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SIMILARITIES, DIFFERENCES, CHALLENGES – CZECH AND POLISH UNIVERSITY PROFESSORS OF ENGLISH IN THE INTERWAR PERIOD

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The aim of this paper is to examine similarities, differences, and challenges between university professors of English philology in interwar Czechoslovakia and Poland. In both countries there were only four departments of English – in Czechoslovakia: Charles University, German University, Brno and finally Bratislava, in Poland: Krakow, Warsaw, Poznań and Lviv. The author is interested in the size of the examined group, together with the similarities and differences between English philologies in Poland and Czechoslovakia. As a result, this will provide insights into the conditions in both countries which shaped the development of these modern philologies within long-standing university traditions following their establishment after World War I.

Keywords: English university philologies – interwar Poland – interwar Czechoslovakia – Roman Dyboski – Vilém Mathesius

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Introduction

"*My Dear Vočadlo* […]
I am writing this in a hurry to catch you before Oct. 12. Are you going home at once after that date, I wonder? If so, we could not meet, which I should regret greatly. In case you should still be in New York later on, please let me know; perhaps I could see you somewhere in December. […]"[1]

The fragment of a letter sent in New York City by Roman Dyboski, professor of English philology at the Jagiellonian University in Krakow, to Otokar Vočadlo, a prominent Czech Anglicist and future professor at the Universities in Bratislava and Prague, is a very good example of rare connections between professors of English philology at universities in interwar Poland and Czechoslovakia. The two scholars, who had met in London several years earlier, went on an extensive lecture tour of the United States in 1928 and 1929. Dyboski, being also a theatrologist, journalist, and one of the most active Polish professors abroad, was one of the leaders of intellectual and organizational encounters between scholars from the Western Hemisphere and Central Europe, even though the political relations

[1] Literární archiv Památníku národního písemnictví v Praze (hereinafter: LA PNP), Fond Vočadlo Otakar, inv. no. 1309–1340, letter from Dyboski Roman, Oct. 11, 1928.

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between Poland and Czechoslovakia at the time were far from amicable. The other Polish Anglicists didn't follow the achievements of their south-western neighbor either, preferring to follow those of the Anglo-Saxons and other influential European nations. The same was true of German and Czech experts in English philology (as they were the ones who held academic posts in English philology in Czechoslovakia rather than Slovaks) – they did not show much interest in the writing of their Polish colleagues. Even if the relations were rare, some parallels between them cannot be left unnoticed – English philologists, although their major task was to research the language and literature of Great Britain, Ireland and the USA and share the findings with their compatriots, they often had to take up another challenge: to be ambassadors of Poland and Czechoslovakia in the Anglosphere. The reason was simple: there were hardly any specialists in the new postwar countries and the elites in both of them hardly spoke any English. Similarly, few English people spoke Polish, Czech, or Slovakian.[2]

The aim of this paper is to examine interrelations between university professors of English philology in interwar Czechoslovakia and Poland. I am interested in the size of the examined group, together with the similarities and differences between English philologies in Poland and Czechoslovakia. As a result, this will provide insights into the conditions in both countries which shaped the development of these modern philologies within long-standing university traditions following their establishment after World War I. The basic method I employ is prosopography, a natural choice given that the object of my research are the academic elites of both countries, and I will analyze the collected data on representatives of a particular group. A driving force will be the perspective of entangled history since the subject matter, contained within the triangle of Anglosphere – Poland – Czechoslovakia, is centered around the interconnectedness of societies. As is it explained:

"*The basic assumption is that neither nations, nor empires, nor civilizations can be the exclusive and exhaustive units and categories of historiography. As entities, they themselves were formed through a process of interaction and global circulation in which they related to each other. By questioning the absolute centrality of national borders and inquiring about processes of non-state based exchanges, entangled history examines dependencies, interferences, interdependencies, and entanglements, and emphasizes as well the multidirectional character of transfers.*"[3]

I agree that when we examine Anglicists from the two Slavonic countries in terms of information transfer and interrelations, the sides of the mentioned triangle are not equal, being largely concerned with their relations with the Anglosphere than with each other. However, this does not mean that the latter did not exist or were marginal but only that they require more in-depth research.

