

DOI: 10.32703/2415-7422-2021-11-2-284-299

UDC 930.2:378.4(477.74–21) “1865/1920”

Irena Grebtsova

Odesa Mechnikov National University
12, Elisavetinska Street, Odesa, Ukraine, 65082
e-mail: isgrebtsova@gmail.com
<https://orcid.org/0000-0001-9905-2641>

Maryna Kovalska

Odesa Mechnikov National University
12, Elisavetinska Street, Odesa, Ukraine, 65082
e-mail: kovalska.mar@onu.edu.ua
<https://orcid.org/0000-0002-4887-7675>

The development of the foundations of source criticism as a scientific discipline at the Imperial Novorossiia University

Abstract. *The article is devoted to the study of the development of the source criticism's knowledge in the Imperial Novorossiia University which was founded in the second half of the XIX century in Odesa. Grounding on a large complex of general scientific methods, and a historical method and source criticism, the authors identified the stages of the formation of source criticism in the process of teaching historical disciplines at the university, what they based on an analysis of the teaching activities of professors and associate professors of the Faculty of History and Philology. In the article, the development of the foundations of source criticism is considered as a complex process, which in Western European and Russian science was the result of the development of the theory and practice of everyday dialogue between scientists and historical sources. This process had a great influence on the advancement of a historical education in university, which was one of the important factors in the formation of source studies as a scientific discipline. The history of individual scientific disciplines cannot be understood outside the context of the development of science altogether, therefore the authors paid attention to the change of scientific paradigms in the period under the study. It is noted that reforms in the field of education and the development of European historical knowledge have become the main components of the formation of historians, who, with their scientific activities at the theoretical and practical levels, contributed to the development of the special historical disciplines. The article reveals a gradual increase in the number of courses taught at the historical department of the Faculty of History and Philology, in which teachers used the opportunity to teach students to work with various types and kinds of sources. The authors examine the contribution of the historians of Odesa in the XIX – early XX*



century in the process of institutionalization of historical disciplines, in the formation of a complex of special historical disciplines, which resulted in the actualization of their scientific works in subsequent years. As a result of the study, the authors came to the conclusion that the professors of the departments of general and Russian history, with their teaching and scientific activities, laid the foundations of source criticism as a special scientific discipline, raising theoretical problems in their lecture courses, and at the training workshops, teaching students how to work with sources in practical terms.

Keywords: *historical sources; professors; students; special historical disciplines*

Introduction.

The formation of scientific knowledge is characterized by a large number of abrupt changes, a turnarounds that determine a methodological search. Usually, the result of these processes is the emergence of new directions and disciplines. Science has always developed within the framework of the opening horizons of opportunities and prospects that were dictated by the level of socio-cultural development of society. The search for methodological foundations in historical science is also a characteristic for the 19th century, when the theoretical and methodological apparatus was developed, the process of accumulating the source base of historical research was going on, the methods of analyzing sources were tested and approved. In the first half of the 19th century, which is commonly called The era of Romanticism, a historical science was influenced by literary style traditions. The method of humanitarian thinking was characterized by a direct appeal to the source, the desire to perceive the work as a whole, perceiving and figuring out the personality of the author through it. The enthusiasm for folklore, everyday life, and traditions, was an eminent characteristic of this period, and had been reflected in the collection and publication of sources covering them.

In the second half of the XIX century, the methodology of natural and social sciences was increasingly influenced by the Positivism, whose paradigm is characterized by the rejection of speculative schemes and arbitrary interpretations of facts, the desire to prove the results of a scientific research. The attitude towards the source has changed. Followers of Positivism emphasized the importance of different types and kinds of written sources; they managed to raise a source criticism to a new professional level, contributed to the scientific development of its theory and practice. These processes embraced Western European science, spread to the territory of the Russian Empire, and found their manifestation in Ukrainian universities, including the Imperial Novorossiia University founded in Odesa in 1865.

The university science is rightfully proud of the plethora of eminent scholars who, over the centuries, laid the foundation of modern scientific knowledge exactly because of their sparkly activities. The history of European universities and the scientific activities of their teachers are widely covered in the works of modern foreign and domestic researchers. The English researcher R. Anderson in the monograph “The

European Universities From the Enlightenment to 1914” highlighted the stages of development of university education, characterized the emergence of three university models, their transformation and related institutional and functional changes in European higher education, focused on the history of the formation of leading European universities (Anderson, 2004). Such researcher as T. Howard revealed the influence of Protestantism on the development of German universities and the disciplines taught in them (Howard, 2006). The interest of foreign scientists in university education in the Russian Empire and the contribution of professors to the social and educational system is traced (Maurer, 1998). The problem of the relationship between the Russian tsarism and the universities is reviewed by R. Friedman (2006) in his work “Masculinity, Autocracy and the Russian University. 1804–1863”. The fundamental collective monograph edited by the historian T. Sanders “Historiography of Imperial Russia: The Profession and Writing of History in a Multinational State” (Sanders, 1999) is devoted to the historical science of the Russian Empire.

