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**THE ACTIVITY OF THE ACADEMIC COUNCILS OF
THE 19TH CENTURY UNIVERSITIES**

Ukraine's entry into the European educational and research space requires the modernization of education in accordance with the leading principle of higher school functioning: autonomy in combination with responsibility. As autonomous and responsible legal, educational, and social objects, domestic higher educational establishments must demonstrate their adherence to the principles of Magna Charta Universitatum of 1988 and, in particular, to academic freedom, which, in turn, gives them the right to form their own strategy, choose educational and research priorities, distribute resources, develop new concentrations and programs of study, set the criteria for recruiting faculty and admitting students.

The change of the educational paradigm at the present stage of the development of higher education in Ukraine requires a substantial revision of the leading conceptual principles of higher educational establishments management and strengthening the role of representative collegial bodies of self-government in the process of administrative decision-making.

The radical modernization of higher education management system prompts an understandable interest in the study and the generalization of the theoretical and practical work of the past, which affords content, cultural, and prognostic information to determine the leading directions of the creative use of the obtained experience on the modern stage of higher education reform in Ukraine.

The study of scholarly publications indicates that the historical perspective of the organization of the various aspects of domestic university education is widely covered in the works by A. Aleksyuk, A. Anreyev, L. Vovk, O. Hluzman, N. Demyanenko, M. Yevtukh, S. Zolotukhina, A. Ivanov, V. Kurylo, S. Mayboroda,

O. Mykytyuk, Y. Lyakhovich, S. Posokhov, O. Sukhomlyns'ka, S. Chernyak, H. Shchetynita, et al. However, the analysis of these works suggests that they do not address the work of academic councils as administrative institutes in the structure of higher educational establishments, neither do they talk about the legislative regulation of the content, functions, and directions of their activity as bodies of collegial self-government.

The purpose of the article is to define the functions of academic councils and characterize the content and directions of their realization in the Kharkiv, Kyiv, Novorossiysk universities of the 19th Century.

The analysis of historical pedagogical and archival sources [1; 2; 3; 7; 10; 11; 12; 25; 26] suggested that the academic councils of Ukrainian universities in the 19th Century were legislatively allowed to perform the following functions: educational, research, public outreach and administrative, financial and economic, judicial and police. However, some university charters (1804, 1835, 1863, 1884) modified their realization.

Research revealed that, in spite of social and political, economical, and pedagogical determinants, the academic councils of Ukrainian universities during this period solidly maintained their status of "*the highest authority*" in the consideration of educational affairs, the latter unfolding in the following directions: the organization of the educational process in the university, the development of the bylaws and control over their implementation, and the formation of the teaching and the administrative staff. University Charters, ministerial orders and resolutions regulated only part of otherwise independent all-university collegial bodies.

The study of the minutes of the 19th century Ukrainian universities' academic councils meetings [18; 19; 20; 21; 22; 23; 25; 26] suggests that, to ensure the efficiency of the educational process in the university, academic councils dealt with the curricular alignment and the amount of coursework needed to master the curriculum; classes scheduling; and the norms of the week's workload for professors; reassignment of subjects as obligatory and optional. They also were concerned with the improvement of teaching methods in the university (implementation of practical

classes, organization of legal, pedagogical, medical practices, arrangement of educational support facilities, etc.); search for effective ways to increase the attendance of lectures, with some measures of enforcement (penalty, taking into custody, incarceration) and correction (denial of access to examination sessions to move on to the next level, introduction of uniform rules of teaching at all faculties and schools) among them; setting academic assessment procedures (organization and running of mid-course, course, and final examinations); division of faculties and schools into departments, merging and branching of departments, re-arranging of departments to better fit growing specialization, etc.

It is important to note that the most productive period for academic councils in Ukrainian universities in terms of the directions described above was the period of the Charter of 1863, which is explained by the considerable expansion of university autonomy and collegial self-government, which created conditions for taking into account the “special features” of each university in the educational decision-making. But with the adoption of the Charter of 1884, academic councils were removed from the decision-making, having been transformed into “coordinating authority” in the relationships of faculties and schools with the trustees and the Minister. From then on, academic councils were to be only informed about the decisions made with regard to merging, branching, and opening new departments, their relocation to other faculties and schools; measures to improve educational support facilities; classes scheduling (including weekly and daily scheduling of lectures and practical classes), as well as syllabi developed by faculties and schools. Final decisions on these matters were taken by the Ministry of Education [12].

