

Problems of youth labor training in Russia's comprehensive schools

Nikolai Vasilyevich Kotryakhov
Vera Anatolyevna Rozhina

Abstract. The relevance of the investigated problem is caused by a significant decline of the level of labor education of Russian secondary school leavers in the latest decades. The purpose of the article is to analyze the situation correction options and make concrete offers. Leading approach to the study of this problem is the activity-based approach, the main method being historical & pedagogical analysis – they determine the ways of solving problems in Russia's modern comprehensive school. The article reveals the leading theoretical concepts and important methodological approaches, discloses possible embodiments in practice, and proves the need to improve labor education. The main results of the article are: an analysis of the causes of the problem; and the possible ways of its decision in the historical and pedagogical context; concrete proposals for its solution in a modern Russian secondary school. The set out ideas and materials are of value, both for Russian secondary schools, as well as for other countries, where the youth training for independent labor activity is not ensured at the required level.

Keywords: working training, labor education, labor school, labor activity.

Introduction. In a situation of growing competition between countries the problems of labor training of the younger generation become increasingly relevant and important to the Russian economy. The fact is that the reform of Russian comprehensive schools had negative impact on labor training of youngsters at both the primary and high school levels. Without a proper development of arms and acquisition of work skills at school higher educational institutions are unable to provide a sufficient level of graduates' qualifications. Therefore, the problem of labor education and working training of young people is a priority for both internal and external politics of Russia, and even more so for Russian education. However, labor instruction and upbringing are not the subject of much attention of Russia's pedagogical theory and practice now. The consequences are obvious – rockets blow up at the start or do not reach the destination, in a series of aviation and technological disasters the leading cause appears to be the notorious “human factor”. Industrial enterprises increasingly experience the shortage of workers – turners, fitters, electricians, etc. In the context of the West's sanctions policy the problem of preparation of qualified personnel sharpened. So what's the cause of this situation and how to correct it?

The most obvious prerequisites for the worsening of labor preparation of modern Russian young people, in our opinion, are the revision of the curricula of secondary schools: they changed not for the better in terms of readiness for labor, as well as for future vocational training. Almost complete expulsion of such subjects as “Labor Training”, “Technical Drawing” in educational comprehensive school plans, and a sharp reduction of budgeting of working training, the closing of school workshops caused significant lowering of labor preparation of schoolchildren.

The various forms of organized socially useful work of students of secondary school, such as student production brigades, school experimental forestry units, summer camps of work and rest became a thing of the past. Inter-school work training

centers and elementary vocational education institutions are closed. All this leads to the fact that the school leavers today can be called the "armless generation" There is no doubt the fact that vocational school is not able to compensate for the loss of child's manual development, respectively, the quality of initial professional training sharply decreased.

The new educational area "Technology" in a school curriculum does not solve the problems as well; it led to cutting down the share of manual work and increasing the proportion of intellectual activities of students that should not be regarded as correct. Certainly, it provides a number of promising directions, such as information and high technology, electronics, business, as well as a unit providing training for self-employment within the household or farmer economy. Nobody denies the importance of mastering new IT, because in the conditions of a market economy and fierce competition the ability to quickly receive or transmit the necessary information is often critical to the success of work. It is understandable that the structure and types of work dynamically change, however, the development of manual skills, and learning of algorithm of work should not be forgotten. So, in some countries "Technology" and "Labor Training" complement each other very successfully.

Materials and Methods. If we analyze the history of Russian education, it is easy to see that the problem of youth labor training has occupied an important place in a comprehensive school education during the pre-revolutionary (up to October 1917) and the Soviet period. Starting point for solving this problem should be considered the "Project of general normal plan of industrial education in Russia" adopted at the initiative of the famous scientist, then Finance Minister of Russia I. A. Vyshnegradsky. This document contained the fundamental principles of creating of the vocational education system – a unified system of training of specialists at various levels: workers, masters, "commercially educated" chiefs. A secondary school was not forgotten either. The "Project" set the task: to introduce manual work as an independent subject in the curricula of elementary schools. In this case, it was about how to achieve educational and practical purposes, but the teaching goals were of priority. Nevertheless, the document's authors have seen the utilitarian purpose of the new subject in the development of handicrafts and "providing industry with workers with practiced eye and deft hand" [Project 1884].

