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TOURIST ACTIVITY OF UKRAINIAN INSTITUTIONS OF SECONDARY EDUCATION IN THE EARLY 20TH CENTURY

The research is devoted to the history of tourism activities of Ukrainian institutions of secondary education in the Russian Empire in the early 20th century. The stage of the emergence of Ukrainian tourism in institutions of secondary education within the Russian Empire began in the late 1870s and was driven by changes in the political, socio-economic and cultural life caused by the Ukrainian national revival and the liberal reforms of the 1860s – 1870s. The period of formation came from 1901 – 1917 and was characterized by the encouragement of the profile ministry to conduct educational excursion and tourist trips for the pupils of educational institutions. The excursions required considerable organizational and intellectual training for both teachers and students. Moscow, the Crimea and the Caucasus were the most popular destinations among the excursionists of the early 20th century; they visited mostly religious buildings and museums, and also made promenades through the city.

Keywords: tourism, study excursion, Naddniprovska Ukraine, the national revival, liberal reforms 1860–1870s.

The tourist activity of Ukrainian educational institutions has accumulated considerable experience over the 100 years of its existence. The relevance of the study of the history of tourism activities of Ukrainian institutions of secondary education in the Russian Empire in the early 20th century consists of the fact that this problem in historical science is overlooked. At the same time, some aspects of the experience of the excursion business development in Ukraine have not lost their relevance today.

The issues of genesis and the establishment of tourism activities of Ukrainian institutions of secondary education have not been adequately covered in national historiography. Vitaliy Sarbei¹, Evgeniia Siavavko, and Hanna Skrypnyk² study in part the historical conditions of formation of the Ukrainian excursion business. The historian Oleksandr Popov addressed the problems of tourism development in the Crimea during the tsarist times³. Evheniia Molochko in her scientific research revealed the problem of organizing and conducting excursions by the Crimean Mountain Club in the late 19 – early 20 centuries⁴.

The source of the study consists of the normative documents, which covered various aspects of the organization of tourist activities of institutions of secondary education in the Russian Empire in the early XXth century⁵, as well as published reports and descriptions of the educational excursions conducted, for example, in the First Kyiv Gymnasium^{6,7}, Kyiv Theological Women's School⁸, Odessa Railway School⁹.

¹ Сарбей, В. Г. (1999). *Національне відродження України*. Київ.

² Смолій, В. А. (ред.) (2008). *Історія української культури*. Українська культура XIX століття. Київ: Наукова думка, 4, 1.

³ Попов, А. Д. (2006). Симферопольская мужская казенная гимназия и ее учебные экскурсии. *Историческое наследие Крыма*, 12-13, 116-120.

⁴ Молочко, С. (2010). Вивчення, популяризація та охорона пам'яток історії та культури Севастополя: екскурсійна діяльність у другій половині XIX – на початку XX ст. *Красзнавство*, 1-2, 149-155.

⁵ Ананьин, С. А., Цитрон, М. Л. (ред.) (1911). *Педагогический календарь-справочник на 1911-1912 учеб. Годъ*, II. Петербургъ; Київ: Сотрудникъ, 199-211.

⁶ Посадский, И. В. (ред.) (1901). *Экскурсия на Кавказъ и въ Крымъ учениковъ Киевской 1-й гимназии въ 1901 году*. Київ: Лито-типографія Товарищества И. Н. Кушнеревъ и Ко.

⁷ Посадский, И. В. (ред.) (1902). *Экскурсия учениковъ Киевской 1-й гимназии въ Москву, С.-Петербургъ, Финляндію, Ревель, Ригу и Вильну*. Київ: Тип. Т-ва И. Н. Кушнеровъ и Ко.

⁸ Ді-й, В. (1904). *Екскурсія вихованниць 2-го Київського жіночого училища Духовного ведомства летомъ 1903 г. (Изъ заметокъ и наблюденій спровождаващаго)*. Київ: Типорграфія Императорскаго университета св. Владимира.

⁹ [Б.г.]. *Екскурсія учащихся Одесскаго железнодорожнаго училища въ Полтаву, Москву и обратно*. [Б. м.]: [Б. и.].