Research revealed that, realizing the responsibility for university bylaws, as required by the Charters of 1804 and 1863, academic councils developed the rules for students, for example: a) student duties and norms of behavior, b) disciplinary actions toward students, c) campus visits, attending classes by non-members of the university community, d) transfers between universities and departments, and e) expulsion from the university, etc. Furthermore, academic councils elected from among their members inspectors or provosts to oversee the implementation of these rules. The

powers of these individuals were also regulated by the rules specially created for that purpose. In addition to that, academic councils actively participated in the discussions of draft laws ensuring internal discipline in the universities, initiated by the Ministry of Education (the requirement for students to remain celibate, establishment of dormitories, introduction of a uniform, ban on student protests, observance of the rules of behavior on the university premises and during classes, etc.) [4]. At the same time, the approaches offered by the councils of Kharkiv, Kyiv, and Novorossiysk universities to address the issues above usually differed; the councils sought the help of specially created commissions charged with the study of these issues and the development of recommendations to deal with them.

However, the escalation of student protests at the end of the 70s – beginning of the 80s, which were used as a pretext to accuse academic councils of the inability to effectively deal with student affairs, resulted in the substantial reduction of their powers in this area. Since then, university by-laws were developed by the Ministry and forwarded to the academic councils only for their “comments and wishes”, serving primarily as guidelines for actions. As for the inspection, it was, as well as when the Charter of 1835 was in effect, not mentioned among professorial collegiums’ powers. Only at the beginning of the 20th Century, under the influence of a new student movement, academic councils were allowed (on the basis of the *Transitional Provisions regarding Student Organizations Management*) to include in their agendas the questions related to the election of curators and the development of *Regulations* and *Student Meetings Code*.

The study of university documents [3; 5; 6; 8; 13; 14; 15] suggests that, during the 19th Century, the academic councils of domestic universities focused on one of the most important tasks that lays the foundation for the effective organization of the educational process in higher educational establishments and serves as a fundamental principle of their viability – the formation of teaching and administrative staff of the university. Academic councils attempted to find and apply the most effective methods to fill departmental vacancies within the limits of the delegated to them right to recruit faculty and staff on the basis of electoral system. Prominent among those

methods were the following: invitation of candidates on the basis of the recommendations of both domestic and foreign scholars; advertising the post; invitation to teach in the university of the most capable teachers of secondary schools; training university own graduates for the rank of professor; recruiting individuals who completed a 25-year tenure in various educational agencies, etc. The criteria for electing faculty members by academic councils were the following: relevant academic degree, solid academic achievement, teaching skills, and integrity; administrative staff to be elected was expected to have the “real” authority among professors, be able to respond to educational and economic challenges, understand the value and the role of the university in the development of society, and be independent in the questions of honor and dignity of the educational establishment.

Research revealed that, during this period, the academic councils of Ukrainian universities retained the status of “the highest authority” in the realization of the research function, which entailed having to take decisions in the following areas: academic attestation, post-graduate education, incentivizing faculty and student research.

The analysis of historical pedagogical materials [9; 10; 11; 12; 17; 24] indicated that the right for the academic council to award academic degrees was institutionalized in the University Charters and the *Decree on Academic Degree Sequence, 4th re-edition* (1819, 1837, 1844, 1864). Academic councils were to affirm faculty decisions with regard to awarding academic degrees to the individuals who successfully and publicly defended their dissertations and passed exams. Post-graduate degrees in this period were re-ranked several times and, at the end of the 19th Century, a two-level system was established: Master’s degree – Doctoral degree. However, the status of the academic councils as “the highest authority” to award academic degrees was not stable. *The Decrees on Academic Degree Sequence* of 1819, 1837, 1844 placed academic councils under the authority of the Ministry of Education, namely: academic councils were to report to the Ministry the individuals approved for academic degrees or enrolled as undergraduate students, and submit for censorship the copies of dissertations of all individuals working toward their

academic degrees; representatives of certain estates were allowed to seek academic degrees only after their discharge by the governmental senate decree. This, however, did not stop the academic councils of Kharkiv University and St. Volodymyr University from sending numerous petitions to the Ministry requesting amendments and additions to *The Decree...* to eliminate certain shortcomings, for example: to simplify the procedure of oral and written exams; to introduce the unified syllabi to determine the content to be examined; to identify and further branch the fields of academic study for those seeking post-graduate degrees; to institutionalize the right of academic councils to award doctoral degrees without formal exams to the individuals whose academic achievement is widely recognized.

