

The system of private assistant professorship in scientific and pedagogical heritage of Ukraine (the second half of 19th – early 20th century)

I. Tamozhska

V. N. Karazin Kharkiv National University
Corresponding author. E-mail: itamozka@ukr.net

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Abstract. The functioning of the educational sphere in Ukraine depends on the level of qualification of scientific and pedagogical personnel. The aim of the research is the systematization of theoretical questions and summarization of the experience in the process of training of scientific and pedagogical staff which was accumulated in the system of native higher education in the second half of the 19th century – the early twentieth century by means of private assistant professorship for creative use in the modern higher school. Used methods: concrete search, historical-diachronic, chronological, personalistic-biographical. Research results: the origins of the idea of implementation of the system of private assistant professorship are found out; development of the theory and practical achievements in solving the problem of formation of scientific and pedagogical staff by means of private assistant professorship in the history of foreign and domestic pedagogy are analyzed; preconditions for implementation and development of private assistant professorship are defined; periods of formation of the system of private assistant professorship in Ukrainian universities in the second half of the 19th century – the early twentieth century are singled out; the need for the introduction of a special course on the history of pedagogy «The development of the system of private assistant professorship in the universities of the Underrussian Ukraine (the second half of the 19th century – the early twentieth century) is substantiated.

Keywords: domestic universities, scientific and pedagogical staff, the system of private assistant professorship.

Introduction. In the conditions of Ukraine's integration into the world educational space, the issue of training and retraining of scientific and pedagogical staff becomes urgent. The field of higher education, which should provide an adequate response to modernization challenges preserving conservative patterns of academic practice at the same time, is expanding now. For classical universities, which should continue to be the centers of scientific-methodological work and innovative development, the level of competence, informativity, communicative, practical orientation of teachers are especially important. Attention is drawn to such programmatic domestic and international documents as: the Law of Ukraine «On Higher Education» (2017), National Strategy for the Development of Education in Ukraine for 2012-2021 (2013), Strategy of Sustainable Development «Ukraine 2020» (2015), Bruges Communiqué on Strengthening European Cooperation in the sphere of Professional Education and Training 2011-2020 (2010).

However, the analysis of actual problems and crisis phenomena in the system of modernization of higher education requires taking into account historical experience in training of scientific and pedagogical staff by means of private assistant professorship subject to their objective and impartial analysis for actualizing and creative use of reasonable achievements of the past.

The aim of the research is to systematize the theoretical issues and summarize the experience of training of scientific and pedagogical staff by means of private assistant professorship which was accumulated in the system of native higher education in the second half of the 19th century – the early twentieth century for creative use of progressive achievements in modern practice of higher school.

Objectives of the study: 1) characterize the state of scientific development of the problem of scientific and pedagogical staff's training in the universities of the Underrussian Ukraine (the second half of the 19th century – the early twentieth century) by means of private assistant professorship; 2) determine the periods of formation of the system of private assistant professorship as an independent source of replenishment of the teaching staff with higher qualifications in the context of the socio-political, socio-economic and educational realities which existed in the

second half of the 19th century – the early twentieth century; 3) determine the purpose, content structure of the course on the history of pedagogy «The development of the system of private assistant professorship in the universities of the Underrussian Ukraine (the second half of the 19th century – the early twentieth century)».

The object of the study is the development of higher education in the Ukrainian lands in the second half of the 19th century – the end of the imperial era. *The subject of the study* is the training of scientific and pedagogical staff by means of private assistant professorship in the universities of Kharkiv, Kyiv, Odesa.

Methods. The following methods were used in order to obtain objective data: concrete search (selection, systematization and classification of historical and pedagogical sources, archival materials); historical-diachronic (made it possible to substantiate the periods and to determine the peculiarities of the development of the institute of private assistant professorship in the universities of the Underrussian Ukraine); chronological (provided consideration of the problem of the research in time sequence); personalistic-biographical (gave the opportunity to obtain information on the basis of study of the epistolary heritage, «Curriculum vitae» about those private associate professors who contributed to the scientific and pedagogical achievements of Ukrainian universities in selected chronological limits of the study).

