

The Study Journeys of Commercial Schools Educators in Bohemia and Moravia and the Transfer of Pedagogical Expertise in the Early 20th Century

Petr Kadlec*

University of Ostrava, Ostrava 701 03, Czech Republic

*Correspondence to: Petr Kadlec, Centre for Economic and Social History, Faculty of Arts, University of Ostrava, Ostrava 701 03, Czech Republic; E-mail: petr.kadlec@osu.cz

Abstract: Introducing the phenomenon of study trips by teachers from commercial schools, this study highlights their function as a specific form of the transfer of pedagogical experience during the early 20th century. The topic is illustrated through the travel of selected key figures from educational institutions in Bohemia and Moravia. The objective of the text is to provide a typology of the participants and purposes of these study trips. It also analyses the initiatives behind them, the teachers' motivations, the approval process, their course, and subsequent reflection. The structure of the study corresponds to these objectives. Based on a combination of archival and printed sources (specifically documents from the Ministries of Education and Foreign Affairs, press publications of the time, and annual school reports), the author aims to evaluate the contribution of study trips undertaken by teachers at commercial schools to pedagogical practice and the role of state administration in supporting them.

Keywords: Commercial education; Bohemia; Moravia; 20th century; Imperial Austria; Study journeys; Educators

1. Introduction

Study journeys constituted an integral component of vocational education in Imperial Austria between 1848 and 1918. These journeys facilitated the transmission of pedagogical ideas, didactic approaches, curricula, and entire educational frameworks. While the impact of most journeys remained confined to the individual or the institution involved, some attained supraregional or even national significance. Such study journeys played a pivotal role in shaping the structure of vocational education in

Imperial Austria, providing significant impetus for its development. These journeys were instrumental in the rapid modernization of a long-neglected educational sphere, allowing Imperial Austria to attain a leading position in the quality of vocational education within Europe by the early 20th century^[1].

In the realm of commercial education, study journeys were not the sole means of transferring pedagogical expertise and educational frameworks. At the end of the 19th century and the beginning of the 20th century, an intensive exchange of annual school reports occurred, encompassing curricula, textbooks, teaching aids,



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and scholarly studies authored by educators. Foreign influences and information regarding the organization and methods of commercial education abroad were disseminated by teachers through professional journalism (e.g., *Centralblatt für das gewerbliche Unterrichtswesen in Österreich*, *Österreichische Zeitschrift für das Kaufmännische Unterrichtswesen*, *Österreichische Handelsschulzeitung*, *Obchodní listy*) and comprehensive reports submitted to the Ministry of Education (*Ministerium für Cultus und Unterricht*). The most notable outcome of this endeavour was the seven-volume series *Das kommerzielle Bildungswesen der europäischen und außereuropäischen Staaten*, published between 1903 and 1913. This work, authored by ministry officials Eugen Gelcich, Ivan Žolger, and Friedrich Dlabáč, provided an in-depth analysis of the development and structure of commercial education across nearly all of Europe and certain non-European countries. The study examined methods of school organization and administration, curricula, study conditions, teachers, and the instruction of commercial subjects across various types of schools. The materials for the publications were obtained through the Austrian Ministry of Foreign Affairs, which sought information from the administrative bodies of foreign governments. The purpose of collecting these valuable insights—some of which remained unpublished—was to draw on international experiences, enhance the commercial education system of Imperial Austria, support its economic development, and strengthen its position in international trade^[2].

Monitoring the state of commercial education was not solely an Austrian phenomenon at the end of the 19th and the beginning of the 20th centuries. Authors from other countries, such as France and the United States, also observed methods and organizational forms of instruction in other nations^[3]. In the context of commercial education, there was a remarkable openness to the transfer of organizational frameworks, pedagogical approaches, and didactic know-how. This contrasted sharply with the cautious, often protective approach taken toward the transfer of technical innovations and industrial technologies within competitive business environments.