Various aspects of the development of the university education are widely covered in the Russian historiography. Such researcher as A. Y. Andreev examined in his works the development of universities in the Russian Empire in the context of the university history of Europe (Andreev, 2009). In recent years, a number of works have appeared that analyze the teaching staff of Russian universities and their contribution to the development of science (Faculty..., 2011), professional ethics of university professors (Vishlenkova, Galiullina & Ilyina, 2012) and other aspects of the problem. A methodological aspects of source criticism in historical retrospective, the influence of the historical context and paradigms of scientific trends on their formulations and solutions are considered in the work of the Russian researcher Yu. A. Rusina (Rusina, 2015).

Nowadays, attention to this problem raised in the Ukrainian historical science again. The researcher O. B. Yas devoted his innovative article to the peculiarities of methodological searches, the “great turnpoints” in historical science, and the transformation of scientific knowledge (Yas, 2018). Among the numerous transformations, a prominent place belongs to the “disciplinary turn”, the features of which are discussed in the monograph of T. M. Popova. The researcher raised the problem of the relationship between the “turnpoints” and a new disciplinary formations. The author regards a wide range of issues related to the understanding of a “disciplinarity” as an intellectual and sociocultural phenomenon (Popova, 2019).

The stages of development of Ukrainian source criticism were covered in the research of E. M. Bogdashina. The author assigns a noticeable place in this process to the role of historians of the XIX century (Bogdashina, 2005). Some aspects of the study and use of the methods of criticism of historical sources in Odesa educational institutions were considered by I. S. Grebtsova in the theses of the scientific conference (Grebtsova, 2020).

At the same time, the contribution of Odesa university historians to the formation of source criticism knowledge has not yet found its coverage in the research literature.

The *purpose* of the study is to analyze the stages of the development of theoretical knowledge about historical sources and practical skills of working with their various types and kinds among students-historians of the Faculty of History and Philology of the Imperial Novorossiia University.

The *chronological* boundaries of the study cover the period from 1865 to 1920 – the time of the existence of the Imperial Novorossiia University, when, at the Faculty of History and Philology, there was a process of formation of knowledge about sources, courses were taught that guided students to work with them, also.

The *tasks* of this study are:

– to identify the techniques and methods of teaching students the basics of source criticism at the Faculty of History and Philology of the Imperial Novorossiia University;

– to characterize the stages of the development of source knowledge at the university.

The *source base* of this research was the materials published and kept in the State Archive of the Odesa region about the teaching activities of the historians: an office documentation of the Imperial Novorossiia University, first of all, the curricula of the courses of the Faculty of History and Philology and reports on the activities of the faculty and the university; ego-materials (the students' memories about their university professors), as well as dissertations, articles and monographs of historians who taught at the Imperial Novorossiia University, in which their knowledge and skills in the field of source criticism are reflected to one degree or another.

The “Teaching Reviews at the Imperial University of Novorossiia” that published annually allows us to trace the formation and development of courses in the source studies, that later were taught at the Faculty of History and Philology. This edition periodically clarified and updated the title, but its content remained the same: a list of courses read by teachers and the literature recommended for them. The problem of a student–teacher is revealed in an article on the basis of his published materials – a student memories, included in the publication “The Novorossiia University in the memories of contemporaries” (1999). The complex of historiographical sources is represented by the scientific works of historians who taught at The Novorossiia University: dissertations, articles and monographs, in which their knowledge and skills in the field of source studies mainly manifested. Significantly the source base of documents expanded on teaching and scientific activities of historians, stored in the State Archives of Odessa region (DAOO): the fund 44 (The Richelieu Lyceum), the fund 45 (The Novorossiia University), and personal funds of professors – fund 153 (I. A. Linnichenko). Thus, the source base of the study, which is very wide in terms of types, makes it possible to reveal its goals and objectives.

Research methods.

The article applied a set of methods: general scientific (analysis, synthesis), the special historical methods (a historical genetic method, and historical comparative

method) and source studies (heuristic method, source analysis). The historical genetic method involves the study of sources and facts in its transformation. Its essence lies in the consistent disclosure of the properties and changes of the investigated sources and facts. The historical genetic method makes it possible to identify cause-and-effect relationships in the formation of source criticism as a special historical discipline, to characterize sources and events in their individuality and imagery. The historical comparative method allowed to compare the level of development of source criticism knowledge at different departments in different periods. The heuristic method made it possible to identify the most significant sources and facts on the problem under study, and the source analysis – to interpret them. The problem-chronological method was also used, which provided a representation of the problems under consideration in chronological order. The biographical method was used to study the basics of life, scientific and teaching activities of the scientists that had been working at the Imperial Novorossiia University.

