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**FORMS OF ORGANIZATION OF THE EDUCATIONAL PROCESS IN  
HUMANITARIAN HIGHER EDUCATIONAL INSTITUTIONS OF  
UKRAINE (THE SECOND HALF OF THE XIX<sup>th</sup> - EARLY XX<sup>th</sup> CENTURY)**

*– Abstract –*

The article deals with the main forms of humanitarian education in higher educational institutions of the Central Ukraine. An analysis of these forms is given. The author provides a comparative characteristic of the forms of humanitarian education in different higher educational institutions during the periods of validity of different university charters.

The article proves that the lecture form of teaching was dominant. Attending lectures and taking notes was obligatory. Officially, the seminars and practical classes at the universities of the Russian Empire were introduced only in 1863. Another form of teaching was writing semester works in both compulsory and special subjects. The charter of 1884 allowed students to attend lectures at other faculties, as well as choose a lecturer. Early twentieth century was marked by the existence of course (until 1906) and subject teaching systems in higher education. The content and forms of the educational process of humanitarian universities were such that students spent most of their time preparing for classes and exams, attending lectures and practical classes, reading and writing essays. In the article, the author proves that the lack of connection with practice, the insufficiently high professional level of teachers and their detachment from the needs of students were a big drawback.

*Keywords:* Ukraine; education; Russian Empire; humanities.

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## Introduction

The question of the content and forms of education in higher education institutions has always been of interest not only to the government, the Ministry of Education, the teaching staff, but also to the students themselves. Everyone was interested in these issues for different reasons and with a specific purpose.

## Research Analyses

The study of the chosen problem covers the foundation and activities of higher educational institutions on the territory of Ukraine, which continues to this day. Chronologically historiographic process is divided into three periods: pre-revolutionary (imperial), Soviet and post-Soviet (modern). Ukrainian historiography on higher and humanitarian education is represented by a wide range of publications. We focus only on the main studies of the modern period, which is characterized by a rethinking of the history of the Ukrainian nation, the transition to the position of objectivity and historicism. Some parts of general monographic researches on higher education in Ukraine are devoted to humanitarian education, its content and forms.

This topic is partially covered in modern dissertations on various issues of the history of higher education and science<sup>1</sup>.

Also, we need to pay attention to the works of foreign researchers who directly or indirectly relate to this topic<sup>2</sup>.

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<sup>1</sup> Ivanov, A. E., *Vysshaya shkola Rossii v konce XIX – nachale XX veka* (M.: Nauka, 1991); Kas'ianov, H. V., *Ukrains'ka intelihentsiia na rubezhi XIX-XX stolit': Sotsial'no-politychnyj portret* (K.: Naukova dumka, 1993); Posokhov, S. I., *Obrazy universytetiv Rosijs'koi imperii druhoi polovyny XIX–pochatku XX st. v publitsytsyi ta istoriohrafii* (Kh.: KhNU imeni V.N. Karazina, 2006); Samojlenko H. V., Samojlenko O. H., *Nizhyns'ka vyscha shkola: storinky istorii. Nizhyn: Vydavnytstvo NDU im. M.Hoholia* (TOB Vydavnytstvo «Aspekt-Polihraf», 2005); Tarasenko, O. O., *Stanovlennia ta rozvytok istorychnoi osvity ta nauky u Kyivs'komu universyteti v 1834-1884 pp.* (K.: 1995); Shyp, N. A., „Kyivs'ka dukhovna akademiia – tsentr vyschoi dukhovnoi osvity Naddnyprians'koi Ukrainy (XIX–pochatok XX st.),” *Ukrains'kyj istorychnyj zhurnal* 2 (1999): 63–76.

<sup>2</sup> Dobrovols'ka V.A., *Istoriia zhinochoi osvity Pivdnia Ukrainy (1901 – 1910 rr.)*. (Candidate's thesis), Dnipropetrovs'k (2006); Yehorova O.V., *Yurydychna osvita v universytetakh Ukrainy XIX – pochatku XX st. (etapy ta osoblyvosti rozvytku)* (Candidate's thesis), Dnipropetrovs'k; Zajtseva, Z. I., *Instytutsionalizatsiia ukrains'koi nauky naprykintsi XIX – na pochatku XIX st.* (Candidate's thesis) (2000). K.; Kruhliak, M. E., *Zhyttia ta pobut*

The analysis of modern literary sources indicates the relevance of the topic, the insufficient level of its studying and the need for its further research<sup>3</sup>.

