, присвяченої 150-й річниці від дня народження Олександра Барвінського*, м. Львів, 14 травня 1997 р. Львів, 2001. С. 32–44.
9. Промова п. Барвінського в адресовій комісії дня 19–20 мая 1897 року. *Руслан*. Ч. 105. 10 (22) мая 1897. С. 1–2
10. Промова п. Барвінського в адресовій комісії дня 19–20 мая 1897 року. *Руслан*. Ч. 106. 11 (23) мая 1897. С. 1–2
11. Промова п. Барвінського на 3-му засіданні кр. сейму д. 30. грудня 1897 для умотивована внесення о засноване рускої гімназії ім. Франц-Йосифа в Тернополи. *Руслан*. Ч. 288. 21 грудня 1897 (2 січня 1898). С. 1.
12. Промова пос. Барвінського в краєвім соймі дня 17. жовтня 1903 при розправі над звітом шкільної комісії про внесенне пос. Целецкого в справі засновання коштом краю учительської семінарії з рільничим напрямом. *Руслан*. Ч. 260. 15. (28.) падолиста 1903. С. 1–2.
13. Промова пос. Барвінського виголошена в розправі над справозданем комісії краєвого господарства о спілках рільничих на вечірнім засіданні кр. сойму д. 18-го 1898. *Руслан*. Ч. 38. 18 лютого (2 марця) 1898. С. 2–3.
14. Промова пос. Барвінського в розправі над справозданем шкільної комісії в справі заведення обовязкової науки обидвох краєвих язиків на 16-ім засіданню краєвого сойму дня 1-го лютого 1898. *Руслан*. Ч. 19. 24 січня (5 лютого) 1898. С. 1–2.
15. Промова посла Барвінського в краєвім соймі д. 29. жовтня 1903 в справі рускої гімназії в Станиславові. *Руслан*. Ч. 239. 21. жовтня (3. падолиста) 1903. С. 1.
16. Промова пос. Барвінського в розправі над справозданем шкільної комісії о засноване рускої гімназії в Тернополи на 19-ім засіданню кр. сойму д. 5-го лютого 1898. *Руслан*. Ч. 21. 27 січня (8 лютого) 1898. С. 1–2.
17. Промова посла Барвінського в краєвім соймі д. 29. жовтня 1903 в справі рускої гімназії в Станиславові. *Руслан*. Ч. 240. 22. жовтня (4. падолиста) 1903. С. 1–2.
18. Промова посла Барвінського на 7-ім засіданню кр. сойму дня 2. марця 1899 при мотнвованю его внесення на засноване рускої школи виділової женьскої у Львові. *Руслан*. Ч. 40. 20 лютого (4 марця) 1899. С. 1–2.
19. Промова посла Ол. Барвінського на 4-ім засіданню кр. Сойму дня 18. червня 1901. в справі засновання рускої гімназії в Станиславові (мотивоване его внесення). *Руслан*. Ч. 128. 8. (21.) червня 1901. С. 1–2.
20. Промова посла Барвінського в краєвім соймі д. 29. жовтня 1903 в справі рускої гімназії в Станиславові. *Руслан*. Ч. 241. 23. жовтня (5. падолиста) 1903. С. 1–2.