Results and discussion.

In the course of studying this problem, first of all, a number of factors should be distinguished, the main positions of which are:

- the approval of Rankeanism in European and American historiography with its critical attitude to the source;
- the Positivists' entry into the historical arena, because their merits lie in the comprehensive development of internal and external criticism of sources;
- the reforms undertaken by Alexander II in the Russian Empire in the 1860s – 1870s, including the area of science and education.

The Novorossiia University in Odesa was the fourth higher education institution in Ukraine after the universities found in Lviv, Kharkiv and Kyiv. Its activity coincided chronologically with the time of completion of the process of institutionalization of historical science, the formation of new branches of historical knowledge, the formation of the new historical disciplines also. In the course of this process, a scientific and educational work of teachers of the departments of general and Russian history, carried on the philological faculty of the Novorossiia University. Many of them managed to contribute to the disciplinary formation of the two important disciplines: a historiography and a source studies.

Teachers of the Department of World History took an active part in the formation of courses in source studies and the establishment of a source studies as a new discipline. The Professor O. G. Brikner (1834–1896) stood at the origins of this process. In his youth, he graduated from the Peter and Paul School in St. Petersburg, then attended lectures of the famous professors at the Heidelberg, Jena and Berlin universities. In 1864, in St. Petersburg, the young scientist defended his dissertation for a magister's degree in history, and three years later he defended his doctoral dissertation at the University of Dorpat (nowadays Tartu). In the spring of 1867, the defense of his doctoral dissertation allowed O. G. Brikner to become a professor at the

Department of World History of The Novorossiya University. In addition to courses on the history of the Ancient world and the Modern times, the scientist read several theoretical and methodological courses at The Novorossiya University. The title of one of them was “The Encyclopedia and Methodology of History” and it was borrowed by him from J. G. Droysen, whom he considered the best scientific star of those in Berlin. O. G. Brikner's course “The Historical Criticism” became a purely source study course, in the course of which the scientist covered one of the most important source study problems, teaching students how to work with sources. As his students said, all of the O. G. Brikner's lectures and workshops were characterized by “a liveliness of presentation” and an emphasis on sources. The University graduate O. Kolyankovsky stated: “The audience always listened eagerly to the words of their beloved professor, and I remember how annoying it happened at the moment when the bell rang down the corridor meaning that the interesting lecture had already ended” (The Novorossiya University in memoirs, p. 54). However, O. G. Brikner would not have been working at The Novorossiya University for a long time, for in 1872 he became a professor at the Dorpat University and later at the Kazan University.

A prominent representative of this department was a graduate of the St. Petersburg University, Professor F. I. Uspensky (1845–1928), a student of K. N. Bestuzhev-Ryumin. He began teaching at the Novorossiya University in 1874 as an assistant professor. F. I. Uspensky in 1879 successfully defended his doctoral dissertation “The Formation of the Second Bulgarian Kingdom” and became a professor at the University. Reading the history of the ancient world and the Middle Ages, the scientist conducted a training workshop “Practical exercises: reading sources on ancient and medieval history” (The Review of Teaching, 1890, p.12). His scientific interests gravitated towards the history of Byzantium. F. I. Uspensky collected, systematized and published an array of valuable sources, which even nowadays are a significant part of the main collection of sources on the history, art and culture of Byzantium and the South Slavic nations. During his work at the University for a twenty years, the historian studied not only sources as a written text, but also material sources, and had developed the methods for their analysis. On F. I. Uspensky's initiative, in 1895, the Russian Archaeological Institute was established in Constantinople, which he headed until 1914.

O. S. Trachevsky (1838–1906), who taught at the Department of the World History, was a graduate of the Moscow University and a student of S. M. Soloviev and S. V. Eshevsky. He defended his doctoral dissertation in 1877 and was elected an ordinary professor of the Novorossiya University, where he had been working successfully until 1890 (DAOO. F. 45. Inv. 4. F. 2545. P. 16). The scientist lectured on modern and contemporary history, a special course on the history of the Reformation in Western Europe and conducted a training workshop “The history of Humanism as one of the elements of the Reformation”, which was a practical exercise for the students who were read and commented the works of Erasmus of Rotterdam (Review of Teaching, 1895, p. 6). Teaching his students how to analyze literary and journalistic

sources, O. S. Trachevsky contributed to the development of the foundations of practical hermeneutics.