Essential requirements were presented by the "Project" to the selection of types of manual labor. These are the following: choosing the labor in accordance with the age characteristics of children; a variety of movements during the exercise sufficient for the manual development; practical utility of manufactured items; the minimum number of sitting sessions; promoting the aesthetic development of children; compliance with the interests and needs of local population; availability and cheapness of materials and tools.

Introduction of manual labor was a significant innovation in the process of reform in Russian school. The most well-known experts for manual labor in Russia became the teachers of pedagogical (teachers training) institutes, for instance these were the teachers of manual labor K. U. Tsirul (1894) at the St. Petersburg Teachers' Institute, N. V. Kasatkin (1897) at the Moscow Teachers' Institute, and N. P. Stolpiansky (1890) at the Kharkov Pedagogical Institute. The Russian system of manual work training in comprehensive school was being formed for almost thirty years. At the initial stage, the foundation for its development was the Swedish

training system proposed by O. Salomon (1908). It comprised manufacturing according to models or samples wooden items useful in the household.

Results. Basically, the idea of introduction of manual labor as an independent subject was presented in the reform project, which was scheduled to take place in 1915. In the materials of the reform (not implemented in practice due to the revolution of 1917), the main task of manual activities at school was declared to overcome the one-sidedness of education, focused exclusively on intellectual activity, acquire vital practical skills, and develop independency and creative approach to solving the problems of life (Materials 1915).

Despite disagreements, the new subject was recognized in Russian schools. By 1913 the development of Russia's own manual labor training system was actually completed, and programs of work on paper and cardboard, thin sheet metal, and for girls – programs of sewing, knitting, and embroidering was created. The Russian system represented an intelligent synthesis of various elements from the European systems of education and its own developments. Its distinctive features were: increased attention to the very process of labor; manufacturing of items not according to models but on students' own sketches and drafts; adjustment of curricula taking into account regional peculiarities; introduction of the initial works on metal in addition to carpentry, works on paper and cardboard; giving students the data on processing and properties of materials; application of current explanations for students during item manufacturing; use of front-line training and special “explanatory” theoretical lessons; creation and use of Russian teaching techniques.

By that time, the teaching of manual work was carried out in more than 500 elementary schools of Russia, as well as in 64 civil and 33 military (mainly in the cadet corps) secondary schools. At the same time, manual labor involved in most of the boys, and for girls there was introduced a subject “Needlework”.

Discussions. Not everyone accepted the feasibility of innovations; in particular the Swedish system of pedagogical positions was criticized by V. Devel (1895), who came to the conclusion that none of the assigned tasks in this system can be completely solved., He indicated that the main shortcoming of the Swedish system is the suppression of the child's personality, his/her will and imagination, the lack of opportunities for the development of creative abilities and independence. In general, despite the undoubted merits, the Swedish education system was not suitable for Russian schools.

There was also a discussion about the purpose of introducing a new subject to Russia's secondary schools. Elementary and high school were actually isolated from each other. Elementary public school ensured both with basic literacy, the original religious and moral education of children from poor rural and urban backgrounds. High school prepared the children of wealthy parents to enter a university either to get some advanced special education. Graduates of secondary schools aspired to state or military service. It should be noted that the school system of Tsarist Russia was very heterogeneous. Along with the state schools there were church, zemstvo, Cossack, railway schools, schools of the Empress Maria, etc.

Two different approaches emerged in the discussion. Supporters of the first of them – A. D. Butovsky (1890), K. K. Dometti (1896) – saw natural and obvious differences in the use of manual labor for educational purposes in elementary and

secondary schools and, therefore, pointed to differences in the content and methods. Supporters of the second approach, e.g. N. V. Kasatkin (1896), et. al. did not agree with the first ones. They pointed to the unjustified rigid division of the goals, direction and significance of this subject in primary and secondary schools.