**The task of this article** is to consider and analyse the basic forms of teaching, to compare their application in different higher humanitarian educational institutions. The article was written on the basis of known and unknown documents and materials.

### Statement of the basic material

At the end of the 19-th – early 20-th century, the educational process in institutions of higher humanitarian education had such forms of work for students: attending lectures, practical classes, writing and reading essays on the subjects of the course of study.

For a long time, the lecture form of teaching dominated, but gradually some teachers began to practice classes with students in the form of rehearsals and scholarly conversations. Students were required to prepare written works on given topics and discuss them with the professor. In the second half of the XIX century, proseminars and seminars (similar to those that existed in Western European universities) became widespread. Teachers who had long foreign scientific trips, after returning, were actively involved in seminar work. Thus, in the 1881-1882 academic year at the Faculty of History and Philology of Kyiv St. Vladimir's University practical classes with students were conducted by: V. Antonovich - on Russian history, F. Fortinsky - on the history of the Middle Ages, I. Luchitsky - on modern history, V. Alandski - on Greek literature, F. Mishchenko - on Greek historiography. However, historically, the seminar has not become the main institutional form of organization of historical science in Russian universities, it has remained a department.

Lectures were given in Russian, foreign teachers used Latin<sup>4</sup>. Attendance at lectures was compulsory, but 35.4% of students neglected it. Factors influencing

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*studentstva pidrosijs'koi Ukrainy II pol. XIX – poch. XIX st.* (Candidate's thesis), (K.: 2010); Pysarieva, E. A., *Orhanizatsijno-pravovi osnovy diial'nosti universytetiv Rosijs'koi imperii druhoi polovyny XX st. (na materialakh Ukrainy)*, (Candidate's thesis) (Kh.: 2001).

<sup>3</sup> Glison E., Zaxarova, L., *Velikie reformy v Rossii, 1856-1874.* (M.: Nauka, 1992). Grishunin, P. V., *Studenchestvo stolichnyx universitetov: struktury povsednevnoj zhizni. 1820-e – 1880-e gg* (Candidate's thesis) (SPb: 2005); Ivanov, A. E., *Vysshaya shkola Rossii v konce XIX – nachale XX veka* (M.: Nauka, 1991).

<sup>4</sup> Avseienko, V., *Uryvky iz spohadiv pro universytet kintsia 50-kh – pochatku 60-kh rokiv XIX st. Z imenem Sv. Volodymyra: Kyivs'kyj universytet u dokumentakh, materialakh ta spohadakh suchasnykiv*, Kn. 2 (K., 1994), 264–265.

students' attendance at lectures were the significant studying loads, the conditional division of subjects into «primary» and «secondary», the fear of a demanding professor who could recall the absence from lectures, curiosity and professionalism of the lecturer (was important for 57.2% of students), the proximity of the session<sup>5</sup>. At important lectures it was customary to see young people on the windows, the steps of the department, around it, in the corridor.

The Kyiv Theological Academy and the Nizhyn Historical and Philological Institute of Prince Bezborodko were closed educational institutions. Here, lectures were the main form of study, attending them and keeping notes was mandatory.

Education at the academy began in September - for example, in 1899 - on September 6. Lectures lasted from 9 a.m. to 2 p.m., there were on average 3-5 lectures a day. According to the charter of 1869, lectures on each subject were distributed by the Council in such a way that in the first three courses there were at least 18, and in the fourth at least 9 lectures per week. One lecture lasted 1 hour. According to the report for the 1896/1897 academic year, 28 lectures per week were assigned for first-year students, 29 - for second-year students, 22 - for third-year students, and 12 - for fourth-year students<sup>6</sup>. During the validity of the charter 1869, all subjects were divided into compulsory and special. Of all the compulsory subjects, lectures on the Holy Scriptures of the Old Testament (Rector Bishop Mykhailo) and philosophy (P.I. Linytsky) were the most attended in the 1970s. Lectures were given in the student hall, which could barely accommodate everyone.

V. Rybysky, a graduate of the academy, expressed his views on teaching at the academy: «Lectures were read from notebooks, in addition, none of the lecturers pleased us with their diction and oratory». Many teachers were forced to read subjects in which they did not specialize. However, there were teachers whom the students greatly respected: professor of Latin M.M. Drozdov, teacher of aesthetics and theory of literature M.I. Petrov and others<sup>7</sup>.