The author aims to reveal various aspects of the development of tourist activity of Ukrainian institutions of secondary education in the Russian Empire in the early twentieth century. To achieve this goal, the following tasks were set: to determine the chronological frameworks of the stages of origin and formation of tourist activity of Ukrainian institutions of secondary education; to analyze the state policy regarding this problem; and to determine the place of educational excursions in the public education system, to reveal the components of preparation for conducting educational excursions, to find out routes and excursion programs.

The emergence of Ukrainian tourist activity, including this of educational institutions, began in the territory of the Russian Empire in the late 1870s. This process was caused, first of all, by the Ukrainian national revival, characterized primarily by the “increasing public interest in the historical past, language and ethnic and cultural traditions of the people, and intensive development of national consciousness”¹. These processes were accompanied by the creation of scientific, cultural and educational centers, local history societies and museums. The formation of collectible monuments of Ukrainian history and culture and the creation of museums in Ukraine began in the early nineteenth century; at the turn of the nineteenth and twentieth centuries specialized museums appeared. However, only in the late nineteenth century museum items became public property, and museums began to make excursions, including those for students of educational establishments.

Secondly, the development of tourism in Ukraine was influenced by the reform of administrative and political governance in the 1860s and 1870s. Zemstva, created after the reform of 1864, played a great role in the upturn of the level of education and national consciousness of population², in particular, they organized study tours for students. The reforms have also expanded the ability of the population to take an active part in entrepreneurial activity, which in turn has influenced the creation of specialized tourist-excursion companies in Ukraine.

The stage of formation of the Ukrainian tourist school occurred in 1901 – 1917. Due to the expansion of transport infrastructure, including the creation of railway networks in Ukraine at the end of the nineteenth century, and because of the establishment of a constant connection on the Dnieper and Volga, there were qualitative positive changes in the tourist activity. Ukrainian excursionists were able to visit cities both within the Russian Empire and abroad. The World War I had a devastating effect on all spheres of life and activity of the Ukrainian population, and tourism was not an exception.

The establishment of tourism in educational institutions was initiated by the circular of the Minister of Education to the trustees of educational districts from August 2, 1900, under No. 20115. It stated that the mandatory summer work for pupils established in 1873 should be abolished because it was ineffective. However, the official emphasized that it would be undesirable to leave the pupils for a long vacation time alone with themselves³. Therefore, this time should be used to develop students’ individual inclinations and to promote their self-actualization.

At the same time, the management of the educational institutions and the pedagogical councils had to organize educational walks, excursions and trips for the students. According to the Minister, these forms of holidays should bring families and schools, students and teachers closer, and this fact would in turn ensure the prosperity of the educational institution. Moreover, it was necessary to experimentally determine whether such excursions should be introduced as a mandatory component of the educational process in order to make “teaching in secondary school more lively and visual”⁴.

Study excursions were introduced gradually and soon became popular within students and their teachers. Not only did they expand their horizons, enrich new knowledge and spiritual values, but they also helped to overcome the monotony of everyday life, to establish dialogical relations between representatives of different nations.

Different specialized tourist and excursion societies and clubs were organized on the territory of the Russian Empire in the period under review. For example, the Kyiv Committee of the Russian Society of Tourists, the Crimean Mountain Club, the Kyiv Society for Hobbyists of Social Knowledge, the Kyiv

¹ Смолий, В. А. (ред.) (2008). *Історія української культури*. Українська культура XIX століття. Київ: Наукова думка, 4, 1. 884.

² Сарбей, В. Г. (1999). *Національне відродження України*. Київ, 164.

³ Ананьин, С. А., Цитрон, М. Л. (ред.) (1911). *Педагогический календарь-справочник на 1911-1912 учеб. Годъ*, II. Петербургъ; Київ: Сотрудникъ, 200.

⁴ Ibid.

Representation of the French Touring Club (“Touring-Club de France”) and so on were organized. However, it should be noted that in the first decade of the twentieth century the management of educational institutions refrained from cooperating with such societies. Self-guided tours cost less.