At that Department in the middle of 1890ies, the extraordinary professor R. Yu. Vipper (1859–1954) worked. The scientist was born and studied in Moscow, where he spent most of his life. During his student` years at the Moscow University, the Professor of the World History V. I. Gerje had a special influence on his scientific outlook. In 1892, while on a scientific trip to Geneva, R. Yu. Vipper studied sources on the history of Calvinism. The result of the journey was the successful defense of the dissertation “The Church and State in Geneva in the 16th century” in 1894, for which the scientist received not only a magister's degree, but also a doctor's degree. After defending his thesis, he was invited to the Imperial Novorossiya University. In his theoretical course “The Global Problems of Historical Science”, the historian paid attention to the problems of working with sources (Review of Teaching, 1895, p. 15).

In the late 1890ies E. M. Schepkin (1869–1920) was elected an Extraordinary professor of this department. A graduate of the Moscow University, a student of V. I. Ger'e and P. G. Vinogradov, he worked at the Moscow University in 1891 The Novorossiya University 1894 as a privat-docent of the Department of World History. In 1893 the scientist went abroad in order to get acquainted with the teaching of history in foreign universities and collect sources in the archives of Denmark, Germany and Austria for further scientific work. At this time, E. M. Schepkin got acquainted with the works of Leopold von Ranke and adopted a number of his source criticism techniques. In 1897 he worked at the Nezhensky Institute of History and Philology of Prince Bezborodko, but the very next year he began teaching at the Imperial Novorossiya University in Odesa. In addition to the lectures on the history of Western Europe, he prepared an author's course on the “Historical methodology; theoretical and practical course”, which also included his achievements in the field of source criticism (Review of Teaching, 1900, p. 12–13). As a textbook for this course, E. M. Schepkin offered to the students the works of famous positivist scientists such as E. Bernheim, C. Langlois and S. Senobos (Review of Teaching, 1900, p. 13). At the beginning of the twentieth century, E. M. Shchepkin immersed himself into politics, but did not retire from the research activities. His scientific and journalistic heritage is about 300 works, among which the main place is occupied by the problem of international relations in Europe. E. M. Schepkin devoted a number of scientific works to the methodology of history and source criticism.

In the process of a formation of the source study knowledge among students, an equally noticeable role belongs to the teachers of the Department of Russian History. For 12 years in the initial period of the university's existence, this department was headed by M. P. Smirnov (1833–1877) who was a graduate of the Main Pedagogical Institute in St. Petersburg, but before that he had previously taught at the Richelieu Lyceum in Odesa. The views of the historians N. G. Ustryalov and S. M. Soloviev had a great influence on the development of the M. P. Smirnov's historical concept. The M. P. Smirnov's doctoral dissertation “Yagailo – Yakov – Vladislav and the first

Polish–Lithuanian Union” was devoted to the problems of Ukrainian–Polish–Lithuanian history. In his scientific works, the scientist studied a wide representative source base. He taught students the history of Russia from the ancient age to the 16th century, pursued the special course “the History of Peter The Great’s reign”. However, the scientific interests of that scholar were much broader. He was a specialist in the history of Central and Eastern Europe in the late Middle Ages, therefore, after O. G. Brikner has left, in the first half of the 1870ies he taught a course in the modern history of Prussia at the Department of The World History.

An important feature of M. P. Smirnov's activity as teacher was the desire to acquaint students more deeply with historical sources, on the basis of which he prepared his lectures. The scholar called the sources “the old monuments of the social life of our ancestors” (DAOO. F. 44. Inv. 3. F. 27. P. 20). In his views upon sources and their significance for a historian, he generally adhered to a positivist trend, although he had not yet completely departed from the previous romantic stage of the development of historical science. However, M. P. Smirnov did not prepared courses on source studies. In 1871, M. P. Smirnov was elected as Dean of the Faculty of History and Philology; in 1874–1877 he was acting Vice-Rector of the University.