It should be noted that the Charter of 1863 and *The Decree...* (1864) gave academic councils back their status of “the highest authority” in the area of awarding academic degrees, which granted them the right to not only affirm the decisions of the faculty to award academic degrees, but also to introduce their own *Rules setting the Terms and Sequence of Student Enrollment and Academic Degree Awarding*; to make decisions in those attestation cases that were not stipulated in the normative documents; to introduce changes to the list of the fields of academic study, in which academic degrees could be awarded; to supervise exams; to set the number of the copies of dissertations to be distributed to the academic community, etc.

The study of the minutes of Kharkiv, Novorossiysk, and St. Volodymyr universities’ academic councils meetings [8; 18; 19; 20; 22; 23] revealed that prominent in their agenda was *the preparation of young scholars for the rank of full professor*. As the most common way to ensure such preparation in the first half of the 19th Century was internship in national and foreign higher educational establishments and studying in Dorpat Professorial Institute, academic councils were to select the most “deserving” candidates for professorship; academic councils were charged with the development of professorship sequence and the control over its implementation on the basis of candidates’ reports; they also provided financial support to young scholars, etc. However, such questions as the final approval of the “itinerary of the trip” to the “foreign lands”, the extension of the internship, and the increase of the

allowance were coordinated with Minister, as these required public money. When, in 1863, professorship preparation was introduced, *Regulations on the Academic Trips Abroad* (1866) and the *Decree on the Scholarship for University Graduates Seeking the Rank of Professor* (1868) charged academic councils with the selection of candidates for the preparation for the rank of professor, as well as the preparation itself. Since then, the issues such as the approval of the individuals selected by the faculty to receive scholarships, establishment of the amount of such scholarship, approval of the program sequence, hearing of the reports prepared by other academic divisions of the university regarding the performance and academic achievements of individual fellows, approval of their reports for the publication among university publications and in the Journal of the Ministry of Education (“Official Articles and News” section), and the expulsion of those who turned out to be “unreliable from the academic point of view” would be included on the agenda for nearly each academic council meeting.

However, the reduction of social freedoms, which occurred at the time the Charter of 1884 was adopted, led to the accusations that academic councils ineffectively handled public funds allocated for the preparation of new generations of scholars, as well as of the “random” selection of candidates, absence of the “clear plan” to ensure the replacement for outgoing professors. As a result, the Ministry of Education chose to assume control over this activity, and the preparation of prospective professors was delegated to other academic departments (faculties and schools proper) [4].

The research revealed that, in order to ensure the development of domestic universities not only as teaching and public outreach centers, but also as research institutions, academic councils applied a variety of measures to *stimulate both faculty and student research*. To encourage faculty research, academic councils placed on their agenda the review of the articles, presentations, and reports prepared by the scholars representing different fields of academic study. Along the same lines, academic councils were also to review research papers, textbooks, and study guides prepared by the university professors to be published by and on behalf of the

university; another line of activity here was the approval and foundation of all-university print media agencies. Agenda also included the approval of the topics of the scientific reports to be presented during all-university gatherings; granting permissions to take “scientific” business trips; facilitating the work of scientific societies that functioned at universities; reviewing the research topics competing for grants and deciding their worthiness or lack thereof; awarding honorary ranks and degrees; awarding state decorations and awards, as well as prizes, etc.

Academic councils also encouraged student research. During their meetings, members of councils would review the topics of students essays as submitted by the faculty; establish the amount of medals to be awarded for scientific achievement and distribute them among the faculties and schools; approve student works for the publication on behalf of the university (those works were usually awarded gold or silver medals); and grant scholarships, financial support, and tuition waivers to those students who were interested in academic studies as reported by their professors. Constant search for the effective methods of engaging students in research work was of topical significance for academic councils. Introduction of practical classes in all schools and faculties (the academic council of Kharkiv University), obligatory preparation by each student of a scientific work (the academic council of St. Volodymyr University), and pedagogical excursions (the academic council of Novorossiysk University), etc. were among them.