The revolutionary sentiment that has taken place in the society of the Russian Empire in the last years of the tsarist existence has been reflected in the rules of study tours’ execution. In the circular of the trustee of the St. Petersburg educational district from February 28, 1911, it was stated particularly that among the sightseers – students of institutions of high education – there could be politically unreliable persons. For this reason, the Ministry of the Interior should be provided with lists of sightseers, indicating the cities they were to visit¹.

One of the first in the Ukrainian lands within the Russian Empire was the First Kyiv Gymnasium that began to conduct educational excursions for its students. In particular, in 1901, its students visited the Caucasus and the Crimea², and the following 1902 – Moscow, St. Petersburg, Finland, Revel (now Tallinn), Riga and Vilno (now Vilnius)³.

Excursion routes were developed by teachers of educational institutions. The duration of the journey ranged from 2 to 3 weeks, but some reached about 6 weeks⁴. For example, the route of excursions of the Second Kyiv Women’s Theological College in 1903, designed for 18 days, had the following form: Kyiv – Moscow – Sergiyev Posad – Yaroslavl – Nizhny Novgorod – Kazan – Saratov – Voronezh – Kyiv⁵. In turn, the students of the Odessa Railway School made a two-week trip in 1909 on the route: Odessa – Poltava – Kharkiv – Moscow – Odessa⁶. However, during the stop in Kharkiv, only a few desperate teachers were able to visit the city, as it became known that there was a severe epidemic of typhus in the city. The students of the First Kyiv Gymnasium in 1901 spent a six-week educational journey on the following route: Kyiv – Katerynoslav – Vladikavkaz – Tiflis – Baku – Batumi – Sevastopol – Sukhumi – New Athos – Theodosia – Yalta – Bakhchysarai – Kyiv⁷.

Moscow, as well as the Crimea and the Caucasus were the most popular among Ukrainian sightseers in the territory of the Russian Empire in the early twentieth century. Among the types of excursions can be identified sightseeing tours around the city (walking, skating, by tram), visiting religious buildings (churches, monasteries, mosques) and museums (historical, artistic, ethnographic, polytechnic, natural).

In particular, the most popular tourist sites in Moscow in the early twentieth century were the Kremlin (The Cathedral of the Dormition, the Cathedral of the Archangel, Cathedral of the Annunciation; Kremlin Armoury, Grand Kremlin Palace; Tsar Cannon), Red Square (Saint Basil’s Cathedral, Monument to Minin and Pozharsky, Lobnoye Mesto), Cathedral of Christ the Saviour, Tretyakov Gallery, The State Historical Museum, Rumyantsev Museum, the Moscow Provincial Zemstvo Craft Museum and the Zoological Garden.

History teacher Art Zaks (1878 – 1938), who had managed numerous trips of the pupils of the Russian Tenyshevsky School and Forest Commercial School and at the same time during 1908 – 1915 led a special course of excursion business in the St. Petersburg Academy, formulated the practical advices for organization of educational trips.

First, Art Zaks advised to use travel books and maps, issued by the military topographic management of the General Staff, in the development of the excursion route. The cost of one sheet of card is 50 kopecks. To prevent damage to the card from the rain, it is advisable to use special bags from rubber overlay.

¹ Ананьин, С. А., Цитрон, М. Л. (ред.) (1911). *Педагогический календарь-справочник на 1911-1912 учеб. Годъ*, II. Петербургъ; Киевъ: Сотрудникъ, 202.

² Посадский, И. В. (ред.) (1901). *Экскурсія на Кавказъ и въ Крымъ учениковъ Кіевской 1-й гимназіи въ 1901 году*. Киев: Лито-типографія Товарищества И. Н. Кушнеревъ и Ко.

³ Посадский, И. В. (ред.) (1902). *Экскурсія учениковъ Кіевской 1-й гимназіи въ Москву, С.-Петербургъ, Финляндію, Ревель, Ригу и Вильну*. Киев: Тип. Т-ва И. Н. Кушнеровъ и Ко.

⁴ Посадский, И. В. (ред.) (1901). *Экскурсія на Кавказъ и въ Крымъ учениковъ Кіевской 1-й гимназіи въ 1901 году*. Киев: Лито-типографія Товарищества И. Н. Кушнеревъ и Ко, 3.