Study journeys accompanied the development of commercial education from its inception. In Imperial Austria, however, this phenomenon fully emerged

only from the 1880s onward, reaching its peak at the beginning of the 20th century. This was no coincidence, as this period marked the state's increasing involvement in commercial education through financial support, organizational initiatives, and legislative measures. Crucial to this development were the specialized travel grants provided by the Ministry of Education and the logistical support offered by the Ministry of Foreign Affairs. Through its embassies and consulates, the latter facilitated travel and access to otherwise restricted locations. The growing state support for study journeys was accompanied by increasing regulation and oversight of these initiatives. The administration of travel grant applications and reports on the outcomes of study journeys gradually developed into a well-structured and systematic process. What initially began as an unregulated and spontaneous exchange of pedagogical expertise was transformed by the late 19th and early 20th centuries into a state-controlled and formalized mechanism. Within this framework, the involvement of other actors, such as the chambers of commerce and trade (*Handels- und Gewerbekammern*, hereinafter HGK) and regional self-governments, was minimal. Similar to other forms of the transfer of pedagogical and didactic knowledge, study journeys were not exclusively an Austrian phenomenon. Teachers, students, and graduates of commercial schools travelled across Europe in pursuit of knowledge and inspiration, and to a lesser extent, to the United States. The travel of domestic participants in the commercial education system was thus part of a broader process of trans-European and, to some extent, Euro-Atlantic mobility. Within this context, Imperial Austria also became a destination for the study journeys of teachers from other states^[4].

Educational authorities recognized the importance of the personal pedagogical expertise of commercial school teachers gained during foreign stays and saw their potential. They therefore encouraged such journeys, provided financial support, and sought to eliminate practical obstacles to their realization. The impetus for travel also came from the teachers themselves, as evidenced by the text of Richard Marek from the early 20th century. The educator from the Commercial Academy in Graz emphasized the significance of these journeys, attributing firsthand pedagogical expertise gained abroad with a central role

in expanding and deepening teachers' knowledge. He contrasted this practical international experience with the "dead" and abstract nature of book-based learning. Marek emphasized the importance of the relevance of such acquired knowledge, highlighting its role in enabling a deeper understanding of underlying issues, facilitating beneficial comparisons, and fostering teachers' independence from merely reproducing knowledge acquired through reading. Furthermore, firsthand experience invigorates classroom instruction by better stimulating students and significantly revitalizing teaching methods ^[5]. Marek identified three groups of commercial school teachers for whom study journeys were primarily relevant: 1) Teachers of English, French, and Italian (he criticized the prevailing practice of relying solely on reading materials or conversation clubs to develop their language knowledge; he recommended regular practical language immersion in the relevant countries at least once every 5–10 years for the entire summer break); 2) Teachers of specialized commercial subjects, physics, chemistry, and commodities knowledge (*Warenkunde*) (their goal was not entire countries but specific locations – major industrial and trade routes, ports, factories, and laboratories /e.g., London, Hamburg, Genoa, Shanghai, Central and Western Europe, USA/); 3) Geographers (the broadest field of study and the most demanding travel; the use of geography curricula for long-term educational institutions to create a beneficial travel program /focused on Habsburg monarchy, Germany, France, England/; geographers were to study physical geography, natural conditions, climate, etc.; he recommended 5–6 well-chosen study journeys over the course of their teaching careers) ^[6].

