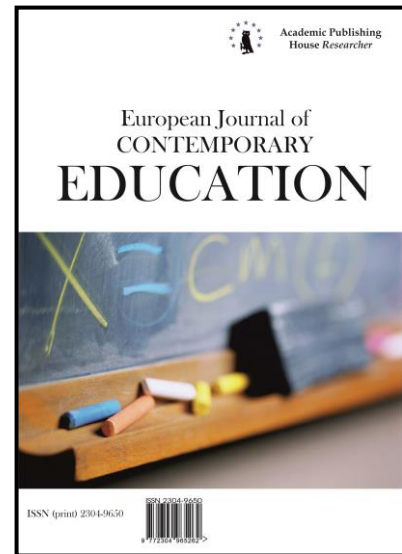




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Management of Process of Training in Reading in Russia at the end of XIX – the beginning of the XXth centuries: Foreign Aspect

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Abstract

Foreign pedagogical ideas, subjected to careful study and criticism from public figures, scientists, teachers of Russia, contribute to the development of russian methods of teaching reading in the second half of the XIX – early XX centuries. The issue of borrowing Western pedagogical ideas was widely discussed in the works of prominent thinkers in the second half of the XIX – early XX centuries. Public speeches, critical reviews, publications on teaching philological subjects in general and teaching reading in particular, cannot do without reference to foreign authors. Many articles in pedagogical journals present a comparative description of various aspects of pedagogical activity in Russia and abroad on various issues. The systems of education abroad, which pay attention to learning to read, are described in detail. The following questions are acute: the volume of foreign languages in educational programs (especially in real schools); the place of foreign literature in the circle of school reading. This discussion drew public attention to reading, encouraged learners to read the authors mentioned, and contributed to the development of reader interest in General. The formation of pedagogical principles of teaching reading in a professional environment continued. Recommendations developed by russian and foreign teachers (especially the USA) and are reflected in Ignatiev's education reform project in 1915-1916. This is public participation in the administrative management of the school, granting autonomy to the school, affirming the need to introduce universal, free and compulsory primary education, joint education of children.

Keywords: teaching reading, foreign influence, education reform.

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1. Introduction

The study of various sources of the second half of the XIX – early XX centuries (circulars, protocols of pedagogical councils and other archival materials, as well as monographs and periodicals) reveals that the leading teachers and public figures of Russia turned to foreign experience in the development of reader's taste and experience. That is why it is important to track pedagogical experience in solving the problems of formation of a literate reader who owns the «art of reading» in Russia and abroad and to determine the impact of foreign methodological literature on the Russian methodology of teaching reading.

2. Materials and methods

Comparative-historical method and theoretical analysis of sources are the main methods of work. They characterize the features of the formulation and solution of the problem of reader activity in pedagogy at the turn of the XIX – XX centuries. Generalization, systematization and classification of the material according to the publications of the period under study and in modern works are also used.

3. Discussion

The issue of borrowing Western pedagogical ideas discussed in the works of advanced thinkers in the second half of XIX – early XX centuries – V.J. Stojunin, (1869), P. Kapterev (1901), K. Ushinsky (1954), K. Wentzel (1886), N. Bunakov (1906), A. Ostrogorsky(1895), N. Rubakin (1897), J. Eichenwald (1912). Scientists talk about the possibility of applying foreign ideas and practices on the Russian soil on the pages of periodicals and monographs. Analysis of pedagogical periodicals (random sampling): «Pedagogicheskoe obozrenie» (1869), «Pedagogicheskij listok» (1868-1901), «Vestnik vospitanija» (1895-1901), «Obrazovanie» (1901-19016) showed it. It is noteworthy that the rhetoric of statements changes significantly from the middle to the end of the XIX century and receives a new light in the early twentieth century, and then again transformed into the pre-war and war period. Modern researchers – R. Leybov, A. Vdovin (2004), M. Boguslavsky (2016), V. Bezrogov(2013), B. Lanin (2006), S. Belentsov (2017), O. Dmitrieva (2013), E. Nikulina (2016) – regard to this issue, regard on the experience of archival sources, periodicals, pay attention to the personalities and reconstruct the process of individual influence of a foreign public figure on Russian science.