And then, S. M. Soloviev's student G. I. Peretyatkovich (1840–1908) was the successor of M. P. Smirnov at the Department of Russian History. A native of Bessarabia, he studied at the office department of the Richelieu Lyceum in Odesa, and got his higher education at the Faculty of Law of the Moscow University and its pedagogical courses where he studied history. After doing a degree of his magister's thesis at Moscow University, the scientist began to work as the Associate Professor at the Department of Russian History at the Imperial Novorossiia University, G. I. Peretyatkovich was sent to the Moscow University in the early 1880s with the purpose to work on his doctoral dissertation. During this period, he worked hard drafting his dissertation, adding new sources and materials, which he began to write while teaching in Odesa. A successful defense of his doctoral dissertation “The Volga region in the 17th century and at the beginning of the 18th century” took place in 1882 at the Moscow University. A huge advantage of the scientist's works was the using of an array of archival documents as a source base. After defending his doctoral dissertation, he was elected as Professor of the Department of Russian history at the Imperial Novorossiia University. With his arrival at the department, an interest in the problem of the institutionalization of historical knowledge was highly raised. In addition to the general course on the history of Russia, G. I. Peretyatkovich taught for a long time the courses “The Review of the most important sources and manuals for acquaintance with Russian history”, “The Russian historiography”. He also led a work on the seminars “Reading and Explaining Sources on Ancient Russian History”, which was nothing more than the preparation of future historians to work with historical sources (The Review of Teaching, 1892, p. 17). In comparison to M. P. Smirnov who theorised in his lectures the need for students to work with sources, we may say that G. I. Peretyatkovich already taught them to do it in practice. The scholar belonged to

the big names of positivist historians and was very attentive to the problem of facts and their intergration in sources. According to his own theoretical positions, he used to tend to a detailed analysis of sources, avoiding broad generalizations.

Among the teachers of Russian history of the Faculty of History and Philology, a prominent place belongs to O. I. Markevich (1847–1903). A native of the Cossack-elders' clan, a native of the Poltava province, a graduate of the Faculty of History and Philology of The Imperial Novorossiia University, he formed as a scientist under the influence of Odesa professors F. I. Leontovich and F. K. Brun. For some time he worked in Taganrog. O. I. Markevich was transferred to Odesa in 1871 as a teacher of Russian literature at the Odesa Commercial School. In 1879, at the Kyiv University, he defended his magister's dissertation, and then in the fall of 1880, he became an Assistant Professor of the Department of Russian History at the Imperial Novorossiia University. O. I. Markevich, who had wide scientific interests, identified and systematized historical sources for all the courses he taught. He studied carefully the development of chronicles, he collected and studied sources on the history of the university, and developed a coup of courses in the special historical disciplines: a historical geography, a historiography, an ethnography.

O. I. Markevich in 1888 defended his doctoral dissertation “The History of Parochialism in the Moscow state” at the Kyiv University, soon becoming an Extraordinary Professor, and then an Ordinary Professor of the department of Russian history. Using a wide range of sources, the author interprets parochialism as a relic of the period of feudal fragmentation, which hindered the development of the state. As a professor, O. I. Markevich led a general course on the history of Russia and prepared about 20 special courses. He taught students how to work with sources providing a special course “The History of the First Impostor”, part of which was a practical lesson called “Reading and Explaining Sources on the History of an Impostor”. He continued the matter also while teaching the course “The Polish period of the history of South and Western Russia: acquaintance with sources and manuals for the history of the period” (Review of Teaching, 1895, pp. 16–17). He had wrote more than 400 works, many of which are fundamental researches. The students liked O. I. Markevich's bright lectures very much. O. Levitsky, a graduate of the Faculty of History and Philology, wrote about O. I. Markevich: “Odesa knew him well, his activities completely belonged to her; and there are few people who enjoyed such great popularity among the most diverse strata of the population of Odesa ...” (The Novorossiia University in memoirs, p. 51).

In October 1884 I. A. Linnichenko (1857–1926), a graduate of the Kiev Imperial University of Saint Vladimir, a student of V. B. Antonovich, became an Assistant Professor of the Department of Russian History of the University. In the mid 1880s, at the Faculty of History and Philology, he taught a course on the history of Kyivan Rus` and a course of the Russian historiography. At the beginning of 1886 he got to do a scientific journey to collect materials for writing his doctoral dissertation. While working on his thesis, I. A. Linnichenko taught at the Moscow University. Then

he became one of the founders of the “Slavic Commission” as a part of the Moscow Archaeological Society. In May 1894, at the Kyiv University, he successfully defended his doctoral dissertation “Features from the history of the estates of Southwestern (Galician) Rus in the 14th – 15th centuries; The Research”. The work was written in line with the tradition of famous Ukrainian scientists such as V. B. Antonovich, F. I. Leontovich, M. F. Vladimirsky-Budanov.

In March 1896, I. A. Linnichenko returned to Odesa in a new status. The scientist was elected a Professor of the department of Russian history at the Imperial Novorossiia University, where he taught a general course and conducted a training workshop called “Practical exercises in Russian history: reading, translating and interpreting the most important historical monuments” (The Review of Teaching, 1900, p. 16). I. A. Linnichenko paid special attention to the problem of “interpretation”, an explanation of the source, hermeneutics in all its manifestations. He was the author of a large array of works (about 400 ones), among which the research in special historical disciplines is of considerable interest: archeography, source criticism, historical bibliography, historiography (DAOO. F. 153. Inv. 1. F. 88. PP. 1–3). The scholar was a corresponding member of the St. Petersburg Academy of Sciences, and made many successful addresses at international congresses. During the Civil War, I. A. Linnichenko continued to teach at the Imperial Novorossiia University; in January 1920, together with the retreating units of the White Army, he left Odesa and moved to the Crimea. In the last years of his life, I. A. Linnichenko worked at the Taurida University in Simferopol, continuing to engage in scientific activities.