Within the framework of commercial education in Imperial Austria, four types of study journeys were implemented, each with varying traditions, specific purposes, and differing compositions of travellers. The most common were the journeys undertaken by teachers, among whom two modes of pedagogical know-how transfer could be distinguished: either the teacher was the direct recipient of new insights and applied them to teaching upon returning home, or they absorbed these insights alongside their students directly *in situ* during excursions ^[7]. Graduates of commercial schools and aspirants to the teaching profession also engaged in journeys of knowledge acquisition. In

the former case, this represented the oldest form of study-related travel within the sphere of commercial education, dating back to 1773. With the support of scholarships, graduates were expected to gain valuable insights, stimuli, and inspiration for teaching through their experiences at foreign institutions. The granting of such scholarships in Imperial Austria expanded significantly during the second half of the 19th century. From 1858, the provision of these scholarships became primarily the responsibility of the Lower Austrian Chambers of Commerce (HGK). Later, in 1886, the *Verein der Wiener Handelsakademie* joined this initiative, although its financial support was exclusively targeted at graduates of its own institution. Beginning in 1908, the scope of foreign scholarships was further broadened by the inclusion of grants awarded by the Ministry of Commerce (*Handelsministerium*) to graduates of Vienna *Exportakademie* and all long-term commercial schools. However, these scholarships no longer aimed to support further study but rather to facilitate entry into professional practice in international trade ^[8]. The example of the German Commercial Academy in Prague demonstrates that schools actively sought scholarships for their own graduates ^[9]. Conversely, scholarships for aspirants to the teaching profession in commercial education were not provided by the Ministry of Education until 1908. These scholarships aimed to support attendance at university lectures abroad. The program primarily targeted individuals intending to teach at schools where the language of instruction was not German, as there was a significant shortage of such teachers at the beginning of the 20th century ^[10].

The objective of the following study is to introduce the phenomenon of study trips undertaken by teachers as a significant aspect of the transfer of pedagogical experience within commercial education between 1848 and 1918. The text aspires to contribute to the still insufficiently developed historical discourse on commercial education in Imperial Austria by incorporating the topic of teachers' study trips. Existing research consists primarily of general overviews ^[11] or case-based analyses focusing on the development of individual schools in specific localities and regions ^[12]. Specific aspects of the institutional and pedagogical development of commercial education have so far been the subject of limited attention ^[13]. The author intends

to provide a comprehensive examination of teachers' travel, covering all phases: motivation, objectives, course, and outcomes (reflection). The analysis also addresses issues and practical difficulties encountered during selected trips. Based on annual school reports and archival sources, broader trends are illustrated by selected examples derived from educational practice. The study concentrates on teachers from Bohemia and Moravia, regions that accounted for nearly half of all non-apprenticeship commercial schools in Imperial Austria. Nevertheless, many of its conclusions apply to Imperial Austria as a whole.

2. Participants

Based on the fragmentarily preserved archival materials and the annual reports of specific schools in Bohemia and Moravia, a general understanding of the key figures involved in the study journeys of educators can be established ^[14]. At the outset, it is clear that travel was almost exclusively a male pursuit. This was a consequence of the structure of educational institutions and, in particular, the composition of teaching staff, where men traditionally held the dominant positions ^[15]. Women were exceptionally rare among the travellers, with Klára Červenková from the Czech female commercial school in Prague being one such rare example.

Study journeys were undertaken exclusively by educators from non-apprenticeship schools, particularly those employed at institutions offering long-term programmes (three- to four-year schools). This phenomenon can be explained by the curricula of these institutions, the more demanding requirements for teaching and teacher qualifications, and the fact that a greater number of educators in these settings tended to have higher personal ambitions and extracurricular professional engagements. Additionally, it was significant that the Ministry of Education prioritised long-term institutions, viewing them as a crucial factor in maintaining the economic prosperity and international competitiveness of Imperial Austria. Only rarely did teachers from non-apprenticeship schools with shorter study programmes undertake study journeys. When they did, it was typically the most distinguished members of teaching staff or those with notable publishing activity (e.g., Ludwig Fleischner, director of the German municipal school

in České Budějovice). At certain schools, only individual teachers embarked on study journeys in specific years, and from a nationwide perspective in Bohemia and Moravia, this involved approximately two dozen individuals annually at the beginning of the 20th century. Among these travelling educators, one can distinguish between experienced travellers, sporadic travellers, and those who repeatedly applied for study journeys but were unsuccessful. The number of travellers would have been even higher if official approval and financial support for travel had been granted, indicating clear demand for such opportunities. A specific category of travellers consisted of inspectors of commercial schools. These were typically directors of long-term institutions who travelled domestically on a near-constant basis as part of their inspection duties (e.g., Carl Zehden, Theodor Ried). However, these were not conventional study journeys intended to benefit the inspectors themselves. Rather, their role was focused on coordinating the transfer and sharing of pedagogical experience across the regions of Imperial Austria ^[16].