Materials And Methods. In the second half of the XIX and early XX century in Western European and American pedagogy idea of the so-called “Labor school” became increasingly popular. Some relatively independent trends were gradually being formed which offered their own variants of its organization. Representatives of the trend conventionally called manualism offered to introduce manual training in secondary school curricula manual labor as a separate subject, similar to what was done in pre-revolutionary Russia. Manual labor was considered not only as an object, but also as a learning principle. Supporters of the so-called professionalism advocated building school, which would provide both general education and vocational training. Adherents of polytechnism offered to give students the theoretical and practical foundations of modern manufacturing in general education, combined with the mastery of skills how to process the most common materials. Supporters of activism considered that the basis of training and upbringing was the most diverse kinds of active independent intellectual and physical activity of students. Varieties of activism are: research, methodical, romantic directions. According to the research direction students' independent activity was supposed as one of the leading tools of learning. It was also proposed to subordinate the activities of students to the requirements of the teaching methods. Making dominant the method in the selection, the nature and logic of learning activity was a feature of the methodical direction. Romanticism considered various types of active independent work as satisfaction of children's spontaneously occurring, unstable interests. In general, supporters of the labor school comprehend various activities as a means to the overall revitalization of the educational process, implementation of the principles: teaching ideas through objects, unity of theory and practical life, and touch with the reality.

After the Communist takeover in October 1917 there was taken the course for the creation of labor schools. It should be noted that pedagogical literature of the Soviet period always drew a sharp distinction between “before revolution” and “after revolution” education. In fact, there was denied any continuity in the development of pedagogical ideas between prerevolutionary and Soviet pedagogy. This division cannot be considered fair. For example, the general direction of the Soviet school, which was reflected in its name “United Labor School”, was within the sight of pedagogical discussion that took place in pre-revolutionary Russia. The significant impact of foreign pedagogy in the process of creating Soviet school system cannot be forgotten as well. Therefore the Soviet pedagogy and school policy of the People's Commissariat of Education of the Russian Soviet Federative Socialist Republic (RSFSR), albeit with significant disabilities and exaggeration, was based not only on the ideological foundations of foreign pedagogy, but also on the works of Russian teachers. The opinion of the founders of theoretical socialism and communism had a significant influence in choosing the type of school.

Results. In August 1918 The State Commission on Education at a special sitting reviewed Petrograd's and Moscow's variants of the project of “Regulations on the Unified Labor School”. The Petrograd project was more conservative; it saved

classroom system, the subject-lesson schedule, compulsory home tasks. Labor played a secondary role as one of the methods that contribute to the comprehension of science foundations. The Moscow project was more drastic: authors proposed elimination of class-lesson system, insisted on the rejection of sustainable programs and textbooks, expressed a preference for strengthening public education and in this context for the establishment the network of schools-communities. Labor in this project was considered as the basis of school life. After the final editing of the project by the commission consisting of A. V. Lunacharsky, N. K. Krupskaya, M. N. Potemkin, et al. this project was presented for discussion to the 1st Russian Congress on Education. The Congress preferred Moscow project, [Decree of All-Russian Central Executive Committee and Council of People's Commissars, 1918].

In October 1918 the basic documents to regulate the work of Soviet schools: "Regulations on the Unified Labor School of the RSFSR" and "Basic Principles of the Unified Labor School" were published. All schools were declared governmental, secular, free of charge, compulsory for all school-age children, mixed (i.e. co-education for boys and girls) [Regulations, 1918]. If we analyze the items of the "Regulations" regarding labor, productive work was declared the foundation of the school life. However, it was used not as a means of payment of costs for the maintenance of children, and not only as a teaching method, but "precisely as a productive, socially necessary labor". This work was supposed to be bound organically with teaching, "illuminating the light of the knowledge to the surrounding life". According to the authors of the "Regulations", the work at school could become creatively joyful, free, systematic and socially organized, in this case only it turned into "a powerful pedagogical tool". And the so-called "labor processes" should promote the acquisition of knowledge, cultivate internal discipline, ensures free development of the personality of the child and the organic connection of the school with the surrounding life.