Another form of teaching students was to write semester works in both compulsory (Old Testament Scriptures, psychology, philosophy, sermons) and special subjects (literature and Slavic dialects for practitioners). Former student P. Rutkevych recalls that writing a work on philosophy required referring to foreign sources (this was required by the lecturer P.I. Linitsky). «On literature I had to write

<sup>5</sup> Chevazhevskij, V. S., „Iz proshlogo Kievskogo universiteta i studencheskoj zhizni (1870–1875),” *Russkaya starina* 6 (1912): 555-585.

<sup>6</sup> *Kiev s drevnejshim ego uchilishhem akademieyu (1856)* (K.: 1856): 490.

<sup>7</sup> Malyshevskij, I., *Istoricheskaya zapiska o sostoyanii Akademii v minuvshee pyatidesyatiletie* (K.: 1869), 157, 161, 171.

a work based on the novel by M. Chernyshevsky "What to do?" On the course of Slavic dialects, students read the works of Pippin, Shafarik, Buslaev»<sup>8</sup>.

Students of the academy of the 1870s and early 1880s wrote semester works only in the first and second years. In the third year, they wrote a candidate's work.

F.I. Titov recalls that he had to write a work for the degree of Candidate of Theology from the Holy Scriptures under the guidance of Professor S.M. Solsky: «Professors gave topics without any agreement with the students, these topics were distributed at random, sometimes even by lot»<sup>9</sup>. State-funded students of Bezborodko institute, who was absent from the lectures, was imprisoned in solitary confinement, and roll calls were made each time to find absentees. For the course the student listened to, the professors signed in the so-called «lecture sheets»<sup>10</sup>. There were other rules for students, for example, they had to answer the professors' questions while standing, but it was forbidden to ask professors anything, leave the audience without good reason, listen to prayer before and after the lectures<sup>11</sup>.

The attitude to classes was not the same for everyone. There were students who honestly attended all classes (2.6% of students), and those who missed them. Honest young men were afraid to be late for even a minute, sat at the first desk, were noted for neatness and meticulousness, wrote down the number, day, hour of lectures in notebooks; in the evening they reread them and made corrections. However, such records contained many errors. Because of this, from 1863 students were forbidden to lithograph lectures and abstracts without the permission of teachers. This was done by lecturers or student-appointed recorders, who took notes on the teacher, summarized the text of the lecture, lithographed, and after checking the professor published. To record some of the compulsory lectures in closed institutions, two stenographers were assigned from the student body, who worked in turns and dictated the record to the student copyist after classes. For this work, they received 2 rubles for half a year from each student. Lectures on specialties were conducted by two students on duty, who copied them and gave them for safekeeping to the head of the course. Summary records of lectures were made by the student on duty in the general journal kept in the inspection.

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<sup>8</sup> Golubev, S., *Istoriya Kievskoj duxovnoj akademii. Period do-mogilyanskij*, I (K.: 1886), 12–13.

<sup>9</sup> Titov, F., „Imperatorskaya Kievskaya duxovnaya akademiya v ee trexvekovoj zhizni i deyatelnosti (1615–1915 gg.)”, *Istoricheskaya zapiska* (K.: 1915), 432.

<sup>10</sup> Romanovich-Slavatinskij, A. V., „Moya zhizn' i akademicheskaya deyatelnost'. 1832–1884 gg. Vospominaniya i zapiski”, *Vestnik Evropy* 2 (1913): 629.

<sup>11</sup> Tsentral'nyj derzhavnyj istorychnyj arkhiv Ukrainy (dali – TsDIAK). –F. 711. Op. 3. Spr. 1446. Ark. 7, 12.

To increase interest in studying and prevent student unrest, the charter of 1884 allowed students, in addition to listening to the subjects of their faculty, to attend lectures of other faculties, as well as to choose a lecturer.

One more form of student activity was the reading of main works from all fields of university education. The separate department of the library was established for this purpose. In closed institutions, this form of education was marked by special care. For example, in Nizhyn, reading the works of ancient writers was accompanied by mandatory reporting<sup>12</sup>.

The founder of historical seminars was L. Ranke. Working since 1825 at the University of Berlin, and since 1834 heading the Department of German History, he created a seminar to work with students and doctoral students, who later occupied almost all departments of history at German universities and spread the experience of seminar training of professional historians.