4. Results

The rapid development of social and political thought in Russia in the second half of the XIX – early XX centuries took place with the participation of a pleiad of outstanding scientists and teachers who developed various issues of education, training and education, who sought to comprehensively describe and qualitatively transform the pedagogical reality of the time, without ignoring foreign ideas. Let us turn to the experience of learning to read abroad, meaningful in Russia at the turn of XIX – XX centuries.

The possibility of reception of Western models of teaching Russian schoolchildren to read is widely discussed in the pages of periodicals in the second half of the XIX – early XX centuries. This analysis showed the following pedagogical periodicals (random sampling): «Pedagogicheskoe obozrenie» (№ 6-12, 1869), «Pedagogicheskij listok» (complete with sample from 1868 to 1901), «Vestnik vospitanija» (1895-1901), «Obrazovanie» (1901-19016).

Attention is drawn to the fact that almost no public speech, no critical analysis, almost no publication devoted in one way or another to the teaching of philological disciplines in general and teaching reading in particular, is complete without reference to foreign authors.

A large number of articles in pedagogical journals presents a comparative description of various aspects of pedagogical activity in Russia and abroad on various issues. Noteworthy critical analysis of publications J. Paper «People's library and reading room as an object of public charity», which examines the experience of England, Switzerland, USA, Germany in the development of reader's activity of citizens. The need for close attention to foreign success is noted here. The author calls for more active work in the direction of «reading development» at home – not only from the state and professional structures, but also (as abroad) with the involvement of individuals, especially (convinced reviewer – N. Tulupov) there is a significant number of «willing not indifferent persons» ([Pedagogicheskij listok, 1901](#)).

The systems of education abroad, which pay attention to learning to read, are described in detail. This is the people's house in Amsterdam ([Pedagogicheskij listok, 1901](#)), society for the mental study of children in Paris, primary education in Transvaal ([Pedagogicheskij listok, 1901](#)), children's court in new York, women's education in Japan ([Pedagogicheskij listok, 1905](#)), international Congress on school hygiene in Germany ([Pedagogicheskij listok, 1901](#)), lessons of thrift in Brussels ([Pedagogicheskij listok, 1901](#)), questions of public education and upbringing at the congresses of the Paris exhibition – from the experience of France, Germany, Belgium, England ([Vestnik vospitanija, 1901](#)) «about reading books» (translated by A. Volkova from *Le Volume*) ([Obrazovanie, 1901](#)).

