

## “Getting Ready for Professor Degree”: Scholars from Russia in German Universities of Nineteenth Century

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**Abstract:** The article is devoted to analysis of internationalization in European science of second half of Nineteenth century (as exemplified by integration of Russian antique Rome history study into European scientific community). Realization of this task in Russia was performed in the form of scientific trips (for 2-3 years) of young Russian scientists to German universities. The purpose of studies was preparation for professor degree with further defense of PhD dissertation and nomination for teacher position in Russian university. Later internationalization was supported by regular scientific trips, international scientific congresses, correspondence, interaction in collection of sources, actualization of scientific problems.

**Key words:** Antique Rome • Russian historiography • German scientific schools • Internationalization of science • University

### INTRODUCTION

Studies of antique times in Russia in 30-40s of Nineteenth century was predominantly controlled by foreigners. In Academy of Sciences and in universities Germans stood for significant proportion of teaching staff: (F. Grefe and G. Freitag in St. Petersburg, F. Fater and F. Struve in Kazan, I. Neikirch and A. Daellen in Kiev etc.) [1]. The situation started to change in 40s of nineteenth century when in Russia an innovation was introduced: they initiated scientific trips of young scientist abroad “in order to get ready for professor degree” as they said in those times. There are little descriptions of these processes in English literature [2], at least only general aspects were considered [3] or in the format of history of universities as social institutions [4]. In German literature the same trend was observed, both in the part of local history of university [5] and study of universities history as a whole [6]. Teaching of Russian experts in antique history in German scientific schools was not unusual [7]. The process of internationalization of the science of Nineteenth century with participation of Russian antiquity scientists was considered in the context of general processes [8]. Described above situation makes study of institutional forms of integration in those years up-to-date [9].

### MATERIALS AND METHODS

Review article was prepared with the use of mainly historical-comparative and historical-genetic methods of historiography study, on the base of documents from Russian archives, memoirs and scientific works of contemporaries.

**Main Part:** Long time ago, in 50s of nineteenth century the first Russian scholars were sent abroad to be trained there (N. Blagoveshchensky, P. Leontiev, M. Kutorga, D. Kryukov, S. Eshevsky). They studied in Leipzig and Berlin universities and Heidelberg universities, their teachers were G. German, V. Bekker, M. Haupt, R. Claud, V. Shtalbaum, A. Westerman, A. Beck, R. Lachmann, F. Shelling and F. Kreuzer [1]. Thanks to their teachers young Russian scientists found themselves in the center of German scientific life at once. After returning to Russia their scientific works were spotted at once and became the foundations of new scientific branches, corresponding to the level of European studies.

In the beginning of 60s of Nineteenth century the abroad trips of Russian scientists with the purpose of training in European scientific schools were renewed. It was Germany where they went and where leading scientific schools were located, new method were

developed, material sources were introduced into scientific circulation. Professor Theodor Mommsen was especially glorious among those teachers. In different times his school was attended by Yu. Kulakovsky, M. Dragomanov, M. Rostovtsev and P. Vinogradov. The lectures of the famous scientists were attended by V. Modestov. I. Grevs [1] considered T. Mommsen his distant teacher.

U. Haupt's lectures were attended by V. Modestov and I. Pomyalovsky. In 1903-1904 E. Felsberg studied in Berlin at E. Meier [10].

Bonn university is famous for its newest techniques of philological criticism, historical approach to language and text study of ancient manuscripts, use of writings. Fridrich Richl had numerous and famous students, among which there were T. Mommsen, O. Ribbek, Yu. Gubner, F. Bucheler, Ya. Bernais, I. Keil and many others. Russian students were presented by V. Modestov who was taught by Richl in early 60s of XIX century. The former Richl's student, F. Buchler, taught I. Tsvetayev. In 70s of XIX century F. Richl moved to Leipzig university where he taught I. Pomyalovsky [11]. Otto Jan was a like-minded fellow of F. Richl in Bonn; he was famous for his very broad scientific profile. Since the end of 30s of Nineteenth century he was involved into work of German archeological institute in Rome together with big group of German scientists-Wise, E. Kurtsius, F. Brunn, L. Stefani and the others [12].

In Germany in the second half of Nineteenth century philological methods of ancient facts study dominated and their successful application in the works of F. Wolf, B. Nieburg, A. Beck brought a lot of followers. However T. Mommsen significantly broadened the framework and depth of understanding of Rome history addressing the works of Italian scientists. He started to use archeological sources to criticize narrative texts. Rome archeologists of those time were predominantly Italian scientists: Mariani, P. Visconti, Borgese. That is why Russian researchers of ancient Rome had to work independently. V. Modestov, I. Pomyalovsky, I. Tsvetayev and M. Rostovtsev found their material in "the remains of Rome culture, in its museums and libraries, in his geography and topography" [13].

As early as in 60s after returning of Russian scientists from Europe the scientific works appeared in printed mass media, which significantly differed from the works of their predecessors. For example PhD thesis of V. Modestov about Rome writing in the era of Rulers,

defended by him in 1868 in Kazan university was published in Berlin [14]. It produced debates even among his contemporaries. Recognizing positive features of the critical method in classical philology used so successfully by B. Nieburg V. Modestov wrote: "After long consideration, especially when I was in Rome, where I saw the monuments of past era with my own eyes, I started to believe that this history, though it was not absolutely free from fiction-in the same way as any original history of any nation-but sometimes it is supported by sources of rather eloquent character" [15].

In Germany and Italy other views already dominated at that time. Reasoned criticism of T. Mommsen's ideas about early history of Italy was presented by his Russian follower Yu. Kulakovsky. Later detailed study of the Etruscan and dominating at those times theories was undertaken by V. Modestov in a number of his works. Besides that I. Netushil and M. Rostovtseva also were against hypercritical approaches to study of Rome history in the works of E. Pise. It is worth mentioning that the first response to published works of V. Modestov was a critical review which appeared in German mass media [16].

## CONCLUSION

Young Russian scientists after being trained in the middle of Nineteenth century in German universities, under the influence of the achievements of Western European science, occupied prioritized positions in European antiquity study in regard to a number of up-to-date problems, facilitated internationalization of European culture. Some of the national scholars P. Vinogradov, V. Modestov, D. Petrushevsky, I. Pomyalovsky, M. Rostovtsev, I. Tsvetayev created original scientific works in the sphere of Rome study which became a valuable contribution into world science.

**Inference:** Abroad trips of young Russian scientists to German universities for the period of 2-3 years practiced in Russia performed the role of institutional mechanism of integration into European antiquity study. The aim of studies-preparation for professor degree with further defense of PhD dissertation and nomination for teacher position in Russian university. Later internationalization was supported by regular scientific trips, international scientific conferences, correspondence, interaction in collection of sources, active participation into study of issues of European antiquity.

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