At the beginning of the twentieth century, E. P. Trifiliev (1867–1928) was appointed an Extraordinary Professor of the department of Russian history at the Imperial Novorossiia University. A graduate of the Kharkiv University, where his historical views were formed under the influence of professors D. I. Bagaley and P. N. Butsin'sky, he worked for some time as an Assistant Professor at the university in Kharkiv. In 1906, E. P. Trifiliev, under the leadership of P. N. Butsin'sky, prepared and defended his magister's thesis on the history of the peasantry during the reign of the Emperor Paul I. This defense opened the way for the scientist to the Imperial Novorossiia University, where he began teaching in the spring of 1911.

E. P. Trifiliev taught at the Department of Russian History a general course on Russian history; a special course “History of serfdom in Russia”, which he paid attention to the analysis of sources (The Review of Teaching, 1915, p. 13). His main articles and monographs are written from a positivist standpoint. E. P. Trifiliev's undoubted merit was the introduction into scientific circulation of a significant complex of documentary sources from the funds of the central and local archives. After the establishment of the Soviet power, the scientist continued his teaching activities, participated in the reformation of higher education in Odesa, and took a prominent place among Odesa historians.

During this period, the disciplines read by the privat-docents (later, they became professors) A. V. Florovsky and V. E. Krusman are of considerable interest.

A. V. Florovsky, reading the course “Review of Monuments of Russian Legislation”, focused on the features of the analysis of act materials, and V. E. Krusman developed a methodological course “A General Theory of History”, where he paid special attention to the issues of working with historical sources (The Review of Teaching, 1915, p. 13). It should be noted that at the beginning of the XX century the number of courses in source studies at the Faculty of History and Philology of The Novorossiya University had increased markedly.

Summing up, we can state that it was in the second half of the XIX – early XX century, at The Novorossiya University, in line with the subjects taught by the teachers of the departments of general and Russian history, the foundations of science knowledge about sources and their use in historical research were gradually formed.

Conclusions.

Thus, at the Imperial Novorossiya University, the process of the development of source criticism as a scientific discipline was intensively going on. A scientific discipline develops under the influence of various factors of an intellectual and sociocultural nature, and a real practice requires the demarcation and allocation of a new type of cognitive activity into a separate branch of knowledge. This is a complex and time-consuming process that proceeded in different ways at the universities of the Russian Empire. If at the end of the XIXth century at the Kyiv and Moscow universities, the source studies had been lectured, then at the Imperial Novorossiya University at the beginning of the twentieth century the process of its separation has not yet been completed. At the same time, in the practice of teaching, the need to separate the study of source from the total mass of taught history courses into a separate scientific discipline became more and more obvious. That process had a solid foundation: all professors-historians, while preparing their dissertations, based on a representative source base, introduced an array of published and archived historical sources into scientific circulation, expanded them into further scientific activities. The University teachers transferred their knowledge and skills in the field of working with sources to students during the faculty classes.

A number of stages can be traced in the formation of source criticism at the Imperial Novorossiya University. The first stage covers the first decade of the history of the university – 1865–1875, when teachers in their courses tried to convey to students a general knowledge about the sources and their significance for historical research. At the second stage (1876–1890), a system of training workshops was established at the university, during which students got acquainted with certain types and kinds of sources. The third stage covers the period of 1891–1920 years and it may be characterized by an increase in the number of source criticism workshops, where methods of working with sources were improved, and the formation of source criticism courses.

Funding.

This research received no funding.

Conflicts of interest.

The authors declare no conflict of interest.