Discussions. In the decades that followed school policies in the Soviet Russia repeatedly and significantly changed, but the idea of involving schoolchildren into socially useful productive work remained one of the central ones of the Soviet pedagogy, as well as the idea of polytechnic education. Teachers of that time significantly contributed to the development of the ideas of labor school, e.g. S. T. Shatsky (1918), P. P. Blonsky (1919), A. S. Makarenko (1936).

So, for instance S. T. Shatsky was an active supporter of the labor schools, located in the countryside. In his opinion, the most important elements of labor schools should be: productive work, art, games, and social life. The link between these elements could be intellectual work, which allows children to get knowledge from the personal experience. The content of education according to S. T. Shatsky must prevalently have useful information about the native land and its economy, agricultural technologies and animal breeding, gardening, flower growing, berry farming, etc.

In contrast, P. P. Blonsky was a supporter of the industrial labor school. He was sure that only industrial Polytechnic School could create a "worker-philosopher" and open the prospect of a wide scientific and technical education. The most important stages of industrial and polytechnic school he called a street and cooperation at an early stage, "factory-school" at an intermediate one, a combination of workshop and the "Youth House" at the eldest one. A. S. Makarenko developed and implemented in practice his own educational system of the "education in the community and through

the collective body”, which later served as one of the leading principles of Soviet pedagogy.

The Results. With regard to the school practice of the Soviet period, the mandatory attributes of both rural and urban schools were workshops for training to process wood and metal. Secondary schools there always existed schoolyard gardens and orchards, school farm, student production brigades, if the school was located in the countryside. City comprehensive schools had production sites or shops supported by the so-called “basic” industrial enterprises. And high school students compulsorily mastered one of the most popular professions being awarded the appropriate qualifications. In rural schools and special rooms were equipped for it, and in the cities inter-school work training centers were created. One day a week high school students were engaged in these centers, where they received vocational training in one of the most popular professions, such as locksmith, turner, electrician, etc. Self servicing, i.e cleaning of school premises, minor repairs, restoring order in the territory of the school has always been an essential attribute of labor education system in the Soviet period.

It is obvious that there were serious problems in the process of organization of labor preparation of secondary school students.

Firstly, it is a problem to create the necessary facilities. It is clear that without government support, this problem could not be solved; considerable resources of the state budget were allocated for the production of machines and equipment for school workshops and manufacturing sites. For example, “School Labor Training Equipment Plant” effectively function in Kirov. Underlying enterprises played important role here: they provided schools primarily in consumables and tools. Secondly, it is a problem of teachers of labor training. To solve this problem relevant faculties and departments at pedagogical universities and colleges were opened which provided comprehensive schools with qualified staff. Thirdly, it is the matter of methods. Research Institute for labor training and vocational guidance was created to deal with it in the structure of the Academy of Pedagogical Sciences.

Conclusion. Thus, there is every reason to assert that in prerevolutionary Russia, as well as in the Soviet period, the state has paid serious attention to the labor training at secondary schools. It was at the state level, the Russian government to make decisions regarding improvement of labor preparation of pupils, provide the necessary funding for the production of machinery and equipment, purchase of facilities and materials, extended support of schools by the underlying businesses. Questions of labor education were the focus of pedagogical science. On the initiative and with the support of the government the relevant faculties and departments opened to prepare labor training teachers. Consequently, the level of labor training of secondary schools leavers in those periods of history was rather high.

Recommendations. Referring to the practice of today's Russian comprehensive schools, it should be noted that the leading trend in the labor education in recent years is shift from the idea to take part in the collective work for the benefit of society (it was officially declared by the past pedagogy) to the priority of individual achievements for personal well-being. Accordingly, there appear serious problems with the development of the objectives and content of labor training of people who could effectively work in modern conditions. Unfortunately, the developers of new Federal

State Educational Standards did not pay proper attention to these problems. We will try to designate landmarks that should be viewed as of priority.