Seminars and practical classes were officially introduced in the universities of the Russian Empire only in 1863. They included scientific conversations of students under the guidance of teachers, oral presentation of part of science on classical works, written answers to questions asked by teachers, analysis and interpretation of sources, writing works. and practical experiments conducted under the guidance of professors in educational institutions.

Analysis of the curriculum for the 1895/96 academic year gives grounds to claim that at the Faculty of History and Philology of St. Vladimir University practical classes were conducted on Russian history and world history. To study them in the relevant course was given 12 hours a week. The list of recommended subjects included: political economy, pedagogy, palaeography, archaeology, ethnography, geography, history of general literature, new languages, etc. The required number of hours in the recommended subjects was 4 hours per week<sup>13</sup>.

In Kyiv Theological Academy, on practical classes students under the guidance of mentors studied the sources of science and textbooks, analysed the most important works of literature, read textbooks for teaching science in the seminary.

The educational process at the Kyiv Theological Academy, despite excessive dogmatism and not always high professional level of teachers, was quite noted high efficiency. Students of a higher spiritual institution, despite a significant number of theological disciplines, joined the achievements world science and public opinion, got acquainted with modern works of n literature. The academy trained

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<sup>12</sup> *Pravila dlya studentov i storonnix slushatelej Imperatorskogo Xar'kovskogo universiteta*, X. (Univ. tip., 1882), 16-34.

<sup>13</sup> Tsentral'nyj derzhavnyj istorychnyj arkhiv Ukrainy. Ф. 707. Оп. 151. Спр. 30. Арк. 8.

truly highly qualified specialists, for example, the father of the famous Ukrainian historian M. Hrushevsky Serhiy Fedorovych and his uncle Marko, Ukrainian ethnographer, historian and public figure Yu. Sichynsky, writer and publicist O. Lototsky, church figure of the first quarter of the twentieth century V. Chekhov and others.

Seminars as a form of classroom research of students under the guidance of a professor have been practiced in Russian universities since their foundation. But in conditions of strict administrative and political control and weak material base of the educational process, they did not gain the weight of a strong institutional structure. Seminars were officially introduced in higher educational institutions only in 1863. Much depended on the personality of the professor and his scientific interests. In Russia, there is a tradition among professors to gather students, recent graduates and junior colleagues working on dissertations in their apartments. There they talked about new publications, discussed previous reports on research results, conducted methodological discussions. Such meetings were called seminars after the professor and often laid the foundations of scientific schools. So, in Kyev worked with students V. Antonovich and later V. Peretz.

Scheduled seminars for senior students very rarely acquired the high scientific level they had at German universities. B. Krupnytsky mentioned that M. Dovnar-Zapolsky's seminar gave the impression of formal classes attended by students to get credit. Instead, the «scientific heart beat in the Historical and Ethnographic Circle» under the leadership of the same professor. We will return to the work of this circle, and now we will note that Ukrainian studies circles began to appear in higher educational institutions at the end of the 19-th century. However, the authorities were more willing to allow them in universities outside Ukraine - in St. Petersburg, Dorpat, Tomsk<sup>14</sup>.

In a circular of the Minister of Education dated July 21, 1899, practical classes, as a form of education, were seen as a means of achieving «desirable communication between students, professors, and faculty», and proposed to introduce them as broadly and correctly as possible. Students who did not have time to finish work in auxiliary institutions on weekdays worked in them on Sunday<sup>15</sup>.

Seminars at the faculties of history, philology and law were quite common. At the seminars, they read the original sources, wrote essays, spoke and always discussed. Students were quite positive and responsible about this form of study.

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<sup>14</sup> Krupnyts'kyj, B. D., *Z students'kykh spohadiv istoryka. Alma Mater: Universytet sv. Volodymyra naperedodni ta v dobu Ukrain'skoi revoliutsii. Materialy, dokumenty, spohady*, Kn. 1 (K.: Prajm., 2000); 274 – 277.

<sup>15</sup> Derzhavnyj arkhiv m. Kyieva. F. 16. Op. 338. Spr. 82. Ark. 49.

Thus, at the end of 1911/12 AD. Kyiv students analysed the topics of abstracts for the next academic year, and debates over the abstracts could last up to six hours in a completely filled audience of students<sup>16</sup>.

One of the forms of control of students' knowledge was the presentation of written works on the faculty subject on a given topic. Poor students took this seriously, as it could exempt them from tuition fees or help them receive a one-time allowance of up to 80 rubles. This became the basis for writing a PhD thesis<sup>17</sup>.