⁵ Ді-ій, В. (1904). *Экскурсія воститанницъ 2-го Кіевскаго женскаго училища Духовнаго ведомства летомъ 1903 г. (Изъ замятокъ и наблюденній спровождавшаго)*. Киев: Типорграфія Императорскаго университета св. Владиміра, 7, 16, 22, 28, 31, 40, 42.

⁶ [Б.г.] *Экскурсія учащихся Одесскаго железнодорожнаго училища въ Полтаву, Москву и обратно*. [Б. м.]: [Б. и.], 4, 8, 11.

⁷ Посадский, И. В. (ред.) (1901). *Экскурсія на Кавказъ и въ Крымъ учениковъ Кіевской 1-й гимназіи въ 1901 году*. Киев: Лито-типографія Товарищества И. Н. Кушнеревъ и Ко, 3.

Secondly, it is necessary to appropriately process the literature on history, geography, industry, etc. of the settlements that are planned to visit when thoroughly studying the route of the excursion. A list of museums, religious buildings, and historical sites is also worth listing.

Thirdly, when planning a trip, one should previously correspond with local teachers, cultural and educational associations, arrange accommodation and agree upon other assistance.

Fourth, the organizers of the excursion must obtain permission from the management of the educational institution and inform the governors of the respective provinces about the time of arrival of the sightseers, the composition of group, the route of the excursion.

Fifthly, Art Zaks also provided practical advice on how to make the calculation of the trip. It should include fare, fee for transportation of the luggage to the train station, accommodation and luggage storage places, as well as food and sightseeing. In addition, unpredictable costs should be taken into account¹.

Interesting and detailed information on such expenditures is contained in the description of a 13-day tourist trip of the students of the Odessa Railway Society to Poltava and Moscow in 1909². In addition to the cost of food (183 rubles 14 kopecks), there were also expenses for the delivery of luggage to the stations and from the stations, the purchase of soap, ice, travel by tram, various entertainment, etc. (36 items in all) for the sum of 65 rubles 40 kopecks.

The Pedagogical Calendar-Handbook for the 1911-1912 Academic Year contains the rules of travel for students during study tours. They specify, in particular, that the head of the tour group must, in advance, but no later than one week before the scheduled departure, notify the head of the station and indicate: a) the number of sightseers; b) the number of persons who will accompany them; c) the trip is paid or is free of charge; d) departure stations; e) the terminal station; e) the path of the chosen excursion destination; e) stations of intended stops; g) the duration of stops at these stations; g) the days of predicted round trip³.

In 1902 the state provided and approved privileges for travel by trains for sightseers from institutions of low and secondary education and those who accompanied them. In particular, from May 15 to September 1, as well as during the Easter and Christmas holidays and Masliana week, these categories paid 50% of the cost of an adult passenger ticket when traveling in class III cars⁴, and if the distance is up to 50 miles the travel was free⁵. Therefore, these privileges facilitated the development of the excursion business and encouraged students to participate in excursions.

The vast majority of excursions were conducted on the territory of the Russian Empire, but there were some that went beyond its borders. These include trips to the Austro-Hungarian Empire, France, England, Constantinople etc. In this case, it became necessary to issue a foreign passport. For this purpose, it was necessary to contact the Office of the Governors-General, and in the province – to the Office of the Governors. Minors and marriages had to be granted permission by their parents and men respectively. For each foreign passport (without limitation of the number of persons specified therein) a fee of 15 rubles was set for every six months, 30 rubles for every year⁶ etc.

The excursion required careful preparation of the students, including intellectual one. The greatest success in this was achieved by the First Kyiv Gymnasium. In particular, teachers of this educational institution read a series of lectures with demonstration of illustrative material with the help of the “magic lantern” (projection apparatus) for their students before the trip to the Caucasus and the Crimea. Thus, history teacher M. Lyatoshinsky (father of the composer Borys Lyatoshinsky) gave lectures on the history of the Caucasus; geography teacher M. Cherkunov told about the Georgian Military road; teachers

¹ Ананьин, С. А., Цитрон, М. Л. (ред.) (1911). *Педагогический календарь-справочник на 1911-1912 учеб. годъ*. Ч. II. Петербургъ; Киевъ: Сотрудникъ, 195-198.