As a research group, Anglicists have so far been rather on the margins of research interests, although there are of course biographies of their eminent representatives in both

[2] For more on this, see: Tomasz Pudłocki, *Ambasadorzy idei. Wkład intelektualistów w promowanie pozytywnego wizerunku Polski w Wielkiej Brytanii w latach 1918–1939*, Kraków 2015.

[3] Center for InterAmerican Studies Universität Bielefeld, Entangled History; available at: <https://www.uni-bielefeld.de/einrichtungen/cias/publikationen/wiki/e/entangled-history.xml> [accessed on 7 X 2024].

Poland and Czechoslovakia.[4] I am aware that, on account of their profession, scholars had been more interested in their establishment in the Anglosphere and how they had contributed to the development of English philology research in their own countries than in how they were connected with academic disciplines in neighboring countries. In a time dominated by the prodigious growth of nationalism and the significance of learning as such, this seems understandable. What is more, political relations between Czechoslovakia and Poland were either hostile or tense, which did not help create arenas of encounter for scholars or possibilities for vivid academic interchange.[5] It does not mean, however, that interwar scholars from Central Europe focused solely on the progress of learning in their own countries or on keeping track of trends in the West of the continent.

The examined group

A careful analysis of the problem allows to identify a lot more interdependences and areas of expertise exchange than it might at first seem. This results among others from a tremendous growth in the popularity of Anglo-Saxon (particularly American) culture in Poland and Czechoslovakia. Owing to the new postwar culture and mindset, relaxation of the morals, a vivid interest in the flapper phenomenon and American movies, frequent references to American lifestyle in the media and the many translations of English-language literature into the vernaculars, Anglo-Saxon culture excited considerable curiosity in East-Central Europe. A key contributing factor in Czechoslovakia was the personal experience of President Masaryk, in Poland it was Paderewski, while in the case of both countries it was numerous immigrants in the USA. Small wonder, therefore, that universities had to promptly respond to the increased interest in the new alien world[6].

[4] See also: Václav Machek, *Josef Baudiš*, Praha 1948; Vilém Mathesius, *Paměti a jiné rukopisy*, edd. Josef Hladký – Libuše Dušková, Praha 2009; Marta Gibińska-Marzec, *Roman Dyboski – pierwszy polski anglista i założyciel krakowskiej anglistyki*, Rocznik Przemyski. Historia 54/1(21), 2018, pp. 131–147; Jiří Hanuš, *Vědec a občan František Chudoba 1878–1941*, Brno 2017; Tomasz Pudłocki, *Szekspir i Polska. Życie Władysława Tarnawskiego (1885–1951)*, Rzeszów – Warszawa 2023.

[5] For political relations between Czechoslovakia and Poland see e.g.: Jaroslav Valenta et al., *Československo-polské vztahy v nejnovějších dějinách*, Praha 1967; Antonín Měšťan (ed.), *Československo-polské styky včera, dnes a zítra*, Mnichov 1986; Jindřich Dejmek – Janusz Gruchała, *Czeskie środowiska polityczne wobec spraw polskich 1920–1938*, Katowice 2002; Jindřich Dejmek, *Československo a jeho sousedé*, Praha 2002, pp. 135–170; Marek Kazimierz Kamiński, *Szkice z dziejów Polski i Czechosłowacji w latach trzydziestych XX wieku*, Warszawa 2014; Anna Szczepańska, *Czechosłowacja w polskiej polityce zagranicznej 1918–1933*, Szczecin 2004; Andrzej Essen, *Polityka Czechosłowacji w Europie Środkowej w latach 1918–1932*, Kraków 2006; Piotr Kołakowski, *Między Warszawą a Pragą. Polsko-czechosłowackie stosunki wojskowo-polityczne 1918–1939*, Warszawa 2009; Petr Jelínek, *Zahraničně-politické vztahy Československa a Polska 1918–1924*, Opava 2009; Rudolf Žáček, *The Czechoslovak-Polish relations before 1945*, in: Dušan Janák – Tomasz Skibiński – Radosław Zenderowski, Conflict – competition – cooperation in Central Europe in the 20th and 21st centuries. The intricacies of the Polish-Czech relations, Warszawa 2020, pp. 74–83.