The analysis of historical pedagogical materials [1; 2; 3; 7; 25; 26] demonstrated that in the 19th Century the academic councils of Ukrainian universities devoted much of their time to *public outreach and administrative affairs*, spreading knowledge, education in society in different forms. Academic councils worked fruitfully during the Charters of 1804 and 1863. However, deprived of public outreach and educational functions by the Charters of 1835 and 1884, professorial collegiums stood aside from the issues related to the spread of knowledge in society. Among the public outreach issues that were addressed by the academic councils of the Ukrainian universities of the 19th Century, significant attention was given to the following:

§ election of the school district boards, appointment of the individuals to visit the schools in the district and, then, hearing of their reports on the results of the conducted review; the foundation of public schools, gymnasia, as well as further maintaining and supporting them (approving construction projects for educational establishments, providing teaching and methodological literature, approving curricula and introducing changes to them, appointing representatives from universities to participate in final examinations, etc.);

§ discussion of the draft laws that were to reorganize primary and secondary education (project to establish public colleges, Gymnasium Charter of 1864);

§ appointment of people who passed special exams as teachers of public schools, gymnasiums, or home tutors;

§ support in the development of women higher education in the regions (approval of the organization of courses for women (women's higher education institutions), adoption of the Charter of the *Society supporting Higher Education among Women*, development of the curricula and examination sequence for the rank of teacher in women's gymnasium);

§ organization of university festivities (approval of the program, presentations and permission to publish those);

§ petitioning for the organization of public courses, approving public lectures by university professors and third persons, establishing reimbursement rates for the lecturers, approving the programs of public lectures;

§ approval of the celebrations programmes to honor prominent compatriots for their literary and scientific achievements (citations, public lectures, subscription for monuments);

§ support of scientific societies (discussion and adoption of the Charter, replenishment of library funds of the societies with the publications from university libraries, allocating premises for societies' needs);

§ assistance in the organization and running of scientific conventions, congresses, and exhibitions (electing steering committee members and delegates from the university);

§ support of education outreach centers (Sunday schools, public libraries, reading halls, archives, etc);

§ support of the applied regional studies (conducting special research to improve sanitary and hygienic situation in the region, university campuses, develop industry, agriculture, transport, etc).

The study of the legal documents regulating higher education during this period [10; 11; 12; 24] revealed that *financial and economic functions* of academic councils were mentioned only in the Charters of 1804 and 1863, which was wholly in keeping with the government policy in the sphere of Ukrainian higher education. The members of academic councils were fully aware of the university finances, controlled the university budget, which was formed by government allocations and special university funds (tuition fees, matriculas, donations, funds remaining from government allocations), and supervised economic operations of the university in general.

It has been established that the economic functions of the academic councils of Ukrainian universities during this period were realized in the following directions: discussion and adoption of the university budget for the current year; hearing of monthly reports of the administration on the finances of the university; distribution of the funds allocated for the development of educational establishments; adoption of the receivables and payables of the special university fund; allocation of funds to pay bonuses to the faculty and staff of the university, to reimburse privatdozents, to lithograph lectures and print textbooks, to subscribe to magazines, newspapers, special editions for the university library, to pay cash allowance, increments to pension allowance, or installation allowance to those professors who joined the university, medical treatment expenses of the faculty and staff, as well as funeral costs, etc. Academic councils could also give permission to use the funds remaining from government allocations for the economic needs of the university; petition the

Ministry of Education for the loans to cover university budget deficits; approve the projects of the major capital works for and the construction of campus buildings; distribution of individual rooms and entire buildings between the academic and administrative departments of the university; and granted university-sponsored housing for the selected faculty and staff, etc.

Research further revealed that the liberal Charters of 1804 and 1863 emphasized the *judicial and police function* of the academic councils of the 19th Century Ukrainian universities, which, as self-governing legal entities, were authorized to “protect the interests and the property of their members from any infringement”. The execution of this function varied, namely: the Charter of 1804 prescribed that academic councils should act as the highest board of appeals in the system of the university judicial procedure (rector and administration); its decisions, therefore, could be appealed only in the senate. The establishment of a special judicial agency in the national universities – professorial disciplinary court (in 1863 – 1879 and 1882 – 1884 it had jurisdiction over the cases of the “violation of the university rules by students, as well as disputes among and between students and students, faculty, and staff, even if those occurred outside of the university”) – led to the changes in the powers of academic councils. They were given the right to elect from among university professors 3 judges and, in case of the illness or absence of one of them, 3 candidates; to develop the *University Court Proceedings Code*; to affirm the verdicts of professorial courts in the cases connected with the expulsion of a student from the university; to review court decisions regarding university professors who were found guilty; and to coordinate individual provisions of the *Student Code* with the *University Court Proceedings Code*, etc. When, in 1902, the professorial court of 1863 resumed operations (largely due to the escalation of the student movement), academic councils launched the search for the effective methods to improve university judicial procedures (increase in the number of judges, introduction of changes to the list of punishment options, elimination of disciplinary cells, introduction of student courts of honor molded upon comrades’ court of honor,