² [Б.г.] *Екскурсія учацихся Одесскаго железнодорожнаго училища въ Полтаву, Москву и обратно*. [Б. м.]: [Б. и.], 30-31.

³ Ананьин, С. А., Цитрон, М. Л. (ред.) (1911). *Педагогический календарь-справочник на 1911-1912 учеб. годъ*. Ч. II. Петербургъ; Киевъ: Сотрудникъ, 206.

⁴ Ананьин, С. А., Цитрон, М. Л. (ред.) (1911). *Педагогический календарь-справочник на 1911-1912 учеб. годъ*. Ч. II. Петербургъ; Киевъ: Сотрудникъ, 209.

⁵ Ді-й, В. (1904). *Екскурсія воспитанницъ 2-го Киевскаго женскаго училища Духовнаго ведомства летомъ 1903 г. (Изъ заметокъ и наблюденній спровождавшиаго)*. Киев: Типорграфія Императорскаго университета св. Владимира, 1.

⁶ Ананьин, С. А., Цитрон, М. Л. (ред.) (1911). *Педагогический календарь-справочник на 1911-1912 учеб. Годъ*, II. Петербургъ; Киевъ: Сотрудникъ, 210.

of Russian literature M. Petrov told about the nature of the Caucasus in the works of Mykhailo Lermontov; and P. Kohut told about Oleksandr Pushkin in the context of the student excursion to the Caucasus and the Crimea; physics teacher D. Izvekov told about oil; private associate professor at St. Volodymyr University V. Sovynsky introduced the students to the rules of creating botanical and zoological collections; and student Syrota performed several songs on the piano in order to familiarize himself with the nature of oriental music¹.

Before the second study tour to Moscow, St. Petersburg, Finland and the Baltic, the lecturers of the First Kyiv Gymnasium also read a series of lectures. Teacher of history P. Bodiensky gave lectures on the history and main sights of Moscow, and M. Lyatoshynsky lectured on the history of the cities of the Baltic and Northwest Territories; the teacher of Russian literature M. Petrov delivered the lecture about St. Petersburg; the teacher of drawing organized the lecture on art museums in Moscow and St. Petersburg². It is noteworthy that these lectures were attended not only by future sightseers, but also by other gymnasium students.

An important element of preparation to the excursion was the equipment of sightseers. Teacher of the Tver Theological College N. Vasyliiev, who organized excursions for his students, in particular to Kyiv and Moscow³, distributed items of equipment for items of public and personal use. Items for public use included a map and plans of the area, a compass or boussole, roulette 5-10 sazhen, an English rope of 100 arsins, binoculars, camera, first aid kit (Botkin powder, breast powder, mint drops, iodine tincture, collodion, boric acid, dental drops, vaseline, lard, bandages, thermometer, etc.), stock of ropes, threads, needles, wire, several penknives, pliers, awl, scissors, two enameled teapots (large and small), tea, sugar, food, canned food, matches and candles.

Items for personal use included an excursion bag, one or two linen sets, 2 towels, a light bedding or plaid, a small light pillow, a comb, a toothbrush, a soap, a light spare pair of shoes, a stock of buttons, threads, several needles, knife, fork, wooden table spoon and tea spoon, enameled or aluminum mug, small enameled or aluminum cup, a plate, a notebook in a cover made of rubber overlay, a book for reading⁴. These things were recommended to be folded into a "Swiss Rucksack type excursion bag"⁵, which could be purchased from the Guards Officers' Economic Society store (St. Petersburg) or can be made from a waterproof canvas with one's own hands. Practice had shown that the number of things should be minimal and that the backpack, as opposed to bulky suitcases, was more convenient and mobile⁶.

Usually the number of sightseers ranged from about 30⁷ to 50⁸ people and even more⁹. So, for example, the leaders of the excursion trip of the Odessa Railway School, in order to maintain order, united the students into small groups, headed by elders, chosen by the students themselves¹⁰. The appointment of elders also facilitated the process of nutrition of sightseers: elders received a pie for the whole group and subsequently distributed a peace for everyone.