In closed institutions, the submission of a written work on the subject of the exam was mandatory: at the Institute of Public Students, the academic semester was not counted without the presentation of six written semester works.

In the second half of the XIX century, there was a relatively systematic conduct of practical classes and their organizational forms spread at law faculties. The summary of the varieties of this form of classroom work is contained in the "Journal of the Ministry of Public Education" (in the section «Universities») for February 1871. It states that practical classes may include: scientific conversations of students under the guidance of teachers, oral presentation to students of any part from one or more classical works, answers written in the audience according to the questions of teachers, interpretation of sources, works on topics proposed by the teacher.

Professors M. Bunge, L. Zagursky, M. Ziber, V. Nezabytovsky, and O. Kistyakivsky paid great attention to conducting practical classes. At the end of the 19-th century this form of work became more systematic and was included in the curriculum of the Faculty of Law of St. Vladimir's University. Professor Kistyakivsky conducted practical classes with third- and fourth-year students in the discipline of Criminal Law and Judiciary; Professor Antonovych on Police law with third- and fourth-year students, and Professor Demchenko on Civil law with first- and second- year students.

In his report professor Kistyakivsky claimed that the practical classes in Criminal law in the 1876/77 academic year consisted of the student studying the issue on the specified literature and further reading of his material in the form of a lecture. In the discussion that followed, the students made remarks and objections. The discussion was led by a professor who used the Socratic method to explain issues that had not been addressed. All this gives us grounds to assert that the list of

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<sup>16</sup> Derzhavnyj arkhiv m. Kyieva. Ф. 244. Оп. 17. Спр.204. Арк. 6. 17 а.

<sup>17</sup> Chevazhevskij, V. S., „Iz proshlogo Kievskogo universiteta i studencheskoj zhizni (1870–1875),” *Russkaya starina* 6 (1922): 555-585.



this type of work in Kyiv University was much wider than defined by M.F. Vladimirsky-Budanov.

He limited the range of practical classes by involving students in the casuistry of court decisions and forms of court proceedings.

An important innovation of academic life in the Russian Empire was the introduction of the subject system in universities from the 1906/1907 academic year, instead of the course system. The Guide to Higher Education for 1911 considered the stereotyped attitude and restriction of students' freedom to be the disadvantages of the course system. Subject system had existed for a long time in Western Europe. Its advantages were - taking into account individual abilities in knowledge acquisition and the corresponding distribution of the order of studying of sciences<sup>18</sup>.

Undoubtedly, the desire for an individual approach to education was a positive aspect of the organization of pre-revolutionary higher education. However, the individual approach has not always been properly integrated into the real life of Ukrainian universities. First, in 1906/1907 the subject system was not introduced at Novorossiysk University. Secondly, even after its official approval in some universities it worked with restrictions<sup>19</sup>.

One of the problems of higher education in this period was the insufficient professional level of teaching. It was customary to read the same lectures from year to year, from a textbook, teaching disciplines by non-specialists. In the 1860s, talented young professors appeared in universities. They fascinated young people not only with their lectures, but also with their human qualities. For example, of the 14 professors at the University of Kyiv in the 1870s, according to D.I. Bagaliy, «nine were more or less outstanding; five of them had all-Russian, Slavic, and even European names». At the same time, most professors separated themselves from students and were not interested in their preparation: the main thing for them was to «read» the lecture. Only a few teachers paid attention to the scientific work of students. Professor of Kyiv University M. H. Bunge arranged revision conversations in the evening, invited young people to his home to give advice or necessary books. V.B. Antonovich «protected» students from other teachers, helped with employment<sup>20</sup>.

Regarding the preparation of students for classes, the independent work of students, it also differed depending on the university. In closed institutions from

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<sup>18</sup> *Spravochnik po vysshemu obrazovaniyu. Rukovodstvo dlya postupayushhix vo vse vysshie uchebnye zavedeniya Rossii* ( Kiev: Izd-vo "Sotrudnik", 1911), 4.

<sup>19</sup> Derzhavnyj arkhiv Odes'koi oblasti. F. 45. Op. 11. Spr. 20. Ark. 4.

<sup>20</sup> Instytut rukopysu Natsional'noi biblioteky Ukrainy imeni V. Vernads'koho. F. 90. Spr. 47. Ark. 13-15 zv.