etc.), which were partially reflected in the *Transitional Provisions on the Professorial Disciplinary Court in the Higher Educational Establishments* [4, p. 338 – 341].

Therefore, the research that we conducted led to the conclusion that in the 19th Century the academic councils of Ukrainian universities as organs of collegial self-government had a significant influence on the management of the higher educational establishment, performing a number of functions, such as educational, research, public outreach and administrative, financial and economic, judicial and police. They were realized in different forms and directions. Their specific features were, however, determined, on the one hand, by the state policy of the Russian Empire in the sphere of university education, which was institutionalized in university charters, ministerial decrees and orders, which established the limits of the university autonomy and the right of professorial colleges on self-government, and, on the other hand, by the difference in the approaches employed by the academic councils of Kharkiv, Kyiv, and Novorossiysk universities in dealing with university affairs.

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Зеленська Л. Д. Діяльність учених рад університетів України в XIX столітті

У статті розкрито практику діяльності загальноуніверситетських колегіальних органів (учених рад) протягом XIX ст. На підставі аналізу

нормативної бази досліджуваного періоду визначено перелік функцій, які було покладено на вчені ради вітчизняних університетів. Описано коло питань, якими займалася вчена рада під час укладання правил для студентів, як-от: а) про обов'язки студентів і дотримання ними належного порядку; б) про стягнення, яким підлягають студенти; в) про зарахування в студенти університету й допущення сторонніх осіб до слухання лекцій; г) про перехід з одного університету до іншого й з одного факультету на інший; д) про виключення з університету тощо. Із урахуванням специфіки урядових реформ у галузі вищої освіти окресленого історичного періоду схарактеризовано змістові напрями реалізації названих функцій вченими радами Харківського, Київського та Новоросійського університетів.

Ключові слова: університет, учена рада, діяльність, функції, напрями, зміст.

Зеленская Л. Д. Деятельность учёных советов университетов Украины в XIX веке

В статье обобщена практика деятельности общеуниверситетских коллегиальных органов (ученых советов) на протяжении XIX в. На основании анализа нормативной базы исследуемого периода определен перечень функций, возлагаемых на ученые советы отечественных университетов. Освещён круг вопросов, которыми занимался учёный совет в процессе утверждения правил для студентов, например: а) об обязанностях студентов и поддержании ими порядка; б) о взысканиях, которым подлежат студенты; в) о зачислении в студенты университета и допущении посторонних лиц к слушанию лекций; г) о переходе с одного университета в другой и из одного факультета на другой; д) об исключении из университета и т. д. С учетом специфики правительственных реформ в области высшего образования конкретного исторического периода дана характеристика содержательных направлений реализации указанных функций учеными советами Харьковского, Киевского и Новороссийского университетов.

Ключевые слова: университет, ученый совет, деятельность, функции, направления, содержание.

Zelens'ka L. D. The Activity of the Academic Councils of the 19th Century Universities

The practice of activity of all-university collegiate organs (academic councils) during the 19th Century is generalized in the given article. The directions of work on the certain educational tasks that, despite of socio-political, economic and educational determinants, were fulfilled by the scholars of university academic councils during the period under consideration are outlined. The functions, which Soviet university academic councils performed, are defined on the basis of the normative analyses. The range of challenges dealt by the academic council during developing rules for students, e.g. a) on the duties of students and following rules, b) on punishment for students, c) on admission to a university and allowance for third persons to attend a course of lectures, d) on transference from between universities and departments, e) on withdraw from the university, etc. is discussed. The methods of encouragement of scientific and research work of both the higher-education teaching personnel and students are covered. Taking into consideration the specificity of government reforms in the sphere of higher education during this period, the meaningful directions of the performance of the above-mentioned functions by academic councils in Kharkiv, Kyiv, and Novorossiysk universities are characterized.

Key words: university, academic council, activity, functions, directions, content.

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