Training should be conducted taking into account the physiology of the child. This is a key position of outstanding teachers of that time. Much attention is paid to this aspect in the periodicals. Bibliographic lists are full of works in a foreign language and translations. You can find not only a description of the advantages and disadvantages of scientific work, but also an indication of the relevance, novelty of the study in the annotations and book reviews of foreign publications of this subject. Attention is also paid to translation options. All this testifies to the increased attention to such works and the desire for a deep, full comprehension of the presented materials. Here are just some of the articles and works presented in the above mentioned journals regarding teaching reading: T. Bend «Nervous hygiene and school» (translated from German); V.E. Ignat'ev, «Conversations on physiology», a work based on studies of Hertwig, Fervore, Collie, Tyndall ([Pedagogicheskij listok, 1901](#)); N. Piaskowski «Science and ethics», where we understand the ideas of such scientists as Darwin, Haeckel, Huxley, Wallace, Spencer, Drummond ([Pedagogicheskij listok, 1901](#)); The Psychological basis of the reading process (based on the latest experimental psychological research), where the work of Herman and the work of the *Psychologische Untersuchungen uber das Lesen auf experimenteller Grundlage*, but also presents a broad bibliography of relevant recent publications on the subject) ([Pedagogicheskij listok, 1901](#)); a story about the society for the mental study of children in Paris ([Pedagogicheskij listok, 1901](#)). Count I. Rossolimo talks about the impact of the school, and in particular the setting of reading on the physical and moral health of children, and refers to German medical research. He cites the terms and gives in parenthesis German names, obviously as more well-known: for example, «overwork (school headache *Schulkoprabotafschmerz*) ». He also in his discussion quotes Philipp Melanchthon, Montaigne, Rousseau, Frank, Hufeland, von Stein, Pestalozzi, FR. Tire, FR. Background Raumer, Paulsen, Lorinser, Laprade; Goethe, A. von Humboldt, Schleiermacher, Herbart, F.A. Wolf, Witze, Background Tracke, points out the attention to the issue of the Emperor Wilhelm II. ([Pedagogicheskij listok, 1901](#)). The work of L. E. Obolensky «Laughter in children, its origin, development, forms, causes and significance» is based on the work of the American scientist D. Selli ([Pedagogicheskij listok, 1901](#)). Jones-Lange's theory of emotions is very popular, because teachers associate the educational value of reading with «education of feelings». V. Vakhterov writes about the importance of mood, feelings, emotions in teaching reading writes ([Pedagogicheskij listok, 1900, 1901](#)). A. Vinogradov analyzes the work of the Frenchman F. Tom, «Education of feelings» and notes that it «does nothing new», but «good language» recounts already known, and also gives good examples of fiction. In addition, «the author's confidence in the importance of the emotional sphere for the development of the soul deserves only sympathy» ([Obrazovanie, 1901](#)). A detailed analysis of the new translation from P. F. Kapterev surprising. He notes the excellent translation of the work of J. Fonsegriv «Elements of psychology», but considers this work not applicable on the Russian soil, because the author is too concerned about the preservation of the French philosophical tradition, and therefore it is not scientific: «In science you need to take care of the truth, not the preservation of traditions...». There are not enough details and examples (According to P. Kapterev) in «The Essays of elementary psychology» J.T. Ladd. He believes positive processing labor A.E. Brehm «Life of animals for the youth», as part of the written hearsay was excluded, and questions of «sex» omitted.

It is noteworthy that the number of participants in the international Congress on school hygiene, which was held in Germany, noted as follows: 121 from Germany, 322 from Austria, 60 from Russia, while, for example, from England 48, 15 from Spain, even less from other European countries.

Of course, the German pedagogical system occupies a leading position in the number of references in the works of Russian scientists. A. Kirpichnikov, a historian of literature, a Professor

of the Kharkiv and Moscow universities, a member of the Academy of Sciences, writes a number of articles on the results of his observations, and after a trip to Heidelberg. He wants to compare the teaching of literature in the two countries, as well as the position of the German and Russian teachers. «In Germany, – says the author, – the case of education and training delivered incomparably better than ours; there is no one complains about the ambiguity of the tasks of teaching», because the programs regulate the sequence and volume of the studied material. The order in everything, despite the fact that the programs in the country are different and even in one school can change every year (Kirpichnikov, 1870). Incorrect statement of the case in Russia leads to the fact that «the student writes some children's language or as a foreigner, barely learned to speak Russian» (Kirpichnikov, 1870). Student essays – the sharpest of the questions of teaching literature (then and to this day) – is also reflected in the comparison: «The Teacher does not come to horror if he is in the composition of the student preparing to finish a full course of high school in two months, will find a few spelling mistakes. He will emphasize them with a blue pencil and a surprised traveler from Russian teachers will say very calmly: «Yes, these are mistakes, because this can happen to anyone». He would not believe that we have two such accidents can be closed the University for a young man, full-grown and perfectly knows his business in all other respects» (Kirpichnikov, 1870).

K.N. Wentzel, a well-known propagandist of free education, talks about teaching children morality, argues in the work of the same name, that, pursuing «one of the attempts to solve the problems of modern moral education», should refer to the experience of the German scientist Döring. This experience is summarized in «The Handbook for parents and educators on the teaching of morality based on human nature». It is noted here that visual ethical training «preparing for adult activity in the form of images of individual sides and features of modern moral life in the form of stories, poems, etc.» should be conducted from the age of 13 (Pedagogicheskij listok, 1901).

