

SUMMARY

The Intelligentsia Beyond the Boundaries of the Provincial The Intelligentsia in the Provinces

The Intelligentsia Beyond the Boundaries of the Provincial was the first in a cycle of conferences entitled *The Intelligentsia in the Provinces*, organized by the Centre for Economic and Social History at the Faculty of Arts, University of Ostrava and the Faculty of Philology and History at Jan Długosz University in Częstochowa. The conference was held in the “Gong” congress centre in the Lower Vítkovice district of Ostrava on 25—26 April 2013.

The event focused primarily on the social roles and functions of the intelligentsia in the process of the modernization of society. This topic has already been addressed by historiographers both in the Czech Republic and abroad. In recent years, interdisciplinary approaches to social sciences have reached a consensus that the social habitus of the intelligentsia is based on its members having graduated from universities. In terms of social stratification, the intelligentsia forms an integral part of the middle classes; some representatives of the intelligentsia managed to establish themselves as members of local elites, based on their professional activities and civic involvement. As a social group, members of the intelligentsia are linked by their university educations; the group is internally divided into individual, highly specialized professional subgroups: doctors, lawyers, engineers, and so on. Those of particularly high intellectual caliber may aspire to be classed as intellectuals; the issue of who may be described as such, and why, still remains open in Central European historiography.

The years of study and subsequent professional careers of representatives of the intelligentsia in the “long” 19th century are inextricably linked with life of metropolises, major cities and regional centres. The burgeoning modern city, with its highly developed network of educational institutions and its wide-ranging cultural life (press, libraries, museums, theatres, coffee-houses, societies and associations), helped to shape the intelligentsia’s typical patterns of behavior and social interactions—their desire for education (viewed as something to be cultivated throughout an individual’s life), their interest in public affairs, and their choice of cultured leisure activities. This mentality was retained by educated men even if their professional career took them away from the centre and into the periphery of cultural life—to provincial, conservative-minded small towns or burgeoning industrial conurbations. Through their professional activities and involvement in public life, representatives of the intelligentsia (lawyers, doctors, teachers and engineers) transcended the provincial nature of their environment and made an indelible contribution to the development of cultural life, helping to bring culture to a broad general public in the towns and cities where they lived. They represented a culture-forming and culture-bearing stratum of the emerging modern society.

The cycle of international conferences *The Intelligentsia in the Provinces* opened with the topic *The Intelligentsia Beyond the Boundaries of the Provincial*. This first conference featured 21 papers focusing on this topic, presented by Czech and Polish historians. The aim of these contributions was to bring new findings on the activities of educated men and women in “provinces”, to analyze their changing attitudes towards the centre, and to open up

discussion of topics related to the patterns of behavior and interaction within this distinctive social group. The text versions of 18 of these papers with the Prologue by Jan Malura are presented in this publication, which we are confident will represent a stimulating contribution to comprehensive and systematic research into the intelligentsia as a social group—not only in Moravia and Silesia, but also in Poland.

Jan Malura: Prologue

The author of the prologue discusses the problem of intellectual history as interdisciplinary orientated research involving history, history of science, cultural history and other subjects and points out the level of education in the context of cultural practices as well as the acts of individuals. He mainly emphasizes so far rarely researched aspect: a link between the region and local intellectuals. The author places the category of an intellectual into a wider historical development and reflects the understanding of intellectual in pre-modern period using examples of Bohemian humanists and Baroque scholars. The main distinction of these outstanding personalities of the pre-modern era lies in their political disengagement. The author then deals with the significance of the province for personal self-realization of the intellectual and increase of his social prestige affected by social contacts as well as by employed communication channels. Finally the author points to the fact that the Ostrava region, if understood as a province, represents an appropriate object for the study of intellectual history.

Jiří Štaif: The methodological inventiveness and unprovincial regionalism of Milan Myška

The paper discusses the conceptualization of economic and social history, focusing particularly on the life and work of Milan Myška. The author analyzes several key works by this influential economic historian, characterizing Myška's interpretation of the proletariat and the entrepreneurial class and contrasting it with the approaches taken by Anglo-American, German and Polish historians at the time. It is clear that Myška's interest in the history of the proletariat dates back to the beginnings of his academic career; he gradually developed a methodological framework incorporating concepts of oral history, microhistory and biography. This approach is reflected in his text entitled "Miners" (co-authored by Martin Jemelka) in a study of 19th-century Ostrava society published at the start of the 21st century. The author also discusses to what extent Myška's historical-analytical approach to modern social and economic history can be considered a combination of methodological inventiveness and an unprovincial (i.e. culturally open and intellectually creative) form of regionalism. In conclusion, the author considers how Myška has influenced younger generations of economic and social historians.