3. The Factors and Motivations Behind Study Journeys of Teachers

The factors prompting study journeys did not always originate with the teachers themselves; they were often encouraged to travel by school directors or higher administrative authorities (political or educational), which frequently contributed to the funding of these journeys. This initiation mechanism was particularly common for journeys intended, at least in part, to showcase the contemporary standards of commercial education. However, in most cases, study journeys were entirely voluntary and initiated by the teachers themselves. While sometimes there was a single motivation, at other times teachers pursued multiple objectives through their journeys - such as deepening or expanding their knowledge, improving language proficiency, seeking pedagogical, didactic, and organisational inspiration, preparing materials for publication, or promoting and representing themselves, their schools, or the state.

The motivations and purposes of study journeys were highly individual, shaped by teachers' qualifications, professional interests, aptitudes, needs, and their financial and time constraints. The diversity of these

motivations can be illustrated through the example of three selected educators ^[17]. When Ludwig Fleischner from České Budějovice applied to the Ministry of Education in May 1912 for a travel grant for a summer journey to Paris, he emphasised the necessity of refreshing his language skills and the need for an extended stay to allow intensive visits to schools, institutes, and lectures. He explicitly stated his intention to apply the knowledge and experience gained during the journey to teaching and examining French upon his return. In his evaluation of the journey in October, he noted the enhancement of his linguistic and professional knowledge, as well as the support he received from both the Austrian administration and the French authorities in accessing institutions he intended to visit. Fleischner's report contains an interesting observation highlighting the drawback of conducting study journeys during the summer holidays: in most cases, he could only view school buildings because classes were not in session. Thanks to the cooperation of some school administrators, he was able to examine the facilities and gather more detailed information about school operations. Finally, the unrealised journey of Konstantin Leyerer demonstrates that enriching pedagogical knowledge and skills was not the goal of all study journeys. The individual intended to undertake an study journey through the Balkans to Constantinople primarily for his own scholarly pursuits: as an expert in the history of accounting, he planned to study accounting books and commercial documents from the 14th to 17th centuries in archives and libraries. From the perspective of the transfer of pedagogical expertise, the summer journey of Josef Vocásek to Le Havre in 1909 held significantly greater importance. In addition to his primary objective of attending international economics courses, the professor from the Czech Commercial Academy in Hradec Králové intended to use the six-week journey for other purposes. These included gaining first-hand knowledge of ports and their facilities, such as those in Antwerp, Marseille, and Genoa, and conducting excursions to industrial enterprises in Le Havre. While there, he also visited the local commercial court, the chamber of commerce, and the École Coloniale du Havre. Vocásek was one of the few to assess the practical benefits of the journey: he highly praised the insights gained from the lectures he attended at the economics courses and reported that,

even just three months after his return, these insights were already greatly assisting him in his teaching.

4. Classification of Objectives

The objectives of study journeys corresponded to the professional specialization of commercial school teachers, as well as their extracurricular activities. In some cases, as in the case of Bernhard Schließer's journey from Pilsen to Leipzig in 1914 for the *Internationale Ausstellung für das kaufmännische Bildungswesen*, this particular journey was related to membership in professional organizations and advisory bodies ^[18].