Results and discussion. The issue of training of high-qualified scientific and pedagogical staff for domestic universities is actual for ensuring of effective planning of academic, research and scientific activities of students.

The scientists made conclusions about the contents of those provisions of the University Statutes of 1863 and 1884 which concerned private assistant professors. They focused on increase in the number of private associate professors in universities, because the collegial approach to pedagogical science was ignored in the conditions of the Russian Empire and rude administration was observed in personnel policy, otherwise it was impossible to ensure the progress of this institute (Voldemar, 1866). The scientists explained the attention of the authorities to the introduction of private assistant professorship by the influence of German

experience and associated insignificant number of private assistants in the universities of the Russian Empire during 1863 – early 1880's with the lack of academic freedom and the inadmissibility of the fee system (Liubymov, 1881); they pointed to the need to provide rights to private assistants analogical with the rights of professors for lecture classes which could have positively influenced the development of science in Russian universities at the level of Western Europe (Hiliarov-Platonov, 1903).

The researchers reviewed the legal and material conditions of private assistant professors in the universities of the Russian Empire (Buzeskul, 1905; Myronov, 1906; Beritov, 1917). Two works (Yurzenko, Pershyna, Viazovskiy, 1965, 1968), which mentioned the names of such private assistant professors as P. A. Spiro, B. F. Veriho, V. P. Filatov, R. O. Prendel, S. M. Tanatar, I. V. Petriashvili, P. H. Melikishvili, I. V. Sleshytskyi, O.I. Tomson, are devoted to the activities of the Odessa University. It was pointed out the shaky situation of those private assistant professors, whom the leadership suspected of disloyalty to the current authorities. Two works are devoted to private assistant professor, an academician L. O. Tarasevich (Hrybovska, 1970; Vasyliiev, 1970).

The problem of formation and the development of the system of private assistant professorship as a source of staff replenishment acquired a thorough study in the works of representatives of domestic and foreign pedagogical thought at the end of the 20th century – the early twenty first century. The dynamics of the creation of private assistant professor's post in the universities of the Russian Empire is investigated, starting with Dorpat University, where private assistant professors were known as «associate professors» (Zharova, 2015); the peculiarities of establishment of the system of private assistant professorship in universities and the difference in the legal position of associate professors and private assistant professors are characterized; the issue of discrimination of candidates for the position of private assistant professors due to belonging to «unreliable» nationality is highlighted (Datsenko, 2009); analysis of data on the number of private assistant professors compared to extraordinary and ordinary professors of Kharkiv University is done; it was concluded that in the case of providing private assistant professors of full-time positions, the administration of the university had little regard for the position of the Ministry of Public Education (Kulish, Sharibzhanova, 2008).

Analysis of documents, which normalized the activity of private assistant professors since 1863, is done, the reasons, that hindered growth of private assistant professors to March 8, 1865, are revealed (Piskunov; 2014); the reasons for the increase in the number of private assistant professors since September 1898 are defined (Hrybovskiy, 2012); facilitation of the occupation of this position by rejecting the reasoning *pro vena legendi* is noted (Popova; 2007); factors, that influenced the growth of the number of private assistant professors in European universities, are defined (Levytska, 2012).

Scientific-pedagogical biographies of professors-mathematicians of the Kharkiv (Ryzhyi, 2011) and teachers of the Novorossiysk University (Khausman, 1998), who were private assistant professors, are highlighted; attention to the position of those private assistant professors, whose trial lectures were approved by the faculties, is focused; some researchers stressed the dependence of private assistant professors from professors: the first rarely opened parallel courses with professors and conducted practical classes, taking into account the position of the heads of auxiliary

educational institutions regarding the use of equipment (Kaassow, 1989).