Petr Kadlec: Intelligentsia, intellectuals, or the educated classes? On terminology and the definition of terms

This paper views the educated classes as a diverse, internally differentiated social group which defies easy definition and spans almost the entire range of the social structure. The author views the educated classes as the bearers of above-average educational capital, which

conditioned their roles and functions in society as well as their patterns of behaviour and mentality. Based on available literature and the author's own archive research, the paper presents the author's conclusion that the educated classes should not be seen as excluding those individuals who failed to succeed in the positions for which their education had prepared them, nor should it exclude those whose professions prevented or hindered them from becoming engaged in public life. The author then defines the educated classes on the basis of their professional and public activities and the specific patterns of behaviour and interaction which reflect their education. Based on an analysis of literature from outside the Czech Republic, the author highlights various approaches to defining the educated classes, intellectuals and the intelligentsia; he also points out a persistent lack of clarity with regard to whether intellectuals and the intelligentsia can be viewed as a single entity and whether this group excludes those persons who were not intellectually active.

Krzysztof Czajkowski: Between the capital city and the provinces: topography of the fates and stories of a "thinking man"

For a literary historian, the perspective of the "adventure of a thinking man"—a term used in this text as a replacement for the terms "intelligentsia" or "intellectual"—represents a combination of the Cartesian tradition of *cogito ergo sum* and literary production. The paper focuses on one of the world's best-known examples of a person "condemned" to a provincial existence—the case of Ovid. The location of Ovid's exile is an excellent example of the original historical meaning of the term "province"—a territory conquered and attached to the Roman Empire, but lying far from the centre, far from Rome.

The myth of St Petersburg—playing the central role of the capital city—is a suitable starting point for considerations of the 18th century. This city was a unique example of its type—a general Centre which was intended to emanate "rays of light" symbolizing a new era in human history, an era of enlightenment and rationality. As a capital city it attracted people from the provinces, those formerly on the "margins" of society—including the intelligentsia—hoping for social and professional advancement, fame, wealth and membership of the *République des lettres*. An exception among the Polish members of this "literary society" in the 18th century was Franciszek Karpiński, who not only came from the provinces, but was also the most "provincial" of poets ever invited to the royal court of Stanisław August Poniatowski.

Lumír Dokoupil – Petr Kadlec: Secondary school teachers far from the centre —teachers, researchers, public officials

Secondary school teachers represented an important part of the intelligentsia, and they had a significant influence on shaping several generations of educated people. Their social importance consisted not only in their professional activities, but also—above all—in their involvement in public life on the local and regional level. Frequently teachers' involvement in cultural, social and political life transcended the provincial level; many such teachers, though operating far away from the centre, nevertheless gained widespread renown and respect. One example of such a figure is Vincenc Prasek, whose period in Opava (Troppau) is the subject

of this paper. The authors focus on Prasek's pedagogical work; he was viewed as a demanding yet fair teacher. The paper also analyzes his extracurricular educational activities, particularly his support for young Czech historians and his publication of a journal. Prasek's life and work is also viewed from the perspective of his journalism and historical writings, above all his work on the local history and culture of Silesia.

Andrea Pokludová: The professional lives of lawyers and doctors in Moravia and Silesia at the turn of the 20th century

This paper describes certain patterns of behaviour that were typical in the medical and legal professions around the turn of the 20th century in selected Moravian and Silesian towns and cities (Opava/Troppau, Olomouc/Olmütz, Ostrava, Těšín/Teschen/Cieszyn). The author traces the life cycle of representatives of these professions – from their expensive studies and separation from their families, through their search for employment, to their career path, retirement and death. A major factor influencing careers was nationalism. Nationalism played an important role in selecting candidates for jobs as doctors and lawyers, but it also affected the course of professional careers—especially in the legal profession. A typical behavioural pattern among representatives of both professions was their involvement in public life and civic affairs. Doctors tended to work to promote awareness of health and a healthy lifestyle, while lawyers were frequently involved in political associations—often of a nationalist hue. This involvement in local politics often represented a springboard for careers in provincial assemblies or the parliament in Vienna. Contact with the latest developments in the “centre” was maintained by both doctors and lawyers via professional organizations and periodicals. The author also shows that both groups were actively involved in cultural life, as part of an attempt to create networks of personal contacts. In conclusion, it can be stated that the medical and legal professions in the investigated towns and cities at the turn of the 20th century was not provincial in the sense of being backward; in fact it could be described as modern.