B. Fleet's letter from Germany deserves attention. Admiration for the German out-of-school education is clear: «more than a school that teaches people a reasonable, good, eternal, and more than the policy of making Germany ahead of Europe» is the education given, in the opinion of the author. The German society for distribution in the people of education promotes *national* education [italics of the author] about which spoke I. G. Fichte, identifying concept «national» with category of classlessness since 1871 really. In fact the greatest works of the German (as well as Russian, and any other) literature have no class character? «Popular teacher, saved Germany, put her on an unattainable height», B. Fleet concludes (Pedagogicheskij listok, 1901).

A teacher Plejer's survey of German students on the war and books about war, proved important for the Russian philologists (Pedagogicheskij listok, 1901).

The issue of censorship, relevant in Russia, is also considered. G. Grossman does not draw any analogies formally, but analyzes very subtly «always worried about the Germans» the question of «police and administrative regulation of literature and art» (Obrazovanie, 1901).

The education system in England is regarded at the turn of the century in the works of the so-called moralists (Smiles, Gibbon, Carlyle, Lubbock, Macaulay), who claimed the usefulness of reading, because it «puts you in the best society». Establishing relations with English societies of family education is promoted; – it is offered to take from them the principles of visibility, naturalness, independence. However, our thinkers are against the pedantry of the British «who want to squeeze observation into the framework», as well as against the development in children of «ambition in the undesirable direction», manifested, for example, through the publication and glorification of works and the names of «little employees» of «The Parent review» (Pedagogicheskij listok, 1901). G. I. Rossolimo bitterly asks Russian teachers «turn to a flourishing society, where life is in full swing, and we have so much paperwork and doctrine and little living matter» on the Commission on family education. The Chairperson of the Commission C.P. Baltalon named «the main direction of English and European pedagogy»: an experiment and observation of the child. He assured that the Commission also tries to work in this direction (Pedagogicheskij listok, 1901).

A. Tihy explains its methodology of teaching reading «Story time» and refers to the works of the British E. and D. Partridge, «How and what to tell the children at school and at home», and S. Bryant «How and what to tell children?». He praises their principles: preliminary study of the audience, good knowledge and understanding («to see what you tell») by the teacher of his story,

the requirement that the story of the student becomes a continuation and development of the story of the teacher. A. Tihy offers to skip the texts of the British «through the prism of the Russian school and leave what is not alien to our understanding» ([Pedagogicheskij listok, 1901](#)).

V. Vakhterov, a famous figure of public education, writes about the principles of explanatory reading, which also contributes to the main task of the school – to prepare the child for self-education. He calls John Stuart Mill the main expert in self-education, because he demanded to achieve a clear understanding of the word, sentence, before they accept. V. Vakhterov also notes John Locke, who wrote that reading is simply «the collection of raw materials», and thinking «hewing logs... and constructing the building» ([Obrazovanie, 1901](#)). The positive side in the distribution of books in Russia, are noted by the scientist: «...we, thank God, left behind from the advanced presses of the West, in particular England, where there is no author dares to publish books without the permission of syndication publishers», thus providing complete control over a book and a newspaper ([Obrazovanie, 1901](#)).

The ideas of the French enlightenment cause sympathy of V.J. Stojunin, the largest of the literature's methodist of the second half of XIX – early XX centuries: he wishes their distribution in Russia, but regrets the misunderstanding or application of them. The scientist says about the anti-religious and anti-monarchist orientation of the ideas of Education, recalls the times of the dominance of the French language and is glad that «more talented Russian people» paid attention to the culture of other countries. V.Y. Stojunin thinking, «is education "this education has developed a broad cosmopolitanism that held back the extreme fascination of a foreign nationality, the ugly and pervasive in the Russian public life» ([Stojunin, 1991](#)). He believed that it is possible to come to universalism, and from it – to national ideals from the «slave worship» to one nation, one culture. This is possible if familiarity with the major cultures of Europe ([Stojunin, 1991](#)).