Studied historical-pedagogical and historical sources have allowed recreating the process of creation of the institute of private assistant professors in Ukrainian universities of the analyzed period.

Preconditions of establishment and development of private assistant professorship. The lack of pedagogical staff with higher degrees, an increase in the number of vacant departments in connection with the differentiation of sciences (pedagogy, archeology, ethnology, Germanic and Romanesque philology, Oriental studies, meteorology, history of Western European law) and the integration of pedagogical knowledge; departure from the empirical level of teaching; introduction of new disciplines in the educational process; increase in the number of students are socio-economic and scientific preconditions of establishment and development of private assistant professorship in Ukrainian universities of the analyzed period.

The periods of the development of private assistant professorship in the universities of the Underrussian Ukraine. The periods of the development of private assistant professorship in domestic universities on the basis of socio-political, socio-economic and pedagogical determinants prevailing in certain chronological framework are scientifically distinguished and highlighted.

I period (1863-1864) – formation of the system of private assistant professorship. This period is characterized by: the approval of the University Statute of 1863 the provisions of which describe the creation of private assistant professor's post; foundation of Novorossiysk University on the basis of Richelieu Lyceum (1865). Educational policy is aimed at providing educational institutions with highly skilled scientific and pedagogical staff (professors, associate professors, private assistant professors). It was difficult to place vacant chairs through competitions because there were not enough people with appropriate academic degrees due to the complex rules of their obtaining. The post of private assistant professors was created in order to end the routine in the scientific and pedagogical activity of the teaching staff. The shortage of highly skilled staff at universities affected the objective assessment of the professional and personal qualities of the applicant, his level of professional training and the results of the analysis of scientific and pedagogical work.

The rules of the University Statute of 1863 outlined the technology of obtaining of private assistant professorship. A candidate could become a private assistant professor, but in this case a candidate obliged to defend the dissertation and to read two public trial lectures, to sign the document with the faculty, which regulated candidate's duties. If the applicant was known to the faculty, he could be free of trial lectures. The right to approve applicants for this post had a trustee of the educational district.

II period (1883–1900) – the development of practice of training of scientific and pedagogical staff by means of private assistant professorship. A feature of this period were: the development of normative-legal base (the University Statute of 1884, the Circular, 1885 «Rules about private assistant professors», the Circular of the Ministry, 1898 № 11609) which clarified the procedure for the appointment of private assistant professors, outlined the rights and responsibilities, the sphere of their scientific and pedagogical activities, permission to read lectures, methods for evaluating the quality of teaching, determined the amount of

remuneration; the degree of subordination to the faculty, the management of the institution, the trustee of the educational district, the Ministry of Public Education. The emergence of the category of «eternal private assistant professors», who had higher education, but did not defend their dissertations, therefore they could not take a professorial position; introduction of the formulary lists for private assistant professors, which influenced their social status; the publication of the resolutions (November 14, 1885) which forbade requiring private assistant professors to write programs of the courses and these measures removed the restrictions on teaching activities; defense of doctoral dissertations by masters and extraordinary professors during 3 years; increase of private assistant professors at medical faculties; search for a part-time job prevented a productive work on the dissertation; conducting compulsory courses by private-assistant professors without a degree or extraordinary professors (it was a violation of the Statute) at the legal, historical and philological faculties. The growth of the number of private assistant professors was caused by: recognition of invalidity of paragraph 8 of the Statute of 1884; canceling the position of associate professor by Statute, and this action turned associate professor into part-time private assistant professors; the prohibition (28 May, 1885) for private assistant professors to serve in the army, to send them from the reserve to the armed forces or the state militia (8 September, 1887).

During this period, the state education policy was aimed at improvement of the status of private assistant professors' staff to ensure the quality of university education.

III period (1900–1917) – the intensification of the scientific, scientific-methodological and research potential of private assistant professors.