References

1. Antoshevskiy, T. (2001). Oleksandr Barvynskiy i ukrainskyi khrystyiansko-suspilnyi rukh naprykintsi XIX – pochatku XX stolitt [Oleksandr Barvynskiy and the Ukrainian Christian-Social Movement at the End of the 19th and the Beginning of the 20th Centuries]. In *Materialy konferentsii, prysviachenoj 150 richnytsi vid dnia narodzhennia Oleksandra Barvinskoho* (p. 45–58). Lviv: Lviv. [in Ukrainian]
2. Arkusha, O. (2009). Oleksandr Barvynskiy [Oleksandr Barvynskiy]. In *Ukraina: kulturna spadshchyna, natsionalna svidomist, derzhavnist, Vyp. 18: Zakhidno-Ukrainska Narodna Respublika: Do 90-richchia utvorennia* (pp. 62–63). Lviv: NAN Ukrainy, Instytut ukraїnoznavstva im. I. Kryp'iakevycha. [in Ukrainian]
3. Hrechyn, B.H. (2001). Hromadsko-prosvitnytska ta pedahohichna diialnist Oleksandra Barvinskoho: monohrafiia [Public-Educational and Pedagogical Activities of Oleksandr Barvynskiy: Monograph]. Ivano-Frankivsk: Plai. [in Ukrainian]
4. Hryb, O.I. (2007). Hromadsko-prosvitnytska diialnist ta istorychna spadshchyna Oleksandra Barvinskoho [Public-Educational Activities and Historical Heritage of Oleksandr Barvynskiy] (Author's abstract of the dissertation for the degree of candidate of historical sciences: specialty 07.00.01). Cherkasy: Cherkas. nats. un-t im. B. Khmelnytskoho. [in Ukrainian]
5. Klish, A.B. (2018). Mizh politykoju ta relihiieju: suspilno-khrystyianskyi rukh u Halychyni naprykintsi XIX – na pochatku XX st.: Monohrafiia [Between Politics and Religion: The Social-Christian Movement in Halychyna at the End of the 19th and the Beginning of the 20th Centuries: Monograph]. Ternopil: Osadtsa Yu.V. [in Ukrainian]
6. Lekhniuk, R. (2019). Na porozhi modernoho svitu: ukrainski konservatyvni seredovyshecha v Halychyni v pershii chverti XX stolittia [On the Threshold of the Modern World: Ukrainian Conservative Circles in Galicia in the First Quarter of the 20th Century]. Lviv: Litopys. [in Ukrainian]
7. Pavlyshyn, S. (1997). Oleksandr Barvynskiy: «Ya zhyv dlia svoho narodu...» [Oleksandr Barvynskiy: «I Lived for My People...»]. Lviv: NVT Akademichnyi ekspres. [in Ukrainian]
8. Chornovol, I. (2001). Oleksandr Barvynskiy u konteksti svoiei i nynishnoi epokhy [Oleksandr Barvynskiy in the Context of His and Our Times]. In *Materialy konferentsii, prysviachenoj 150 richnytsi vid dnia narodzhennia Oleksandra Barvinskoho* (pp. 32–44). Lviv. [in Ukrainian]
9. Promova p. Barvinskoho v adresovii komisii dnia 19–20 maia 1897 roku. Ruslan. Ch. 105. 10 (22) maia 1897 [Mr. Barvynskiy's speech at the Address Committee on May 19–20, 1897. Ruslan] S. 1–2. [in Ukrainian]
10. Promova p. Barvinskoho v adresovii komisii dnia 19–20 maia 1897 roku. Ruslan. Ch. 106. 11 (23) maia 1897. S. 1–2. [in Ukrainian]
11. Promova p. Barvinskoho na 3-im zasidaniu kr. seimu d. 30. hrudnia 1897 dlia umotyvovana vnesennia o zasnovanie ruskoji himnazii im. Frants-Iosyfa v Ternopoli. Ruslan. Ch. 288. 21 hrudnia 1897 (2 sichnia 1898)[Mr. Barvynskiy's speech at the Address Committee on May 19–20, 1897. Ruslan.] S. 1. [in Ukrainian]
12. Promova pos. Barvinskoho v kraievim soimi dnia 17. zhovtnia 1903 pry rozprafi nad zvitom shkilnoi komisii pro vnesennia pos. Tseletskoho v spravi zasnovania koshtom kraiu uchytelskoi semynarii z rilnychym napriamom. Ruslan. [Speech of the village Barvynskiy in the regional Diet on October 17, 1903 during the debate on the report of the school commission on the introduction of pos. Tselskyi in the case of founding a teacher's seminary with an agricultural focus at the expense of the region]. Ch. 260. 15. (28.) padolysta 1903. S. 1–2. [in Ukrainian]
13. Promova pos. Barvinskoho vyholoshena v rozprafi nad spravozdaniem komisii kraievoho gospodarstva o spilках rilnychkykh na vechirnim zasidanni kr. soimu d. 18-ho 1898. Rusla [Speech of the village Barvinskoho pronounced in the massacre over the report of the regional economy commission on farmers' unions at the evening meeting of the cr. Diet of the 18th, 1898. Ruslan] Ch. 38. 18 liutoho (2 martsia) 1898. S. 2–3. [in Ukrainian]
14. Promova pos. Barvinskoho v rozprafi nad spravozdaniem shkilnoi komisii v spravi zavedenia oboviazkovoї nauky obydvokh kraievkykh iazykiv na 16-im zasidaniu kraievoho soimu dnia 1-ho liutoho 1898. Ruslan.[Speech of the village Barvynskiy in the trial over the report of the school commission in the matter of establishing compulsory study of both regional languages at the 16th session of the regional Diet on February 1, 1898. Ruslan.] Ch. 19. 24 sichnia (5 liutoho) 1898. S. 1–2. [in Ukrainian]
15. Promova posla Barvinskoho v kraievim soimi d. 29. zhovtnia 1903 v spravi ruskoji himnazii v

