

Agrarhistorische Konferenz

Agrarische/Landwirtschaftliche Volksbildung und Bildungswesen
vom 18. bis 21. Jahrhundert in Mitteleuropa

Institutionen und Persönlichkeiten, ihre Wirkung im Kontext
der politischen, ökonomischen, sozialen und kulturellen Entwicklung
der mitteleuropäischen Landgebiete“

Prag, 8. und 9. November 2018

Konferenz veranstaltet vom Nationalen Landwirtschaftsministerium zusammen mit
der Philosophischen Fakultät der Karlsuniversität, der Tschechischen Landwirt-
schaftsuniversität in Prag und der Tschechischen Akademie der Agrarwissenschaften.

Call for Papers

an international cross-disciplinary scientific conference

**Agrarian/Agricultural Education and Public Awareness in Central Europe
in the 18th to 21th Century**

**Institutions and Personalities, Their Work within the Context of Political, Economic,
Social, and Cultural Development of Central European Rural Society**

Date and Place: 8–9 November 2018

National Museum of Agriculture s. p. o., Kostelní 44, 170 00 Prague 7

The three-field regime of crop rotation has been handed down from one generation to the next for centuries with relatively little regional or local variability. In plant production, the dominant activity was the growing of cereals, while in animal production, livestock management and dairy processing prevailed. In the 18th century, agriculture faced various new challenges linked to the arrival of new crops and development of new agricultural methods. In the 19th century, this led to the creation of scientific agronomy and animal husbandry. It was necessary, however, to spread awareness of the new discoveries, experiences, and ideas, which were only slowly finding their way into agricultural practice – agriculture has always been rather conservative in this respect – by specially established transfer channels. Spontaneous transfers of ideas from the west of Europe to its centre and east have been complemented by initiatives of the state administration which aimed at educating the rural population, by various societies focused at raising public awareness, and by initiatives of altruistic individuals. By the second half of the 19th century, this resulted in the development of agrarian education, which soon diversified into various types of agricultural schools. School establishments differed according to their target population and areas of agricultural enterprise. Farming schools of a more basic kind, which focused on practical agricultural activities, gradually and systematically evolved and gave rise to secondary schools and colleges which provided a broader theoretical background. By the beginning of the 20th century, we witness the formation of the first specialised agricultural universities.

Agrarian modernisation and education was promoted not only by school establishments but since the second half of the 19th century also, in parallel, by various professional associations and even some enterprises such as mutual savings banks, credit unions, and various kinds of cooperatives which aided with melioration, machinery, purchases, or sales. In the first decades of the 20th cen-

tury, these were joined by increasing numbers of electric cooperatives. By developing the demand for industrial crops, even various industrial enterprises, while not part of the agricultural industry as such, have also contributed to modernisation of the countryside. Journalism and specialised publications had also contributed to these efforts, and in the 20th century, print was joined by other mass media, such as radio, film, and television. Agrarian awareness and education thus have at their disposal various sources and offer numerous alternatives. It is beyond doubt that knowledge, education, and qualification profoundly influence the efficiency of agriculture and quality of its products.

It is thus a broad subject and it is not surprising that one can draw on a relatively large number of various partial studies as well as some larger overviews.¹ After all, one of the successful agrarian conferences organised in Uherské Hradiště was also dedicated to agrarian and agricultural education.² Even so, we believe that this subject, within these broad limits, requires further expert study, research, and development. In the contributions, we would like to go beyond the lists of schools, explanations of circumstances of their foundation, or accounts of their venerable founders. Our aim is rather to reach a somewhat higher level and investigate the school curricula, links between schools and actual agricultural practices, and the development of a system of education within the context of modernisation, in the sense of both technological advances and social and cultural evolution. We are aware of the fact that education is related to actual people, to the profile of the graduates, their mentality, lifestyle, quality of their life. One also must not overlook the issue of politicisation of agricultural education, which was not just the result of developments after the Second World War, when 'bringing up and educating the cadres' was a subject closely linked to the policies and ideology promoted by the Communist regime. In both education and public awareness campaigns, their regional aspects and specifics have been neglected and the same applies to investigations into links between the various types of public awareness campaigns and education or the influence of economic and social conditions on their impact and form.

In this way, one could bring further aspects into this discourse. The goal of the proposed conference is to contribute to a recapitulation of the current state of research in agrarian and agricultural education and awareness, bring new impulses into the academic discourse, shift the investigation away from a list-based approach and towards a more comprehensive understanding of the evolution of agrarian education and provide an assessment of the efficiency of various approaches. We are also interested in recent and current development of these issues.

The papers presented at the conference will be published. Language of Contributions: Czech, Slovak, German, English (interpreters will not be provided).

Anmeldung bis 31. Mai 2018

<https://www.nzm.cz/akce/konference-agrarni-zemedelska-osveta-a-vzdelavani>

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¹ František Farský, Příspěvky k dějinám hospodářského školství. Publikace ministerstva zemědělství RČS, Praha: MZV 1920; Edvard Reich, Prameny a základy zemědělského pokroku v Československé republice. Publikace ministerstva zemědělství RČS, Praha: MZV 1936; Josef Pomezny and Zdeněk Zelinka, Zemědělské školství, Praha: Státní zemědělské nakladatelství 1954, and Zdeněk Černohorský, Dějiny zemědělského školství v Československu, Praha: Státní pedagogické nakladatelství 1980.

² Blanka Rašticová (ed.), Zemědělské školství, výzkum a osvěta jako předpoklad hospodářského a sociálního rozvoje venkova v 19. a 20. století: sborník příspěvků z mezinárodní konference věnované památce Samuela Cambela, Uherské Hradiště: Slováké muzeum 2004.