Aleš Zářický: Technical intelligentsia—reality or chimera?

This paper focuses on the formation of the technical intelligentsia in the Ostrava region. The introduction formulates the theoretical and methodological postulates for research into this socio-professional stratum within the boundaries of a defined industrial area. The author then analyzes the life and career of Józef Kiedroń, a native of Dolní Bludovice, confirming the general theses on the formation of the technical intelligentsia as formulated in the work of Milan Myška. Comparing Kiedroń with other technical entrepreneurs in the region, the author concludes that Kiedroń belonged to a group of engineers who looked beyond the immediate region and whose careers prospered due to accumulated capital, family connections and support from political parties and other groupings. The author demonstrates that the technical intelligentsia was a reality, and that the Ostrava area represents an ideal model example for the study of this phenomenon.

Lukáš Fasora: Proletarian aristocrats, intelligentsia, bureaucrats. On one problematic social category in the Czech lands up to 1914

In the first part of the study, the author outlines the theoretical concept developed by the German historian Detlef Lehnert, who distinguished between the “myth of revolution” and the “myth of organization”, both dependent on economic cycles. The author then applies this concept to the history of social democracy in the Czech lands before 1914, analyzing the beginnings of social democracy as a mass political movement based on organized labour. The paper focuses on the fact that the party became increasingly radical as a result of its educated functionaries, who represented authority figures for uneducated or semi-educated proletarian members. The antagonism between the older generation of workers occupying high-ranking party positions and these educated functionaries eventually led to increased radicalism among the younger generation of workers, who rejected organizational approaches and demanded the rapid—revolutionary—implementation of their demands. This radicalization and inter-generational conflict can be viewed as results of the myth of organization which took root in the social democratic movement in the 1890s. The development of Czechoslovak democracy and the subsequent establishment of a communist party supports Lehnert’s claim that the early 20th century saw a deep crisis of mobilization in the proletarian movement caused by the oligarchization of its leaders and their loss of contact with both members and sympathizers. Essentially, in the period before the First World War the entire vision of the socialist movement collapsed from above—via the state.

Ludmila Nesládková: Women in Moravian Ostrava and on the periphery of the Ostrava-Karviná industrial area at the turn of the 20th century

The paper begins by describing how the process of women’s emancipation—as a response to modernizing tendencies—can be traced back to the late 18th or early 19th century. The movement arrived in the Czech lands roughly half a century after its inception, and was particularly prevalent in the education sector as a response to the developing professionalization of the male workforce. This gave rise to the category of “female” professions—including female teachers. In order for women to be permitted to practice these professions, they were required to remain celibate. Modernization also brought advances in family planning. Preventive medicine, advances in medical science and improved personal hygiene helped to reduce infant mortality, so the former practice of having “replacement” children gradually became obsolete. There was also a major change in people’s approach to their own sexuality and to intimate relations with partners.

The ability to become involved in public life—a right not only fought for and won by women, but also enabled or accepted by men—is embodied in the figure of Marie Matulová (born Geislerová), who helped to found a number of charitable associations in Ostrava (including the Dobromila association) and played an active role in the rivalry between the city’s Czech and German communities. The study focuses on her background, sketches her character traits, and then describes her activities to promote the Czech community in Moravian Ostrava, her marriage, and her death at the age of 49.

Conditions in rural areas contrasted starkly with those in towns and cities. The complexity of rural society was described in the works of František Sokol Tůma; in the conservative

environment of the Těšín region, with high illiteracy and bigoted religious structures, it was impossible to envisage equality between the sexes. Female teachers were viewed primarily as women rather than as teachers, and they were subordinated to the traditional structures of a male-dominated society. In conclusion, it can be stated that at the turn of the 20th century there was a wide variety of views, activities and lifestyles in the region, and that qualitative differences between the centre and the provinces could have been significant.

Jana Geršlová: „Women who read are dangerous“

More and more women nowadays have not only excellent education, but also enough courage to take the “boss” seat. That was not always the case and numerous examples show that the path of many skilful women to success and realization of their dreams seemed to be impossible at first, proved difficult later and cost them incomparably more powers than if it were men trying to achieve the same. Inspired by the gradual equality (visible for example in café visits in Vienna), many women started to be successful in commerce and business. Some women were forced by the circumstances – the necessity to take over the family business (the French owner of the winery Barbe-Nicole Clicquot–Ponsardin or the owner of the famous Sacher hotel in Vienna Anna Sacher), the others plunged into entrepreneurship and broke down various taboos (physically handicapped Margarete Steiff producing teddy bears or the owner of the mail order shop with erotic goods Beate Uhse). Especially successful were the businesswomen in fashion (the French Coco Chanel or the publisher of fashion magazines with the patterns for sewing Aenne Burda), as well as in the beauty business (Helena Rubinstein, Elisabeth Arden or Estée Lauder).