The process of building up the scientific potential of staff of private assistant professors as a result of the defense of dissertations on profiling scientific specialties, due to increase of professional qualification during scientific trips to educational establishments and educational institutions of Western Europe was going on in the universities (O. M. Antsyferov, M. F. Bielousov, V. D. Brant, H. H. Briuno, M. O. Valiashko, M. M. Yevdokymov, O. O. Zhylin, M. M. Lapynskyi, O. F. Mankovskyi, O. V. Rystencko, B. A. Shyshkovskyi, H.-R. I. Yakubanis and others). Privat assistant professors entered the results of their researches into scientific circulation by publishing of articles, textbooks («General pathology (introduction to the study of the physiology of the sick person)» by L. O. Tarasevych, «The laws of heredity as the basis of agricultural plants» by A. O. Sapiiehin), study guides («Commerce Course for Shopping Schools» by P. L. Kovanko, «Petrography course (general part)» by M. D. Sidorenko).

The scientific work of privat assistant professors was discussed at conferences. M. D. Strazhesko participated in the 17th International Congress (London), J. S. Shatunovskiy was present at the All-Russian Congress of Mathematical Teachers (St. Petersburg), where he presented individual program about teaching of the students of mathematical faculties in domestic universities. A. M. Levkovskiy was present at the First Congress of the Russian Union of Psychiatrists and Neuropathologists (Moscow), K. M. Savych-Zablotskiy was present at the All-Russian Congress of Practical Zoology, P. P. Prokopenko attended the International Congress of Ophthalmologists (Heidelberg), I. O. Baranieiev and M. M. Filippov attended the International Congress of Pediatric Physicians (Paris). L. O.

Tarasevich at the X Pirogovsk congress made a report «About fasting». The subject of the report made by V. I. Slivytskyi at the congress of the Kharkiv literacy society is «Intelligent entertainments and their physiological justification». V. I. Taliiev criticized dogmatic methods of teaching the nature of science at the pedagogical congress of the Kharkiv educational district.

Privat assistant professors contributed to the creation of the Bacteriological Institute (M. F. Hamaliia), Embryological Museum (O. F. Mankovskyi), Surgical Clinic in Odessa (K. M. Sapiiezhko). The contribution of L. O. Tarasevich in solving the problem of epidemiology of cholera, typhoid, malaria, dysentery, tuberculosis is valuable. A. O. Sapiiehin was a supporter of the theory of organogenesis, he used ionizing radiation for artificial mutations of grain crops. M. B. Stanishevskaya was at the forefront of the pathogenetic direction in the study of infectious diseases. The researches made by M. O. Valiashko confirmed the environmental harm created by Chalk Making Plant for Slavyansk. D. A. Rozhanskyi studied the physical foundations of radio engineering.

Privat assistant professors filled the pages of «University news» by scientific works, reviewed the medal works of students, monographs and dissertations. Privat assistant professor of the Department of Slavic Philology G. A. Ilinskyi gave an assessment of the work of A. Yu. Krymskyi «Ukrainian grammar for students of the upper classes of grammar schools and seminaries of the Dnieper region». O. M. Shchukarev reviewed V. V. Chelishchev's dissertation «Study of Higher Atomicities in Oxygen, Sulfur, and Nitrogenous Organic Compounds» for obtaining the degree of Doctor of Chemistry. Privat assistant professors of St. Volodymyr's University conducted with professors training courses for doctors (from December 1, 1906 to January 15, 1907). They made speeches at the defense of dissertation (L. O. Tarasevich during the defense of doctoral dissertation by V. K. Stefanskyi «Acid resistant bacteria»). Privat assistant professors participated in the activity of the Kyiv Law Scientific Society (O. O. Zhylin), cooperated with the Southern Russian Society of Agriculture (A. O. Sapiiehin), Russian Society for the Protection of Public Health (M. F. Bielousov), Society of Nature Lovers (V. I. Taliiev).