18.00 to 21.00 young people worked in classrooms. The best students were allowed to study from 22.00 to midnight. At this time, students were forbidden to read aloud, sing and visit friends from other rooms, talk loudly in the corridors adjacent to the study rooms. Students from other educational institutions often did not prepare for classes. A student of Kyiv University N.D. Bogatynov recalls his student years: «... I returned daily from the university at 16.00, had lunch and went to tutoring, sat down for lectures and readings not earlier than 20.00»<sup>21</sup>.

Most students were not interested in science, but engaged in as much as needed to pass exams, obtain any degree and position. However, there were students and scientists who fulfilled all the requirements of the teachers. For example, M. Hrushevsky, who worked at night to write a medal work.

Students of different faculties were also supervised in different ways. The most difficult was for the humanities, especially for students of historical and philological faculties, who were carefully supervised. Instead, law students didn't attend lectures and passed exams on the purchased notes. Relationships between students of different faculties were difficult. Historical and philological faculties were not prestigious, few students studied there. Such young people were modest and diligent, lawyers - smart.

The seminarians were diligent, hardworking, and better prepared for listening to philosophical disciplines. But they were not good at classical languages and works by ancient authors. On the contrary, high school students had problems with philosophy. Foreigners and former university students had significant difficulties studying at Kyiv Theological Academy.

Women differed in their studies from men in greater diligence. Compared to university students, almost all female students successfully passed the final exams.

Forms of educational work in new higher educational institutions were traditional: lecturing and conducting practical classes. But at the same time, in archival materials there is information about some features in the organization of educational process. This is evidenced by the annual reports of educational institutions. The literature of the studied period discussed some of the features of the organization of exams in private educational institutions.

An important addition to the main educational process was extracurricular activities, which, of course, deepened and expanded the knowledge gained by students during their studies, allowed to involve students in some forms of improving the material base of newly established educational institutions.

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<sup>21</sup> Vospominaniya, N. D., „Bogatynova,” *Rus. arxiv.* 2 (1899) : 258.

For example, in March 1913, an archeological museum began to be created at the Kyiv Higher Women's Courses. Teachers, graduates, and students of the courses took part in its organization. The director of the museum was a private associate professor V. Yu. Danilevich. By the end of the 1913/14 academic year, the first issue of the «Collection of the Archeological Museum of Higher Women's Courses in Kyev» was published. Later this collection was published as the material accumulated. The collection published reports of the museum, works of students in archaeology and numismatics, descriptions of museum collections<sup>22</sup>.

Every six months, students of the same higher women's courses had to submit essays, among which there were works based on the independent study of sources, they brought new materials to the development of scientific issues.

In the archival materials of Odessa higher women's courses there are reports on the activities of the literary circle. At its meetings, essays on various topics were read and discussed («Taras Shevchenko - his life and works», «Anderson as a storyteller», «Female types in the works of Chekhov», etc.), as well as additional diction classes were held.

An important addition to the practical classes at the historical and philological department were the excursions that were held during the holidays at all higher women's courses in Ukraine. For example, in the 1909–1910 academic year, students of the Odessa courses visited St. Petersburg, Kyiv, and Chisinau, and some visited Greece and Finland<sup>23</sup>.

The centers of organization of educational and scientific work in higher educational institutions were departments. Moreover, the principles of creation and activity of the department differ from modern. In the late 19<sup>th</sup> – early 20<sup>th</sup> century departments were created under a certain professor and his scientific school. Therefore, in the documents of higher education institutions there is such information: «Departments of professors, of ordinary and extraordinary professors are established, namely: political economy - three; statistics and economic geography - two; ... civil and commercial law - three; ... commodity science and technology - three...»<sup>24</sup>.

According to the charter of 1884 (§§ 121 and 127) of Kyiv Theological Academy, reading books was listed as one of the activities of students. Books had to

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<sup>22</sup> *Sbornik arxeologicheskogo muzeya vysshix zhenskix kursov v Kieve* (K.: Tip. A.P. Grosman, 1912), 42 c.

<sup>23</sup> *Otchet za 1913 god o sostoyanii i deyatel'nosti Odesskikh vysshikh zhenskikh meditsinskikh kursov.* – ДАОО. – Ф. 62. – Оп.1. – д. 34.

<sup>24</sup> *Odesskij universitet za 75 let (1865-1940)* (O.: Izd-e OGU, 1940), 187.

be taken from the Academic or Student Library, the fund and replenishment of which were under the supervision of the rector.