¹ Посадский, И. В. (ред.) (1901). *Экспедиция на Кавказ и в Крым учеников Киевской 1-й гимназии в 1901 году*. Киев: Лито-типография Товарищества И. Н. Кушнеревъ и Ко, 4-5.

² Посадский, И. В. (ред.) (1902). *Экспедиция учеников Киевской 1-й гимназии в Москву, С.-Петербургъ, Финляндію, Ревель, Ригу и Вильну*. Киев: Тип. Т-ва И. Н. Кушнеревъ и Ко, 3-4.

³ Васильев, Н. М. (1914). *Экспедиция учеников Тверского духовного училища в Новый Иерусалим и Москву*. Тверь: [Б. в.].

⁴ Ананьин, С. А., Цитрон, М. Л. (ред.) (1911). *Педагогический календарь-справочник на 1911-1912 учеб. годъ*. Ч. II. Петербургъ; Киевъ: Сотрудникъ, 198-199.

⁵ Ibid, 199.

⁶ Ді-й, В. (1904). *Экспедиция воспитанницъ 2-го Киевскаго женскаго училища Духовнаго ведомства летомъ 1903 г. (Изъ заметокъ и наблюденій спровождавшаго)*. Киев: Типорграфія Императорскаго университета св. Владиміра, 45.

⁷ Посадский, И. В. (ред.) (1901). *Экспедиция на Кавказ и в Крым учеников Киевской 1-й гимназии в 1901 году*. Киев: Лито-типография Товарищества И. Н. Кушнеревъ и Ко, 10.

⁸ [Б.г.] *Экспедиция учащихся Одесскаго железнодорожнаго училища в Полтаву, Москву и обратно*. [Б. м.]: [Б. и.], 31.

⁹ Ді-й, В. (1904). *Экспедиция воспитанницъ 2-го Киевскаго женскаго училища Духовнаго ведомства летомъ 1903 г. (Изъ заметокъ и наблюденій спровождавшаго)*. Киев: Типорграфія Императорскаго университета св. Владиміра, 2.

¹⁰ [Б.г.] *Экспедиция учащихся Одесскаго железнодорожнаго училища в Полтаву, Москву и обратно*. [Б. м.]: [Б. и.], 29.

As for nutrition, sightseers mostly used their own supplies in the trains or steamers. In settlements they ate mainly in the places of temporary residence. Sometimes they hire a special cook who cooks lunch for a fee¹.

When being in the train or steamboat or in rainy weather, the sightseers spent their leisure in various activities. They read, played chess, checkers and dominoes, solved scientific puzzles, sang and played musical instruments²³. Usually, almost all sightseers kept diaries or made short travel notes. Some diaries differ in complete coverage of what they have seen and demonstrate the students' observation.

Thus, the stage of the emergence of Ukrainian tourism in institutions of secondary education within the Russian Empire began in the late 1870s and was driven by changes in the political, socio-economic and cultural life caused by the Ukrainian national revival and the liberal reforms of the 1860s – 1870s. The period of formation came from 1901 – 1917 and was characterized by the encouragement of the profile ministry to conduct educational excursion and tourist trips for the pupils of educational institutions. The excursions required considerable organizational and intellectual training for both teachers and students. Moscow, the Crimea and the Caucasus were the most popular destinations among the excursionists of the early twentieth century; they visited mostly religious buildings and museums, and also made promenades through the city. In the future, it is worth exploring the development of tourism in domestic educational institutions during the Ukrainian Revolution of 1917 – 1921.

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² Посадский, И. В. (ред.) (1901). *Экскурсія на Кавказъ и въ Крымъ учениковъ Киевской 1-й гимназiи въ 1901 году*. Киев: Лито-типографія Товарищества И. Н. Кушнеревъ и Ко, 9.

³ [Б.г.]Экскурсія учащихся Одесскаго железнодорожнаго училища въ Полтаву, Москву и обратно. [Б. м.]: [Б. и.], 31.