References

- Anderson, R. D. (2004). *European Universities From the Enlightenment to 1914*. Oxford: Oxford university press.
- Andreev, A. Yu. (2009). *Rossijskie universitety XVIII – pervoj poloviny XIX veka v kontekste universitetskoj istorii Evropy [The Russian universities of the 18th – first half of the 19th century in the context of European university history]*. Moskva: Znak [in Russian].
- Bogdashina, O. M. (2005). *Dzhereloznavstvo istorii Ukraïny: teoriya, metodyka, istoriya [Source studies in the history of Ukraine: theory, methodology, history]*. Kharkiv: Tarbut Laam [in Ukrainian].
- Derzhavnij arhiv Odes'koï oblasti [State Archives of Odesa Region]. F. 44. Inv. 3. F. 27. 43 p.
- Derzhavnij arhiv Odes'koï oblasti [State Archives of Odesa Region]. F. 45. Inv. 4. F. 2545. 49 p.
- Derzhavnij arhiv Odes'koï oblasti [State Archives of Odesa Region]. F. 153 (“I. A. Linnichenko’s”). 3 p.
- Friedman, R. (2006). *Masculinity, Autocracy and the Russian University. 1804–1863*. London: Berkeley.
- Grebtsova, I. S. (2020). Vprovadzhennya metodiv dzhereloznavstva u vykladannya istorichnykh dystsyplin u providnykh navchal’nykh zakladakh Odesy (XIX – pochatok XX st.). *Dynamics of the development of World Science. Abstracts of X International scientific and practical conference* (pp. 345–355). Vancouver [in Ukrainian].
- Howard, T. A. (2006). *Protestant Theology and the Making of the Modern German University*. Oxford: Oxford university press.
- Maurer, T. (1998). *Hochschullehrer im Zarenreich. Ein Beitrag zur Sozial-und Bildungsgeschichte*. Köln: Bohlau Verlag [in German].
- Novorossijskij universitet v vospominaniyah sovremennikov (1999) [The Novorossiya University in the memoirs of contemporaries]*. Odessa: Astroprint [in Russian].
- Obozrenie prepodavaniya v imperatorskom Novorossijskom universitete v osennee polugodie 1885 g. (1885) [Review of teaching at the Imperial Novorossiya University in the autumn semester of 1885]*. Odessa: Tipografiya “Odesskogo vestnika” [in Russian].
- Obozrenie prepodavaniya v imperatorskom Novorossijskom universitete v osennee polugodie 1890 goda (1890) [Review of teaching at the Imperial Novorossiya*

- University in the autumn semester of 1890*]. Odessa: Ekonomicheskaya tipografiya “Odesskogo vestnika” [in Russian].
- Obozrenie prepodavaniya v imperatorskom Novorossijskom universitete v osennee i vesennee polugodie. 1892–1893 (1892)* [Review of teaching at the Imperial Novorossiya University in the autumn and spring semesters. 1892–1893]. Odessa: Shtab Odesskogo voennogo okruga [in Russian].
- Obozrenie prepodavaniya v imperatorskom Novorossijskom universitete. 1895/1896 akademicheskij god (1895)* [Review of teaching at the Imperial Novorossiya University. 1895/1896 academic year]. Odessa: Tipografiya shtaba Odesskogo voennogo okruga [in Russian].
- Obozrenie prepodavaniya v imperatorskom Novorossijskom universitete v 1900/1901 akademicheskom godu. Po istoriko-filologicheskomu fakul'tetu (1900)* [Review of teaching at the Imperial Novorossiya University 1900/1901 academic year. The Faculty of History and Philology]. Odessa: Ekonomicheskaya tipografiya i litografiya [in Russian].
- Obozrenie prepodavaniya v imperatorskom Novorossijskom universitete (na osennee i vesennee polugodie) na istoriko-filologicheskome fakul'tete v 1915–1916 akademicheskome godu i uchebnye plany fakul'teta (1915)* [Review of teaching at the Imperial Novorossiya University (for the autumn and spring semesters) at the Faculty of History and Philology in the 1915–1916 academic year and the curriculum of the faculty]. Odessa: Shtab Odesskogo voennogo okruga [in Russian].
- Popova, T. N. (2019). *Distsiplinarnyi obraz nauki: podhody i ponyatiya* [Disciplinary image of science: approaches and concepts]. Odessa: Bondarenko M. A. [in Russian].
- Rusina, Yu. A. (2015). *Metodologiya istochnikovedeniya* [Methodology of Source Criticism]. Ekaterinburg: Ural. universitet [in Russian].
- Sanders, T. (1999). *Historiography of Imperial Russia: The Profession and Writing of History in a Multinational State*. New York: Armonk.
- Vishlenkova, E. A., Galiullina, R. H., & Il'ina, K. A. (2012). *Russkie professora: universitetskaya korporativnost' ili professional'naya solidarnost'* [Russian professors: university corporatism or professional solidarity]. Moskva: Novoe literaturnoe obozrenie [in Russian].
- Yas, O. (2018). “Velyki povoroti” sotsiogumanitarnogo znannya v istorii istorijepisannya XX v.: Ukraïns'ka proektsiya” [“Great turns” of socio-humanitarian knowledge in the history of the history of the 20th century: Ukrainian projection]. *Ukraïns'kij istorichnij zhurnal – Ukrainian Historical Journal*, 5, 107–135 [in Ukrainian].