One of the forms of classes of KTA students was to prepare them for rehearsals and annual exams. Rehearsals were introduced by a resolution of the Council of October 26, 1884. Their purpose is to encourage students to listen more carefully to lectures, rehearsals promote a more thorough mastery of science, and mentors are given a means to test students and assess their progress.

The annual exams were 1899 from April 28 to June 3 to special commissions. In essence, these were final exams for fourth-year students and transfer exams for those who completed the first-third years.

In other universities, special attention was paid to the final result - exams. For example, students of the Institute of State-Funded Students took half-year exams in December and May. Students who received an average of 2 points or between two and three in two exams in a row, were deprived of state support. A student who did not appear for the exam or did not pass it was left without vacation home; young men who did not complete the six-month exam on time for an unknown reason were placed in solitary confinement for 3 days; those who did not appear for the six-month exam - for 6 days.

At the Nizhyn Institute of History and Philology, one unsatisfactory grade did not give the right to move to a higher course, for two such grades the student was expelled.

Debts in all higher humanitarian institutions were condemned and punished. Only the methods of punishment in these universities were different. For example, at Kharkiv University in the 1860s, a student who did not pass all the exams by May 30 or received a grade of less than 3 points in at least one subject in practical classes or an exam was deprived of the right to transfer to the next course. Students who received financial aid took additional six-month exams in all subjects of the course. For the extension of the right to use the scholarship, they had to receive an average of 3.5 points in the main subjects and at least 3 points in the additional ones<sup>25</sup>.

At the Kyiv Higher Women's Courses, until the adoption of the law on December 19, 1911, failure did not prevent the transition to the next course. There were cases when girls completed the indebted discipline after graduation.

According to the university charter of 1863, students took exams when moving from course to course. In 1884, two types of examinations were determined: university (state) examinations taken by commissions appointed for that purpose by

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<sup>25</sup> „Pravila dlya studentov i lazaretnye pravila” *Izvestiya Ist.- filol. in-ta knyazy Bezborodko v Nezhine za 1877 god* 1 (1877): 16.

the Minister of Public Education, and faculty examinations - for academic degrees; scholarships and other benefits. In 1889, compulsory half-year examinations were introduced in all faculties, which were held from 1890 at the end of the second and fourth semesters. There were no transfer exams from the third to the fourth year, and for the transition it was necessary to pass a test<sup>26</sup>.

According to the data published in the speech, which summed up the work of the University of St. Vladimir in 1897 at the Faculty of History and Philology semi-course exams wanted to pass 23 students, passed - 20, failed - 3. That year, at the faculty studied 60 students. At the Faculty of Law, from 385 students, 241 passed the midterm exam, 46 failed, and 35 did not appear. These figures indicate the demands of teachers to students. Not all students passed the exams in government commissions after graduation. For example, at the Faculty of History and Philology, from 15 people who wished to take the exams, 5 students received first-degree diplomas and 9 second-degree diplomas. 249 people took exams at the Faculty of Law, 28 of them received first-degree diplomas and 178 second-degree diplomas<sup>27</sup>.

All graduates who completed the full course and passed the prescribed knowledge test received graduation certificates. As we can see, there was a differentiation in the assessment of the results of studying which influenced the further career of the graduates.

High scientific and pedagogical qualification of teachers, their social orientation created favorable conditions for the implementation of the content of education during academic classes, when professors, private associate professors communicated with students in scientific circles, scientific societies, etc. We are talking about the fact that in humanitarian education, the relationship between classroom and extracurricular activities laid a solid foundation for the training of future lawyers, historians, philologists, and so on.

According to the charter of 1863, after graduation, students passed the final exam at the faculties and received the degree of candidate, if they passed the full exams and received positive feedback on the dissertation or did not submit a dissertation, but were awarded medals or honorary feedback for writing a research work. Students got the degree of a full-time student, if they passed the exam

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<sup>26</sup> Інститут рукопису Національної бібліотеки імені В. Вернадського. Ф. 267. Spr. 17. Ark.7, 17.

<sup>27</sup> Levyts'ka, N. M., *Pidhotovka fakhivtsiv-humanitariiv u vuzakh Ukrainy na zlami XIX-XX st.: dosvid i problemy. Zbirnyk naukovykh prats'. Naukovo-doslidnoho instytutu ukrainoznavstva*, Tom XX (K.: Ukrain's'ke ahentstvo informatsii ta druku "Rada", 2008), 95-103.

satisfactorily or excellently, but submitted a dissertation that was not approved by the faculty. The final exam consisted of all subjects studied during the years of study. According to the university charter of 1884, the final examination at the faculties was replaced by state commissions, the admission to which was granted on condition that the faculties accounted all semesters. State exams were taken in those subjects for which there were no semi-annual exams, thus there was a division of disciplines into major and minor. After passing such exams, students received first- or second- degree diplomas, which replaced the degrees of candidates and full-time students.