E. Demolin's school admired by the Russian public men. It is very expensive, a lot of maintenance costs, but it is necessary to take the principles: to pay more attention to the individual inclinations of students, not to neglect physical development, to give teaching a more lively and visual character, to translate each subject from course to course, and not from class to class in all subjects, to combine such teaching reading, socially and morally significant. Thus, the training system is created, it is based on the identity of the student, and not the "soulless conventions and inanimate circulars, the sacrifice that brought alive the identity and under the influence of which the nature of the coming young generation is being blighted» ([Vestnik vospitanija, 1901](#)).

The experience of comparing the American and Russian education systems in the Russian press in the second half of the XIX – early XX centuries is interesting. The main goal of «American life and education» is self-education. To do this, from the earliest years the child is treated as an adult, which gives rise to a sense of responsibility. It's forbidden to do nothing, that's why America starts business early, without the help of parents. The comprehension of the breadth of life comes through a journey, not from books. That is why, it can be concluded that Americans are so little developed intellectually, but students never forget what little they learned ([Obrazovanie, 1901](#)). However, the national League of storytelling exists even in such a pragmatic country, unlike Russia.

U. Veselovsky's article «On the characteristics of modern Swedish literature» deserves attention. He argues that the Scandinavian and Russian literature – «the magic key», which water gives strength, vigor, energy, inspiration, unlike, for example, French literature, where «all the old stories and ideas are intertwined». That's why these works conquer the world. In France the same – the author does a shot – "there are many adversaries, wishing to shield from the Scandinavian and Russian authors, proving that all their subjects are taken from the French" ([Obrazovanie, 1909](#)). We are also interested in this, but poorly, mostly with the German translation, however, already possible to talk about the Swedish influence on Russian fiction, outshining the German influence ([Obrazovanie, 1909](#)).

N. Karintsev criticized St. Petersburg imitators of European exhibitions of children's books. «Such exhibitions are regularly and everywhere arranged in Europe and serve there for the benefit of business. These exhibitions show the real [italics of the author] success of children's literature, help to navigate among the masses of books annually released on the market, serve as a reliable leader in the selection of good and healthy spiritual food for children, because they directly point to it – in a word in Western Europe, they facilitate the difficult task of the tutor, But the organizers of the St. Petersburg exhibition "had no purpose or organization» – a pile of piled old untested books – «in any bookstore more order» ([Obrazovanie, 1909](#)).

The wrongness of thoughtless borrowing of foreign samples was emphasized in the works of Saint Innokenty of Moscow, who gave 45 years to the cause of education of the peoples of Kamchatka, the Aleutian Islands, North America, Yakutia, and the Khabarovsk territory. He wrote that the law on universal education in Germany, for example, follows from its life: «Many people think that it is possible to educate the people and make it moral only by literacy. And in proof of this point to Prussia, where almost every villager literate. But there is not literacy or, at least, is not so much the cause of their enlightenment, as the result of education, which is grounded in their customs» ([Khrestomatiya..., 2016](#)).

Questions of the place of foreign languages and foreign literature in the education of russian students in the second half of XIX-early XX centuries.

Each advanced work of that time somehow reflected the idea expressed by K.D. Ushinsky: «A child who is not used to delve into the meaning of the word, understands darkly or does not understand its real meaning at all, or has not received the skill to dispose of it freely in spoken and written speech, will always suffer from this fundamental lack in the study of any other subject» ([Ushinskij, 1954](#)). Hence, the questions arise: 1) how much foreign languages are needed to the educational programs (especially in real schools); 2) what is the place of foreign literature in the circle of school reading.