Radim Macháň: The birth of the modern military officer

This paper focuses on the role of education among officers in the Habsburg military from the Napoleonic Wars to the outbreak of the First World War. The author describes the army as a relatively small caste with its own value system and moral codex. The paper concentrates primarily on the growing importance of education in the process of professionalization undergone by the army. The author begins by describing the situation of the army and its capacity as a fighting unit before the reform of the education system in the Habsburg Monarchy; an officer’s career success was determined not by education, but primarily by his origin and personal contacts. A major turning point in attitudes to educated officers and their role in the army came after the defeat at the battle of Königgrätz (Hradec Králové) in 1866. This can be viewed as the start of the professionalization of the army. This process was reflected in the reform of the education system and its influence on soldiers’ career progression. The author describes the content of the various subjects at individual levels of the military school system, comparing this system with non–military education in Cisleithania. Military education began to focus on training future commanders. Despite the large amounts of knowledge acquired by officers at military schools, the curricula failed to address issues that would have helped officers understand the multinational nature of the Monarchy; it neglected ethnography, customs and other cultural specifics, including the problems and aspirations of the various nations which made up Austria–Hungary. The teaching thus failed

to achieve the required standard, and graduates of military schools were unable to apply their newly acquired knowledge fully in practice.

Thanks partly to the reformed system of military education, after 1900 officers of the Austro-Hungarian army were generally accepted within society as members of an elite social stratum, with a high degree of moral credit and close links with the monarch and the ruling dynasty, to which they demonstrated unbending loyalty in all situations. Symbolizing the monarch, the dynasty, and all of the virtues associated with the ruling house, officers were popular guests in bourgeois and aristocratic salons, and were welcomed as members of local social and cultural organizations. Thanks to their status as role models, officers were perceived as suitable husbands for the middle and upper classes, despite owning almost no property.

Hana Šústková: Intergenerational continuity within the provincial technical intelligentsia (the example of the Vítkovice Mining and Iron Company)

The paper explores the continuity among representatives of the intelligentsia working of the Vítkovice Mining and Iron Company. From the 1870s onwards, the owners of the company applied a thoroughly considered human resources policy when selecting highly capable candidates for top management positions on the basis of positive references. This practice led to members of two generations of the same family being employed simultaneously at the same company. The paper examines the examples of Andréé, Fillunger and Kleweta families, whose members worked at the company for at least two generations, tracing the typical tendencies and career paths involved in intergenerational socio-professional mobility. These include of choice of the same profession by both father and son, a preference for technical education, family connections created by marriage, and long-lasting intergenerational continuity within the industry.

Radoslav Daněk: “Composers of fossilized music” in Ostrava: A provincial city as a create challenge for architects

This paper addresses the relationship and mutual interaction between architects and provincial cities. From the social and professional perspective, architecture lies on the boundary between technical engineering and academic/artistic professions; architects can be viewed both as members of the intelligentsia and as entrepreneurs. Their work is associated mainly with the urban environment, and during the 19th century they played a major role in the process of modernization and urban development. The dynamic nature of the industrial era brought a diversification of the opportunities available to architects; they were no longer restricted to traditional historic cities or large metropolises, but were also able to work to a greater extent than ever before in peripheral urban centres. Modern, rapidly emerging industrial cities—such as Moravian Ostrava at the turn of the 20th century—represented a typical challenge. The first architect whose entire life and career were associated with the changing face of Moravian Ostrava was Felix Neumann. Neumann—and other architects who followed him—gradually transformed the perception of architecture and the aesthetics of public space among the local community; their buildings, and their involvement in various societies and associations, helped to cultivate the city’s social and built environment. For non-local architects, the city

and its surrounding area also represented a unique opportunity to apply their ideas in practice in a way that would hardly have been possible anywhere else or at a different time. Among the most important architects who seized this opportunity in the peripheral city of Ostrava and contributed their own unmistakable imprint to the city's urban environment was the leading Viennese planner Camillo Sitte.

Antonie Doležalová: Being a patron of the intelligentsia in the provinces

This paper focuses on a topic that has remained somewhat neglected to date: the financing of education. The author points out that educational foundations offering scholarships and bursaries were an important feature of education from the 16th century onwards; the Czech lands had the largest number of such foundations in the entire Habsburg Monarchy.