3-6 days were given to prepare for the exam, during which students often prepared themselves to exhaustion. Female students of higher courses prepared for the exams with special care, because they were afraid to be ashamed in front of university students. It was the usual thing to see students immersed in reading lectures in rooms, alleys, garden during the «examination fever». Preparation for the exams consisted of memorizing lithographed lectures and did not include knowledge of the works of other scientists. This situation was due to the reluctance of professors to recommend additional literature at lectures. For example, at the University of Kyiv, to pass the encyclopedia of law well, students had to memorize the textbook of Professor Rennenkampf word for word.

Exams were taken on any day of the week and time of day - both at 10.00 and at 18.00, were conducted orally and in writing, were evaluated on a 5-point scale, where one was considered a grade. In closed institutions, subject examinations were often conducted in two forms at once. The young men appeared for the exam without any accessories that were given in the classroom. The duration of the tests was 2-3 hours, during which it was forbidden to leave the exam rooms.

At the beginning of the XX century, the problem of radical reorganization of the educational process of higher education has become quite relevant for the academic community. It was discussed in detail at official meetings of professors in 1902, 1905, and 1906 at the Ministry of Public Education. These discussions focused on the reform of higher education and on the development of the foundations of a new university charter. They came to the conclusion that it was necessary to replace the dominant from the beginning of the XIX century in higher educational institutions of the «course teaching system» with the “subject system». The course system was built on the strictly sequential passage of scientific disciplines through compulsory lectures and seminars on the unbreakable program, with semi-annual and annual exams at a fixed time. Adherents of the subject system saw the shortcomings of the course system in coercion, leveling students, ignoring

their abilities. The subject system did not contradict the principle of individualization of education, as it was not devoted to courses. Curricula, were drawn up by the students themselves, according to their scientific interests under the guidance of teachers. The specific plan was a creatively individualized configuration of academic disciplines and had the main task - in-depth study of the main subject.

The student had to organize his classes, take exams as he prepared for them and in coordination with teachers, could attend only those lectures that he considered necessary for the effective mastering the individual subject plan. The most important role was played by practical classes (proseminaries and seminars), individual consultations of teachers. In such an educational and methodological situation, the professor became as if a senior research colleague of the student.

So, the beginning of the twentieth century, marked by the existence in high school course (until 1906) and subject systems of education. The essence of the course system was to divide the time spent in an educational institution into equal periods. For the first two years, students listened to compulsory and common lectures for different faculties, specialization began in the third year.

The subject system began to enter the current life of the Russian higher school from 1906-1907. Its essence was to specialization from the first year with an increase in the number of special subjects and a reduction in compulsory disciplines. Attendance at lectures became free, much of the material students mastered on their own. They took exams in a new way. The university professors approached this system with caution, taking on the task of drawing up curricula, which were largely the same type in different universities. Compulsory tests and exams, independent of individual plans, were set for students, training schedules were introduced, etc. In fact, the subject system was focused on a strong student and a talented teacher and was aimed at forming a student personality. However, in practice it turned out differently.

In the 1910s, the autonomy of higher education was abolished. This was due to the onset of the reaction. During the February bourgeois-democratic revolution, autonomy was restored.

### **Conclusion**

So, the content and forms of the educational process of humanitarian universities were such that students spent most of their time preparing for classes

and exams, attending lectures and practical classes, reading and writing works. Employment was such that there was almost no free time. Academic disciplines were under the censorship of the state. Dogmatism in memorizing subjects for exams contributed to the training of not so much specialists in their field, as of loyal employees. Neither the course nor the subject system of organization of education could change the situation, because they were purely formal and did not contradict the general state ideology. In other words, the educational process was organized so that students did not have enough time to participate in academic, national and revolutionary riots. But even such a governmental method did not prevent the participation of student youth in various anti-government meetings and movements. Any appeals of teachers and students to the leadership with a request to introduce the national component into the educational process were categorically rejected. The real opportunity not only to raise the issue of Ukrainian studies departments and disciplines, but also to achieve their opening, appeared only in the early twentieth century, thanks to the revolutionary events of 1905-1907.

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