1. The meetings authorized by the Ministry of public education and the various pedagogical societies, that were busy working on new educational programs actively discussed the question of the ratio of hours for the study of native and foreign languages. Of course, there were extreme positions:

a) russian civilization (like all European) «has its roots in the classical soil», «the key of understanding» of history are ancient languages, so you cannot do without them ([Materials, 1915](#));

b) a foreign language is an «artificial sign», therefore, to comprehend it you need not just a thoughtless memorization, but the ability to think on it, which is difficult and expensive for widespread introduction, especially it takes time from learning native language, which comparison in the study of both «new» and «dead» languages is extremely difficult ([Materialy po reforme..., 1915](#)).

The Solution of P.N. Ignatieff will be the outcome of the discussions. He will conclude that it is necessary to have a school with two directions: real and humanitarian. At the same time, the study of the native language should be put at the forefront in any school ([Materialy po reforme..., 1915](#)).

2. The place of foreign literature in the school reading circle is also a burning issue. The general idea of «directing» reading arose not only in government, but also among teachers. This was due to the unstable political situation, and sincere concern about the good moral image of youth, in the formation of which reading played an important role. The Trustee of the Kharkov district in its Circular dated 10 December 1899, calls exemplary works of russian literature «ready material for exercises in language» ([Tsirkulyar popechitelya..., 1899](#)). In accordance with the instructions of the Ministry of public Education, changes are being made in the programs on the russian language and literature: hours are being increased, the theoretical and practical base is being changed in order to comprehensively develop and give life and national character to education ([Tsirkulyar popechitelya..., 1899](#)). N. F. Bunakov, a supporter of explanatory reading, is even more categorical: «but if the native language really has a great pedagogical force, then the full deployment of this force should be sought not in the grammar textbook, at least the most complete and competent, but in its artistic literature, comprehensively and vividly reflecting the ideal life of the people» ([Bunakov, 1906](#)). However, a direct consequence of this position was a noticeable reduction in the program of foreign literature. «Foreign literature is completely expelled from the program, and our University can get young people who are barely familiar with the name of Homer and Shakespeare in the textbooks of General history and who have not read any of them», writes Kirpichnikov ([Kirpichnikov, 1870](#)). Even more symptomatic of the fact, for pedagogy, the second half of XIX – early XX centuries is the first anthology for the teaching of russian literature went to German-speaking students for seven years before its counterpart in the russian language. Not makes scientists doubt the fact of the orientation of the most famous anthologies – Galakhov's – in French and German samples ([Acta Slavica Estonica, 2013](#)).

In any case, the discussion of the role and volume of foreign literature in the school education of russian schoolchildren attracted public attention to reading, encouraged students to read the

mentioned authors and contributed to the development of reader's interests in general. In the professional environment, the formation of pedagogical principles of teaching reading continued. For example, the basis of an important methodological problem was laid – the criteria for the selection of works of foreign literature for study at school (before that, the question of criteria arose mainly with respect to works of russian literature) ([Kirpichnikov, 1870](#)).

5. Conclusion

Foreign pedagogical ideas are carefully studied and criticized by public figures, scientists, teachers of Russia, contribute to the development of russian methods of teaching reading in the second half of XIX – early XX centuries. Recommendations of russian and foreign teachers (especially the USA) education reform project P.N. Ignatieff of 1915-1916 were reflected. This includes public participation in the administrative management of the school, granting autonomy to the school, approval of the need to introduce universal, free and compulsory primary education, joint education of children ([Materialy po reforme..., 1915](#)). People who are interested in the qualitative reform of the education system, noted the positive factors that made the system of other countries successful: funding(public and private); the construction of schools (large, bright rooms in natural areas, cleanliness, low occupancy classes); respect for the individual (no penalties, no grades, no homework, a single course for all); high wages of teachers and free time, self-education; reliance on scientific knowledge of psychology, history and hygiene; systematic-and therefore fruitful work. However, teachers and public figures realized that only those borrowings can be really useful, which are consistent with the traditions of a particular people, a particular historical period, without violating the economic and cultural characteristics of a state. That's what made us look for a unique way to develop the education system. «The educational ideas of every nation is imbued with nationality more than anything else, permeated to the point that you could not transfer them to a foreign soil» – claimed K.D. Ushinsky ([Ushinskij, 1954](#)).

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