In general, an understanding of labor training includes a range of intellectual and practical knowledge and skills (of course we do not deny the term “competence”, which is used in the current standards, but we prefer to rely on terminology verified by decades) that allow to optimize work in its various forms: intellectual, physical, educational, recreational, creative, and maintaining the natural needs of any person. High, or at least an adequate level of labor preparation involves mastering the basics of science which are necessary in any organization of labor, and a number of important skills, developed on the basis of systematic knowledge, i.e.:

- ability to clearly define the purpose and objectives of activity, taking into account the estimated and the forecast results;
- ability to develop a realistic plan for achieving the set goal and solve problems step by step;
- skills to provide the necessary accessories for labor and so achieve your goals – e.g. materials, tools, equipment, etc.;
- ability to organize the workplace;
- ability to rationally distribute the forces and means to get the desired result with a minimum of effort, money and time costs;
- ability to analyze the process and the result of their own work effort, make adjustments to the solution of the following working tasks.

It is especially to be emphasized that the main quality of the personality having positive moral orientation is diligence – a constant pursuit to active, honest intellectual and physical independent work. Therefore, one of the central tasks of labor training at various historic stages of development of a society should be recognized diligence education. The leading method here is the constant involving into labor which is affordable and feasible for children and youth.

In this regard, it is erroneous restrictive stance of education officials in relation to self-service of learners. On the one hand, it is quite clear attitude of wealthy parents. They certainly do not want their children to wash the floor, wipe blackboard and so on. On the other hand, if Russia is trying to position itself as a democratic state, the universal equality of citizens must be implemented not only before the law but also in day-to-day life, at least with respect to the rights and duties of every human being, especially those of school age. Besides, one should not ignore the enormous educational potential of self-service either. After all, in the end, wealthy parents in the hearth in most cases would thank the school system of self-service not only for the education of diligence, but also for a more effective socialization of their children.

The problem to form students’ system of attitudes to the various aspects of labor activity is highly relevant at all levels of education, i.e.:

- formation of a positive attitude towards the honest labor of various physical and intellectual types as the only worthy means to meet the human needs;
- formation of a positive attitude to the labor lifestyle, to working people. It is worth recalling that in recent decades the media popularization of the general positive attitude to the labor lifestyle significantly decreased as compared with the USSR period. Moreover, the propaganda of unearned acquisition of material wealth such as: “Win a Million”, “Marry a Rich Person”, etc., is dominated on Russian television;
- formation of a rational attitude towards labor objects and tools. Analysts state that humanity enters the stage of severe resource, energy and raw materials saving

mode. For example, residents of several European countries and the United States constantly live in economy mode in all kinds of life, and such a strategy should be recognized as justified;

- formation of careful attitude to the environment. And this task in the present day becomes extremely important. Vast areas are being built up and contaminated by landfills and industrial waste, erosion of sown lands goes very rapidly, seas and oceans are catastrophically losing their food potential. And the population of the Earth continues to increase. Not far off is the day when our wonderful planet will not be able to give humankind the necessary biological and natural resources. In general, the decision of these tasks would provide assistance not only labor but also the moral and ecological upbringing of youth.

In terms of the real needs of the labor market, a priority is to develop such personal qualities of the younger generation as activity, independence, initiative and the ability to find themselves the scope of the application of its own forces. Passivity in the current conditions can lead to life disasters, inability to build their own lives and the lives of loved ones. And even the financial capacity gained by the parents, in some cases, can play negative role for their children when the children do not receive adequate labor education and stand up for the unjust way of life.

In practical terms, the development of activity, independence, initiative is based solely on the use of activity-based approach to the pedagogical process, the creation of learning situations when students themselves have to solve training or life tasks via involving into the actual activities; it is inextricably connected, in its turn, to the process of developing their creative possibilities. Only practice-oriented tasks will allow generating the mentioned personal qualities of today's young people who are educated partly in the social networks, through the hits of the Internet and mass media programs.