The author describes the large degree of autonomy enjoyed by such foundations in the Monarchy; it was not until the Enlightenment reforms that they became more closely regulated. Foundations of this type were registered and monitored by the national and local authorities. An important change came with the general civil code that became effective in 1811, which defined foundations more precisely and set out rules for their establishment and management; the new law also subjected new foundations to approval by the state and to provincial edicts and directives.

A typical feature of these foundations from the very outset was their focus on peripheral rather than central target groups; they were designed to benefit a relatively narrow social circle and thus to build a sense of local community. The foundations had a wide range of benefactors – from monarchs and their families to Church officials, the nobility, burghers, and skilled tradesmen. They also differed widely in economic terms and in terms of their beneficiaries – who were defined in national, religious and social terms; however, a basic condition in all cases was outstanding achievement in the field. The second key criterion was the individual's inability to fund his studies with his own (or his family's) money.

Specific examples of such foundations listed in the paper suggest that they were all guided by religious faith and a belief in loving one's neighbour and respecting traditions. The foundations were also frequently used to protect family property. They represent a strong personal ethos of responsibility – both by the benefactor and by the recipient.

Marzena Bogus: Intelligentsia doing the donkey work or role of elementary school teachers in the modern society of Teschen Silesia in the 2nd half of the 19th century and the beginning of the 20th century

At the beginning of the 19th century it was rather impossible to recognize elementary school teachers as a part of intelligentsia since their level of competence was quite low, with inclinations towards church service rather than educational mission. In many regions, especially in those where intellectual elite mainly came from nobility (e.g. in Polish lands of the Kingdom of Poland or in the Grand Duchy of Posen), primary school teachers were not considered intelligentsia. In regions of a different social structure only with small part of intelligentsia or none at all coming from nobility, e.g. Teschen Silesia the situation varied. When the Primary School Act came into force in 1869, imposing particular requirements on school staff concerning their obligatory training and scope of duties, teachers of Teschen

Silesia gradually began to gain a more respected position in the local community. Development of their authority also involved undertaking successive tasks and fulfilling certain social expectations which could reach far beyond their professional duties. New reality and conditions of the modern society on the turn of the 20th century called for local initiatives and wide variety of social activities in various areas, which engaged teachers of the lowest stage of education. Their social advancement, the inclusion into elites of the region, i.e. intelligentsia, took place de facto in the most natural way since any far-reaching social changes could not occur without them.

Jiří Němec: Eduard Winter (1896—1982) as a Catholic Sudeten German intellectual in inter-war Czechoslovakia

From the perspective of the typology of intellectuals outlined by the author, Eduard Winter can be placed in the category of the “party” intellectual during the period of the First Czechoslovak Republic. His ideology was nationalism, and his “party” was the nation. Once conditions had stabilized, Winter showed a tendency towards a “Mandarin”-type loyalty to the state. However, in the environment of ecclesiastical politics, Winter’s activities place him close to the “academic intellectual” type, as his conviction about his own knowledge of the social dimension of Catholicism led him to question the very foundations of the Church’s authority.

Stefan Krol – Janusz Spyra: Travelling to the capital to study. The careers of Jewish graduates from Teschen secondary schools in the late 19th and early 20th century

The article is the project presentation, whose main objective is the creation of the secondary school graduates database in Teschen Silesia before 1918. The project is based on the assumption that there was a group of secondary school graduates who constituted the pillar of the group, which may be called as the future intelligentsia of the region. The important fact concerning the group is the same education they experienced. Another important thing is their characteristics which may be presented in the form of statistics. These are their parents’ jobs, status, denomination, language and nationality. The database includes around 4000 surnames, out of which around 750 of Jewish faith. Since mobility is one of its main characteristics the analysis of its behavior was carried out. As it appears, great majority studied medicine, law and engineering in Vienna. Almost half of them started work in their native Teschen Silesia.

Milan Hlavačka: My virtual meeting with Milan Myška

The author presents the theoretical background of his own research into the interdisciplinary field of transport history by analyzing the approach to economic history taken by Alexander Gerschenkron, Walter W. Rostow and Rainer Fremdling. He then moves on to consider Myška’s thoughts concerning the influence of railways on other industrial and agricultural sectors and the perception of Myška’s statistical–mathematical methods. The paper also considers the significance of Myška’s work for the author’s own research and publications, and conceptualizes the process of transition from cliometrics to a focus on influences.