Geographically, two types of study journeys can be distinguished: 1) abroad, and 2) within the boundaries of the Austrian Empire. Even within the extensive Austrian part, there were numerous opportunities where commercial school teachers could broaden their horizons, deepen their professional knowledge, and improve their pedagogical and didactic approaches. For instance, sectoral exhibitions and the so-called *Handelsschultage* (Ústí nad Labem 1903, Prague 1906, Liberec 1914) were held ^[19]. The most prominent locations for significant financial institutions and businesses were, alongside Vienna, Prague and Trieste, with some educators also heading to Dalmatia or Galicia. Certain educators drew pedagogical inspiration directly within domestic commercial schools. An example of this is the visit to the German commercial school in Olomouc by Karl Haberer, the director of the commercial academy in Innsbruck, and Adolf Frucht, a professor at the commercial academy in Graz ^[20].

The study journeys of commercial school teachers can be classified according to their objectives into the following five categories, which were often combined in specific instances: 1) exhibitions (comprehensively conceived world industrial exhibitions or sector-specific exhibitions, such as Leipzig 1914) ^[21], serving as venues for the presentation of organizations, curricula, teaching aids, and school achievements; 2) international congresses and professional symposia for commercial school educators (9 events between 1886 and 1910) and the *Kongresse für kaufmännisches Bildungswesen*, specifically organized at the initiative of Germany (10 events between 1901 and 1913) ^[22]; 3) educational courses (e.g., university or international economic courses, 7 events until 1913) ^[23]; 4) specific

commercial schools (typically part of broader journeys, e.g., Ludwig Fleischner's visit to schools in Paris in 1912); 5) businesses, financial institutions, ports, shops, historical landmarks, libraries, etc. (often associated with categories 1–3) ^[24].

5. The conduct of the journeys

The conduct of the study journeys is documented both in the reports of the travellers to the Ministry of Education, which provided subsidies, and in public reports (such as those in school annual reports, contemporary press, or separately published). The individual reports vary in their informative value and are shaped by their intended purpose, which determines the style, selection, and depth of the information presented. In official reports, concise, clear, and functional communication prevailed over form, although there were exceptions, such as the extensive report by Josef Vocásek from the Commercial Academy in Hradec Králové to Le Havre in 1909. However, the value of official reports lies elsewhere: they reveal many details about these stays and document aspects that remained hidden from the public (e.g., the accessibility of specific locations, the circumstances of official approval). In both reports to authorities and those intended for the public, it is essential to account for the glorification of the benefits of the journeys, the adoration of their positive aspects, and personal contributions. In most cases, the journeys seemed to lack negative aspects or failures, and if any problems did arise, they were not directly related to the activities of the reporter. The biased content of the reports was connected to the aim of presenting the journeys in a positive light, with the intention of receiving the most favourable evaluation from the Ministry of Education.

In the case of study journeys for teachers without students, two forms of travel can be distinguished: individual travel and group travel, the latter being particularly relevant for trips to sectoral congresses or exhibitions. Richard Marek considered travelling in pairs to be the most enjoyable, where both companions shared mutual sympathies, had the same life goals, and the same purpose for the journey. Although he preferred individual travel to excursions with multiple companions, he regarded a properly organised six-person group of educators as ideal for study journeys. The mutual, lively competition among the members

of the expedition was seen as an effective way to combat indifference and premature exhaustion during the journey. Furthermore, having more companions, according to Marek, offered a broader range of options and expanded the knowledge gained from the journey. An interesting point raised by the author was his lament that collective travel encounters reluctance among commercial school educators, who were often unwilling to participate in it ^[25].