Stanyslavovi. Ruslan [Speech of the village Barvinskogo pronounced in the massacre over the report of the regional economy commission on farmers' unions at the evening meeting of the cr. Diet of the 18th, 1898. Ruslan] Ch. 239. 21. zhovtnia (3. padolysta) 1903. S. 1. [in Ukrainian]

16. Promova pos. Barvinskoho v rozpravi nad spravozdaniem shkilnoi komisii o zasnovane ruskoji himnazii v Ternopoli na 19-im zasidaniu kr. soimu d. 5-ho liutoho 1898. Ruslan [Speech of the village Barvinsky in the trial on the report of the school commission on the establishment of the Russian gymnasium in Ternopil at the 19th meeting of the kr. Diet of February 5, 1898. Ruslan.] Ch. 21. 27 sichnia (8 liutoho) 1898. S. 1–2. [in Ukrainian]

17. Promova posla Barvinskoho v kraievim soimi d. 29. zhovtnia 1903 v spravi ruskoji himnazii v Stanyslavovi. Ruslan [Ambassador Barvinsky's speech in the regional Diet on October 29, 1903 in the case of the Russian gymnasium in Stanislavov. Ruslan.]. Ch. 240. 22. zhovtnia (4. padolysta) 1903. S. 1–2. [in Ukrainian]

18. Promova posla Barvinskoho na 7-im zasidaniu kr. soimu dnia 2. martsia 1899 pry motyvovanii jeho vnesennia na zasnovane ruskoji shkoly viddiovoi zhens'koi u Lvovi. Ruslan [Ambassador Barvinsky's speech at the 7th meeting of the Cr. of the Diet on March 2, 1899, at the celebration of its contribution to the foundation of the Russian school of women's division in Lviv. Ruslan]. Ch. 40. 20 liutoho (4 martsia) 1899. S. 1–2. [in Ukrainian]

19. Promova posla Ol. Barvinskoho na 4-im zasidaniu kr. Soimu dnia 18. chervnia 1901 v spravi zasnovania ruskoji himnazii v Stanyslavovi (motyvovanye jeho vnesennia). Ruslan [Speech of Ambassador Ol. Barvinsky at the 4th meeting of the Cr. The Diet of June 18, 1901, in the case of the establishment of a Russian gymnasium in Stanislaviv (motivation for its introduction). Ruslan]. Ch. 128. 8. (21.) chervnia 1901. S. 1–2. [in Ukrainian]

20. Promova posla Barvinskoho v kraievim soimi d. 29. zhovtnia 1903 v spravi ruskoji himnazii v Stanyslavovi. Ruslan [Ambassador Barvinsky's speech in the regional Diet on October 29, 1903 in the case of the Russian gymnasium in Stanislavov. Ruslan] Ch. 241. 23. zhovtnia (5. padolysta) 1903. S. 1–2. [in Ukrainian]