The First World War made adjustments to the activities of private assistant professors: M. O. Kukoviiev from the Department of Surgical Pathology and Therapy at the Novorossiysk University became a doctor at an officer hospital at the University Clinic; G. Ya. Tochidlovskiy became a member of the commission, which developed measures to combat poisonous gases; O. Yu. Konshin tested gas masks; V. N. Novikov conducted a training course in military-field surgery with operations on corpses (according to the program approved by the Ministry of National Education); V. N. Novikov and A. P. Samarin opened parallel courses on operative surgery for students of the medical faculty; F. F. Selivanov and M. S. Toniev studied the technology of production of urotropine.

During this period, the system of private assistant professorship turned into one of the fundamental factors of university education, without this system it was impossible to resolve personnel, organizational and scientific-pedagogical issues.

Training course «The development of the system of private assistant professorship in the universities of the

Underrussian Ukraine (the second half of the 19th century – the early twentieth century)».

We are offering the created training course «The development of the system of private assistant professorship in the universities of the Underrussian Ukraine (the second half of the 19th century – the early twentieth century)» the conceptual basis of which is the person-oriented and competent approaches to the organization of the educational process aimed at developing the personality of a professional with the necessary knowledge and skills.

The tasks of the course: are: 1) increase in students' knowledge about the features of establishment of the system of private assistant professorship in the universities of Ukraine in the second half of the 19th century – the early twentieth century; 2) formation of the idea about the role of private assistant professorship in solving personnel issues in the universities of Ukraine of the specified period; 3) determination of the regional aspect of research and pedagogical activity of private assistant professorship; 4) acquiring reliable knowledge about the contribution of private assistant professors to scientific and pedagogical work of Ukrainian universities; 5) development of skills and abilities of historical and pedagogical analysis, comparison,

generalization in order to transfer the valuable experience of training scientific and pedagogical staff of pre-revolutionary universities in the practice of modern higher education institutions; 6) mastering the skills of effective independent work with primary sources, scientific historical-pedagogical literature.

The aim of the training course is the formation of knowledge about the main periods of the development of the system of private assistant professorship as a means of training of scientific and pedagogical staff in the universities of the Underrussian Ukraine (the second half of the 19th century – the early twentieth century), developing creative skills to apply historical and pedagogical knowledge in practical activities.

The structure of the course distinguishes five content blocks, which include the basic periods of establishment of the system of private assistant professorship in pre-revolutionary period as well as an analysis of research and pedagogical activity of private assistant professors.

The content structure of the course «The development of the system of private assistant professorship in the universities of the Underrussian Ukraine» (the second half of the 19th century – the early twentieth century)» (see table 1).

Table 1. The content structure of training course «The development of the system of private assistant professorship in the universities of the Underrussian Ukraine» (the second half of the 19th century – the early twentieth century)»

Themes	Content blocks
Establishment and evolution of private assistant professorship	Basic concepts of the training course: «imperial era», «universities of the Underrussian Ukraine», «scientific and pedagogical staff», «the system of private assistant professorship», «scientific and pedagogical activity», scientific trips», «university community». The initial phase of the existence of private assistant professorship in the education system. Measures to introduce the position of private-assistant professor at the universities of the Russian Empire. The attitude of the university professorship to the capacity of the system of private assistant professorship. The role of the Ministry of National Education and the curators of educational districts in solving personnel issues in Ukrainian universities (in the second half of the 19th century – the early twentieth century).
Privat assistant professors is the source of the highest-skilled personnel at the University of St. Vladimir	Technology of search and selection of persons for positions of private assistant professors (1863-1883). University Statute and personnel policy for private assistant professorship (1884-1900). The role and importance of private assistant professors in the scientific and pedagogical process at the beginning of the twentieth century (1901-1917).
Features of the system of private assistant professors at the Novorossiysk University	Replenishment of the teaching staff by private assistant professors during 1865-1883. Strengthening the role of private assistant professorship 1884-1900. Coverage the process of development of private assistant professorship 1901–1917. Scientific research and pedagogical activity of private assistant professors of the historical-philological, legal, physical-mathematical and medical faculties (the second half of the 19th century – the early twentieth century)..
Trends in introduction of the system of private assistant professorship at Kharkiv University	Privat assistant professorship in the first stage: expectations and results (1863-1883). Significance of the role of private assistant professors after 1884. The acquisition of significant value by the institute of private assistant professorship in research and teaching activities of the University (1901–1917).
Scientific trips of private assistant professors of Underrussian universities to higher education institutions and educational institutions of Western Europe (the second half of the 19th century – the early twentieth century)	Activities of private assistant professors in Ukrainian universities in the second half of the 19th century – the early twentieth century during scientific trips to higher education institutions and educational institutions of Western Europe. The value of foreign trips to increase the level of professional training of scientific-pedagogical personnel of pre-revolutionary universities of Ukraine. The introduction of the achievements of pedagogical experience of higher educational institutions in Western Europe and pedagogical science in the practice of the University of St. Vladimir (Kyiv), Novorossiysk (Odesa) and Kharkiv universities.