It is not surprising that, in the context of study journeys, the most commonly used, comfortable, and fastest means of transportation at the end of the 19th and the beginning of the 20th century were trains and ships. Teachers sought to negotiate various discounts on fares with transportation companies – either directly or through state authorities. The time dimension of the journeys was highly diverse, depending on the purpose and destination. While some study journeys lasted only a few days (e.g., visits to exhibitions and congresses), others lasted several weeks. Particularly longer journeys required careful planning, and in the case of requesting a travel grant, it was necessary to account for the approval process, which sometimes took a considerable amount of time. For instance, when Ludwig Fleischner from České Budějovice was preparing to travel to Paris in the summer of 1912, he did not receive ministerial approval until the end of June of that year, about a month after submitting the request. This process was half as long for Josef Vocásek from the Commercial Academy in Hradec Králové, who wanted to visit Le Havre in the summer of 1909 ^[26]. On the other hand, the official approval for the journey of Konstantin Leyerer from the German Commercial Academy in Brno, who planned to travel through the Balkans and Bulgaria to Constantinople, took two months. The last journey highlights the unfortunate timing of some trips. The journey planned for the summer holidays of 1914 was thwarted by the tense foreign-political situation following the assassination of the heir to the Habsburg monarchy's throne, resulting in the declaration of war on Serbia in July. Nevertheless, valuable permits were obtained in the spring of 1914 from the heir and from the Ottoman Empire to visit several difficult-to-access places and institutions ^[27].

Conclusion

Study journeys for commercial school teachers were a

popular method of transferring pedagogical expertise at the end of the 19th and the beginning of the 20th century. With the growing number of opportunities and teachers participating, these journeys became increasingly important. However, among the various types of commercial educational institutions, teachers from schools with study programmes lasting a maximum of two years rarely travelled, while their colleagues from vocational schools did not travel at all. This was due to their lower professional aspirations and qualification requirements, the focus of these schools' curricula, and the strategy of the Ministry of Education, which clearly prioritised supporting the study journeys of teachers from long-term educational institutions.

The implementation of the growing number of study journeys was marked by overcoming numerous practical obstacles, where the synergy between the Ministries of Education and Foreign Affairs, and sometimes even the Ministry of Commerce, was crucial. The expansion of scholarship programmes and the increase in the number of journeys undertaken reflected, among other factors, the success of cooperation within the state administration. Yet, clear shortcomings persisted, as at the beginning of the 20th century there was an imbalance between the demand for study journeys and the state's financial capacity to support them. State support for these journeys also introduced an increasing level of regulation and oversight, which transformed their nature – from a purely spontaneous and informal phenomenon to one governed by the capabilities and priorities of the state administration.

The relevant sources generally do not allow for an assessment of whether the potential of study journeys in terms of the transfer of pedagogical expertise was always fully realised. The reports of individual teachers mostly inform only about what caught their attention, inspired them, or enriched them during the journeys. On certain occasions, they also include the author's intention to transfer a specific experience into teaching practice. Nevertheless, sources typically remain silent on the actual impact of the journeys, or on how much the journey truly influenced the pedagogical and didactic activities of commercial school teachers. While the contribution of some journeys to the teaching practice of educators (regardless of their ethnicity or the language of instruction) was minimal

or at least debatable, in other cases it could have had a fundamental influence on both the teacher's personality and their teaching. Study journeys for teachers should neither be overestimated nor dismissed, as both would be inappropriate.