Ірена Гребцова

Одеський національний університет імені І. І. Мечникова, Україна

Марина Ковальська

Одеський національний університет імені І. І. Мечникова, Україна

Становлення основ джерелознавства як наукової дисципліни в Імператорському Новоросійському університеті

***Анотація.** Стаття присвячена дослідженню становлення джерелознавчих знань у відкритому в другій половині XIX ст. в Одесі Імператорському Новоросійському університеті. Спираючись на комплекс загальнонаукових, історичних і джерелознавчих методів автори на основі аналізу викладацької діяльності професорів та доцентів історико-філологічного факультету розкрили етапи становлення джерелознавства в процесі викладання історичних дисциплін в університеті. У статті формування основ джерелознавства розглядають як складний процес, який в західноєвропейській і вітчизняній науці став результатом розвитку теорії та практики повсякденного діалогу вчених з історичними джерелами. Цей процес мав великий вплив на розвиток університетської історичної освіти, що, як показано в статті, було одним з важливих чинників формування джерелознавства як наукової дисципліни. Історію окремо взятих наукових дисциплін не можна зрозуміти поза контекстом розвитку науки в цілому, тому автори приділили увагу зміні наукових парадигм в досліджуваній період. Відзначається, що реформи в сфері освіти і розвиток європейського історичного знання стали основними складовими формування вчених-істориків, які своєю науковою діяльністю на теоретичному і практичному рівні сприяли становленню спеціальних історичних дисциплін. У статті виявлено поступове збільшення на історичному відділенні історико-філологічного факультету числа курсів, що читалися, в яких викладачами використовувалася можливість навчити студентів працювати з різними типами і видами джерел. Авторами розглядається внесок істориків Одеси XIX – початку XX ст. в процес інституалізації історичних дисциплін, в формування комплексу спеціальних історичних дисциплін, наслідком чого стала актуалізація їх наукових праць в наступні роки. В результаті дослідження автори прийшли до висновків, що професори кафедр загальної та російської історії своєї викладацькою та науковою діяльністю заклали основи джерелознавства як спеціальної наукової дисципліни, піднімаючи в лекційних курсах теоретичні проблеми, а на практикумах, навчаючи студентів практичній роботі з джерелами.*

***Ключові слова:** історичні джерела; професори; студенти; спеціальні історичні дисципліни*

Ірэна Гребцова

Одесский национальный университет имени И. И. Мечникова, Украина

Марина Ковальская

Одесский национальный университет имени И. И. Мечникова, Украина

Становление основ источниковедения как научной дисциплины в Императорском Новороссийском университете

***Аннотация.** Статья посвящена исследованию становления источниковедческих знаний в открытом во второй половине XIX ст. в Одессе Императорском Новороссийском университете. Опираясь на комплекс общенаучных, исторических и источниковедческих методов авторы на основе анализа преподавательской деятельности профессоров и доцентов историко-филологического факультета раскрыли этапы становления источниковедения в процессе преподавания исторических дисциплин в университете. В статье формирование основ источниковедения рассматривают как сложный процесс, который в западноевропейской и отечественной науке стал результатом развития теории и практики повседневного диалога ученых с историческими источниками. Этот процесс имел большое влияние на развитие университетского исторического образования, которое, как показано в статье, являлось одним из важных факторов формирования источниковедения как научной дисциплины. Историю отдельно взятых научных дисциплин нельзя понять вне контекста развития науки в целом, поэтому авторы уделили внимание смене научных парадигм в исследуемый период. Отмечается, что реформы в сфере образования и развитие европейского исторического знания стали основными составляющими формирования ученых-историков, которые своей научной деятельностью на теоретическом и практическом уровне способствовали становлению специальных исторических дисциплин. В статье выявлено постепенное увеличение на историческом отделении историко-филологического факультета числа читаемых курсов, в которых преподавателями использовалась возможность научить студентов работать с различными типами и видами источников. Авторами рассматривается вклад историков Одессы XIX – начала XX ст. в процесс институализации исторических дисциплин, в формирование комплекса специальных исторических дисциплин, следствием чего стала актуализация их научных трудов в последующие годы. В результате исследования авторы пришли к выводам, что профессора кафедр общей и русской истории своей преподавательской и научной деятельностью заложили основы источниковедения как специальной научной дисциплины, поднимая в лекционных курсах теоретические проблемы, а на практикумах, обучая студентов практической работе с источниками.*

Ключевые слова: *исторические источники; профессора; студенты; специальные исторические дисциплины*

Received 11.04.2021

Received in revised form 30.08.2021

Accepted 17.09.2021