In the framework of the course «The development of the system of private assistant professorship in the universities of the Underrussian Ukraine (the second half of the 19th century – the early twentieth century)» we are offering tasks for independent work of students, which involves carrying out scientific research.

1. Determine the priority directions of research work of private assistant professors of domestic universities (the second half of the 19th century – the early twentieth century).
2. Prepare personalized information about private assistant professors of Kharkiv University in the second half of the 19th century – the early twentieth century, who

contributed to the development of education in Ukraine, to the following model: Barabashov Pavlo Mykolayovich is a private assistant professor of the department of ophthalmology since 1890, non-staff extraordinary professor since 1895, staff extraordinary professor since 1903. Valid member of the All-Ukrainian Academy of Sciences (since 1925).

3. Prepare material for reference and analytical work, that would cover the issues of legislative support of private assistant professors, their status in universities, the number of members, the procedures for occupying the position of private assistant professors, the practice of foreign travel, etc.

4. To write theses for a report at the scientific conference. Proposed themes: «Traininh of scientific and pedagogical staff at Ukrainian universities in the second half of the 19th century – the early twentieth century by means of private assistant professorship is an important trend in the latest historical and pedagogical research», «The innovative approach in the scientific and pedagogical activity of private assistant professors of domestic universities in the second half of the 19th century – the early twentieth century», «The activities of the guardians of educational districts in the structure of management of domestic universities of Ukraine (the second half of the 19th century – the early twentieth century)».

Therefore, we determined the feasibility of the proposed content of training course «The development of the system of private assistant professorship in the universities of the Underrussian Ukraine (the second half of the 19th century – the early twentieth century)».

Conclusion. Researches in the field of history of the development of domestic education, studying of the experience during training of scientific and pedagogical staff by means of private assistant professorship serve as a basis on which the modern cohort of teachers grew simultaneously as a successor of traditions. This basis still contains an inexhaustible potential of ideas about education, its organization, methodological support for the choice of the

most effective means for staffing capacity of universities. The priority task of postgraduate pedagogical education is to combine an educational process with active researches in the field of education management and problems of training and skills development of scientific and pedagogical staff for actualization and creative use of efficient achievements of the past in modern higher education.

The initial conceptual idea of scientific research is the study of the theoretical and methodological foundations of the training of scientific and pedagogical staff in the historical retrospective and practical experience of the development of the system of private assistant professorship in the Ukrainian lands (the second half of the 19th century – 1917) as an effective source of training of the highest qualified staff that reveals the integrity of their deployment in the logical-problem sequence and accumulates meaningful, culturological and predictive information to determine the directions of creative potential adapted use of the acquired experience at the current stage of reforming the system of higher education in Ukraine.

The idea of the created training course «The development of the system of private assistant professorship in the universities of the Underrussian Ukraine (the second half of the 19th century – the early twentieth century)» is presented here. It contributes to the introduction of the principle of scientific approach as a didactic category.

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