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- [17] Národní archiv v Praze, fund MKV, box. 913, Inv. No. 376.
- [18] *Jahresbericht über die Kaiser Franz Joseph-Deutsche Handels-Akademie in Pilsen am Schlusse des XX. Schuljahres 1913–1914* (hereinafter: *Jahresbericht Pilsen*). Pilsen: Selbstverlag; 1914: 99.
- [19] Cf. *Österreichische Handelsschulzeitung, Neue Folge*, 1913 (V): 123–130; Pott. *Die Entwicklung*: 250–253; Max Wolfrum. *Die Aussiger Handels-Akademie in den 25 Jahren ihres Bestandes*. Aussig: Selbstverlag; 1911: 27–32.
- [20] *XI. Jahresbericht der Deutschen Handelsakademie in Olmütz für das Schuljahr 1905*. Olmütz: Selbstverlag; 1905: 117.
- [21] For example, the active participation of Eugène Dufaux from the German Commercial Academy in Pilsen. *Jahresbericht Pilsen*: 168.
- [22] The 10th International Congress for Commercial Education in Budapest in 1913 was attended by, for example, educators Anton Michel and Viktor Trenkler from the Liberec Commercial Academy; the Congress of Commercial Education in Vienna in 1910 was attended by Karel Fišara from the Czech Commercial Academy in Brno. *Jahres-Bericht über die Handelsakademie und die mit ihr verbundenen kaufmännischen Lehranstalten in Reichenberg*. LI. Schuljahr 1913–1914. Reichenberg: Selbstverlag; 1914: 57; XVI. *Roční zpráva c. k. České obchodní akademie v Brně za školní rok 1910–1911*. Brno: Vlastním nákladem; 1911: 62. For more details about these events, see Klaus Dittrich. *Experts Going Transnational: Education at World Exhibitions during the Second Half of the Nineteenth Century I* (Ph.D. Thesis, University of Portsmouth, 2010): 74, 113; Damiano Matasci. *L'école républicaine et l'étranger. Une histoire internationale des réformes scolaires en France, 1870–1914*. Lyon: ENS Édition; 2015: 122, 151–153; *Österreichische Zeitschrift für das kaufmännische Unterrichtswesen*, 1906 (II): 246–252; *Obzor národohospodářský*, 1910 (XV): 438–439; *Österreichische Handelsschul-Zeitung, Neue Folge* 1909 (I): 160–166; *Ibidem*, 1910 (II): 495–569; *Ibidem* 1913 (V): 128–132; W. Wolff. *Der Deutsche Verband für das Kaufmännische Unterrichtswesen und seine bisherige Wirksamkeit*. Braunschweig: Braunschweiger Verlag für kaufmännisches Unterrichtswesen und Wirtschaftskunde; 1899: 60–64.
- [23] Due to attending university courses in London, Čeněk Syrový was absent from the Czech Commercial Academy in Brno from 1st May 1913 until the end of the school year; national economic courses were attended by, for example, Josef Vocásek, Gracián Černušák, and Otakar Tomášek from the Commercial Academy in Hradec Králové (1909 Le Havre; 1910 Vienna), or Karl Fiedler and Eric Gierach from the Commercial Academies in Olomouc and Liberec (both 1913 Budapest). These were essentially several-week events with several lectures each day and accompanying programmes, including professional excursions to the surrounding areas. Cf. *Jahres-Bericht Reichenberg* 1914: 57; *XX. Jahresbericht der Deutschen Handelsakademie in Olmütz für das*

- Schuljahr 1913–1914. Olmütz: Selbstverlag; 1914: 92; Národní archiv v Praze, fund MKV, box 913, Inv. No. 376.
- [24] For example, academic journeys of teachers from the Czech Commercial Academy in Brno: Josef Válek (Moscow, St. Petersburg), Čeněk Syrový (Paris), and Václav Vepš (Prague) in 1902; Ludwig Fleischner from the German Commercial School in České Budějovice (Paris) in 1912; or the unrealised journey of Konstantin Leyerer to the Balkans and Constantinople in 1914. Cf. Osmá roční zpráva České vyšší obchodní školy v Brně za školní rok 1902–1903. Brno: Vlastním nákladem; 1903: 39; Národní archiv v Praze, fund MKV, box 913, Inv. No. 376.
- [25] Marek. Über Studienreisen: 238–239.
- [26] The journeys of L. Fleischner and J. Vocásek highlight that alongside the official programme of academic journeys, there was also an unofficial aspect – the time when the daily work programme was completed. It was during this time that travellers familiarised themselves with everyday life in the respective countries and locations, observing the customs of local merchants and ordinary people. This included, among other things, visits to churches, cultural performances, and court sessions. Undoubtedly, the significance of these experiences should not be underestimated.
- [27] Národní archiv v Praze, fund MKV, box 913, Inv. No. 376.