Adaptive abilities are very important for life in modern conditions as well. The ever-changing conditions of life, the labor market shifts, almost continuous correction of economic and material conditions of employment demands working people to be flexible and mobile, foresee possible changes and thus to change the scope of activities, to rebuild psychologically. It is also advisable to focus on the inclusion of young people to fair competition in the future and, accordingly, develop such quality of theirs as competitiveness, which is necessary in a market economy conditions.

It does not require proof that any physical labor, and even more intelligent work is based on the knowledge in a particular field of work, which is based in turn on the knowledge from various fields of science. With respect to secondary general education, it is the system of knowledge from subjects, preferably of the natural science and mathematics cycle. The backbone factor here can be the most common for the different types of industries and areas of work human biological, physical, chemical processes. This may be due to the processing and treatment of natural resources, raw materials, to obtaining energy, conversing, transmission and processing of information, to the technology of various cultures growing. Orientation to humanitarization of general education has led to a significant drop in the level of training of graduates in natural sciences, and therefore reduction of the basic knowledge necessary for further vocational training, and for subsequent independent work.

It is well known also that makings which were not developed in proper period cannot be developed further wholly, because nature does not restore completely what is not in demand in a timely manner. Therefore, it is important to timely develop hand

eye estimation, spatial orientation, tactile sensations and receptors, co-ordination and dexterity of movement, physical qualities necessary for effective hard work, as well as the identification and development of inherent in the child tendencies to certain types of physical or intellectual labor. It is at the stage of school education the system of determining professional inclinations and the professional suitability of children, and the vocational guidance system in general can be most effectively built. objectified In the recent past, the foundation of such a system has been established and good results have been achieved. Most likely, educators will have to return to these ideas in the near future, but on a new technological basis, using modern information technologies.

As well, it should be recognized expedient to teach students stable skills of processing the most common materials such as paper, cardboard, wood, metal, fabric, natural materials by most widely used tools: hammer, saw, plane, knife, file, scissors, needle, etc. These skills are necessary for almost every person, for subsequent training, as well as for everyday life. They allow forming children's fair presentation of the material properties, capabilities of tools, and self-empowerment to create material items.

Undoubtedly, things are changing, and in the information society account of those modern trends and priorities is required. However the proposed considerations are based primarily on the need and feasibility of a person's balanced development, of his/her personal inclinations and abilities and real preparation for the independent working life. And not balanced development also is one of the most serious reasons for the sorry state of not only physically, but the mental health of young people as well. It is enough to look at the statistics of medical draft commissions, according to which only fewer than a dozen draftees from every hundred are recognized as fit for service in all military branches.

We are not talking about returning to the past, but, on their own, pedagogical ideas do not change. And as if we did not call it – knowledge and skills or competence, but the essence of their real-life remains the same. Therefore, it is necessary to take decisive actions to remedy the situation - on the basis of modern ideology, use of the modern element basis, taking into account labor market needs. In this context, it is reasonable to return the independent subject Labor Training alongside with Technology into the curricula of secondary schools, the restoration of the school workshops, saving at least the remaining of the work training centers, and strengthening of primary vocational education. There is reason to believe that the needs of production, the labor market will lead in the coming years to the revival of the interest in the problems of labor education and training, both on the governmental level and at the level of the pedagogical science.

1. Proekt obshhego normal'nogo plana promyshlennogo obrazovaniya v Rossii (The draft general plan for normal industrial education in Russia) (1884). SPb.: Tip. F. Eleonskogo. 93. (In Russian).

2. Salomon, O. (1908). Stoljarnyj ruchnoj trud. Kratkoe rukovodstvo k pedagogicheskoj postanovke rabot iz dereva v obshheobrazovatel'noj shkole i v sem'e (Joiner manual labor. Quick Guide to teaching to work on wood in secondary school and in the family)/Per. so shvedskogo. Moskva: Tipo-litografija t-va I. N. Kushnerev i K. 112 (In Russian).

