



## **Divided Space – Divided Science? The Variety of Boundaries in Habsburg Empire and their Influence on Science Before the First World War**

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Since 1848, and more importantly from 1860s onwards, the scientific system of the Habsburg Empire underwent serious changes. The competing trends of internationalism and nationalism, linguistic purism and cross-cultural understanding, and local and global publics created a schizophrenic situation in which science was kept between its communitarian pretension and a local embedment. With the change of language of instruction and publication from Latin to vernacular language, the communities in Central Europe met with a question of how to ensure their text national character. The languages used most widely – German, Russian (and Polish for the Ukrainians) – were not only means of communication, but were also symbols of cultural and political imperialism. In the creation of national scientific communities, the strongest dilemma remained thus the use of markers of distinction, be it in scientific jargon by consciously omitting similarities in terminology, or on institutional level by copying communicatory structures (journals, conferences) with their consequent nationalization. The creation of distinct ‘semiospheres’ (Yuri Lotman/Vladimír Macura) was only partially successful, remaining more a wishful emulation than lasting change. Moreover, the discourse of nationalization was more and more perceived a threat to the cultural progress and the voices for stronger inclusion in the international scientific community grew stronger. This idea of internationalization bears though still signs of politics – science is defined here as a space of encounter for different (national) sciences, and to participate in this superstructure of mediation was possible only through fosterage of national science.

The university as one of the primary places of scholarship took a ‘national turn’ in between 1848 and 1918. While in 1850s German was language of instruction in the high schools it was gradually replaced by Polish in Cracow and L’viv and Czech in Czech Charles University in Prague. With small exceptions – the professors for German language and literature at both universities in Galicia were allowed to read in German (not in Prague, where the complete linguistic separation was legally bounding from 1882 onwards); in L’viv Ukrainian lectures were also allowed, but were strongly limited due to Polish supremacy. This decision strengthened the role of linguistic community – beginning with 1870s, ‘Polish’ universities were advised to search for candidates also in other parts of partitioned commonwealth: 1910 a quarter of instructors came from Russian and German Empires. While the number of ‘foreign’ scholars rose in L’viv and Cracow was constantly growing, the universities in Vienna, Graz and Innsbruck faced inversed trend, falling from around 20% of foreign teachers in 1870s to below 10% in 1910. With the growth of the number of habilitations, the ‘Austrian’ universities faced a number of qualified scholars who strived for positions, making the exchange with German universities comparatively less frequent than in the 1860s. On the other hand, the fact that Cracow and L’viv were the only ‘Polish’ universities, moved a number of graduates, especially from the German universities to habilitate in Galicia – the number of instructors who acquired their doctoral degree in a ‘foreign’, mostly German, institutions circled around 45% in 1910, while on the germanophone universities it dropped towards 10% in the same year.

The call for intensification of international activity caused also growth of importance of international publications. Slaw national academies of science published their journals in both national and



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international editions from the 1880s and several actions to ensure the visibility through reviews and financial support for publishing in German or French, considered “world languages” were started. The still pertinent national critic resulted though in scholars publishing most their articles both in international journals and for local publics.

The growing number of international conferences was also here twofold. On several occasions, severe conflicts on attribution of participants broke out, as Polish, Czech and Ukrainian scholars wanted to be listed under their own banners and not of those of imperial states. At this time, number of ‘national’ conferences took place, what also caused political conflicts, especially in case of Poland.

The scholarship in Central Europe shows traces of both internationalization and nationalization. Renunciation and critic of imperial entanglement are here as important as the search for communication and models beyond political boundaries.

**Biography**

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