3. Cirul' K. Ju. (1894). Ruchnoj trud v obshheobrazovatel'noj shkole (Manual labor in a secondary school). SPb: Izd-e kartograficheskogo zavedenija A. Il'ina. 246s. (In Russian)

4. Dometti, K. K (1896). 2-j svezd russkih dejatelej po tehničeskomu i professional'nomu obrazovaniju v Rossii (Second Congress on technical and vocational training in Russia). 1895-1896. XIII sekcija. Ruchnoj trud v obshheobrazovatel'nyh uchebnyh zavedenijah (Manual labor in secondary schools as a first step of those x-ethnic education). SPb.:Tip. «Vladimirskaja». 54. (In Russian)

Problems of youth labor training in Russia's comprehensive schools
Vasilyevich Kotryakhov, Vera Anatolyevna Rozhina

5. Kasatkin N. V. (1897). Ruchnoj trud v obshheobrazovatel'nyh shkolah kak pervaja stupen' tehničeskogo obrazovanija (Manual labor in comprehensive schools as the first stage of technical education). Moskva. 1897. 20. (In Russian)
6. Stolpjanskij N. P. (1890). Opyt raboty dlja zanjatij ruchnym trudom v obshheobrazovatel'nyh uchilishhah (Experience for manual labor classes in governmental comprehensive schools). SPb.: Tip. i hromolitografija A. Transhel'. 103. (In Russian)
7. Devel', V. V (1895). Novoe slovo. Kak vlijaet shvedskij ruchnoj trud na detskoe tvorčestvo (New word. How does Swedish manual labor affect on the children's creation). 7-8, 60-63. (In Russian)
8. Blonskij, P. P. (1979). Izbr. ped. i psihol. soch.: (Selected pedagogical and psychological works). v 2 t. Moskva «Pedagogika». T. 1. Trudovaja shkola (Labor School). 86 – 164. (In Russian)
9. Butovskij, A. D. (1890). Ob obuchenii ruchnomu trudu v srednih uchebnyh zavedenijah. S#ezd russkih dejatelej po tehničeskomu i professional'nomu obrazovaniju v Rossii (On manual labor instruction in secondary schools. Congress of Russian officials on technical and vocational education in Russia.). 1889-1890. Trudy V otdelenija. Ruchnoj trud v shkole / izdano pod red. V. I. Sreznjevskogo. SPb.: Tip. Ju.N. Jerlih. S. 1-10. (In Russian)
10. Kasatkin N. V. (1896). 2-j s#ezd russkih dejatelej po tehničeskomu i professional'nomu obrazovaniju v Rossii (Second Congress on technical and vocational training in Russia). 1895-1896. XIII sekcija. Ruchnoj trud v srednih uchebnyh zavedenijah (Manual labor in secondary educational institutions). – SPb.: Tip. «Vladimirskaja», 1896. S. 56, 128. (In Russian)
11. Materialy po reforme srednej shkoly. Primernye programmy i ob#jasnitel'nye zapiski, izdannye po rasporyzheniju g. Ministra Narodnogo Prosveshhenija (Materials for the reform of the secondary school. Sample programs and explanatory notes issued by order of the Minister of Education). Pg. (1915). 508-512. (In Russian)
12. Narodnoe obrazovanie v SSSR: Sbornik dokumentov (Education in the USSR: A Collection of Documents) 1917-1973 gg. (1974). Ob uchrezhdenii Gosudarstvennoj komissii po prosveshheniju. Dekret VCIK i SNK. (On the establishment of the State Commission on Education: The decree the Central Executive Committee and the CPC): Moskva. «Pedagogika». 9-11. (In Russian)
13. Narodnoe obrazovanie v SSSR: Obshheobr. shk.: sb. dok.(Education in the USSR: Comprehensive school. A Collection of documents) 1917-1973 gg. (1974). Moskva: «Pedagogika». 133-137. (In Russian)
14. Shackij, S. T. (1980). Izbr. ped. soch. : (Selected works) V 2 t. Moskva «Pedagogika». T.2. Na puti k trudovoj shkole (On the way to labor school). 7-32. (In Russian)
15. Makarenko, A. S. (1978). Izbr. Ped. soch. (Selected works) V 2 t. Moskva «Pedagogika». T. 1. Metodika organizacii vospitatel'nogo processa (Methods of organisation of the educational process). 177-255. (In Russian)