[6] The literature on the large Czech and Polish expatriate communities in the United States is large. See e.g.: Martin Nekola, *České Chicago*, Praha 2017; idem, *Český New York*, Praha 2021; idem, *Metropole české Ameriky*, Praha 2024; Ivan Dubovický, *Češi v Americe a česko-americké vztahy v průběhu pěti staletí*, Praha 2018; Miloslav Rechcígl ml., *Češi se ve světě neztratí, natož v Americe*, Olomouc 2020; Andrzej Brożek, *Polonia amerykańska 1854–1939*, Warszawa 1977; Hieronim Kubiak – Eugeniusz Kusielewicz – Tadeusz Gromada (edd.), *Polonia amerykańska. Przeszłość i współczesność*, Wrocław – Warszawa – Kraków 1988; Adam Walaszek, *Polish American History before 1939. Polish American History before 1939*, New York – London 2024.

First of all, in both countries, back in Austro-Hungarian times, only two departments of English Philology were established. The Kraków one was headed by Roman Dyboski from 1909 and the Czech one (at the Charles-Ferdinand, later Charles University) in Prague, by Vilém Mathesius from 1912. Both professors are regarded as the "founding fathers" of English philologies in their native lands. They were also almost the same age: Mathesius was merely a year older than his Kraków counterpart. It was only after the warfare had ended that the new English philology departments were established, with both countries having four each. In Poland, apart from the one in Kraków, departments were set up at the University of Warsaw (headed by Andrzej Tretiak from 1922), the Adam Mickiewicz University in Poznań (Bernard W. A. Massey from 1922) and King John Casimir University in Lviv (Władysław Tarnawski in the years 1924–1933 and from 1937). In Czechoslovakia new English philologies were founded at the German University in Prague (Otto Funke in the years 1920–1926, Leo Hibler-Lebmannsport in the years 1927–1929 and Adolf Rotter from the 1933/34 academic year as an associate professor and from 1935/36 as a professor),[7] at the Masaryk University in Brno (František Chudoba from 1921) and at the Comenius University in Bratislava (Josef Baudiš in the years 1924–1932, later Otokar Vočadlo in the years 1932–1938). As Mathesius' eyesight was gradually worsening, in 1930 the department of English philology at the Charles University in Prague appointed Bohumil Trnka, who was employed from the 1925/26 academic year as an associate professor.[8] After Trnka was promoted, the associate professor in the department of English philology for two years was René Wellek, who completed his habilitation in 1932 (later he lectured on the Czech language at the School of Slavonic and East European Studies, London University – later: SSEES). Wellek had to take on extra lectures, as Mathesius, for health reasons, lectured only 2 hours a week in the academic year 1932/33.[9]

The group was therefore very small: thirteen people altogether and including men only: in Poland, three Poles and one Englishman and in Czechoslovakia, six Czechs and three Germans. They were the only ones who were in charge of English philology departments at the time, which does not mean there were no other people in the academia speaking excellent English, doing research in English studies, being considered as potential successors of the above-mentioned group in the case of their retirement or death. In the first place those were assistant lecturers who, particularly in the 1930s, strengthened the personnel potential, and English language instructors. Yet their legal position, salaries and prestige in those circles were completely different than those of the professors. Among the people who were extremely important for the development of English philology in Poland (though they did not take so prominent posts, or did not get an opportunity to take them

[7] In the academic year 1934/35 additional classes in English philology (English studies seminar) were run by a German studies scholar Ernst Schwarz, yet because of his specialty we can include him in the examined group. Cf.; available at: <https://de.wikipedia.org/wiki/Ernst_Schwarz_(Germanist)> [accessed on 7 VIII 2026].

[8] *Seznam osob a ústavů Karlovy university v Praze, jakož i státních zkušebních komisí ve studijním roce 1925/26*, Praha 1926, p. 40; available at: <https://kramerius.cuni.cz/uk/view/uuid:f12888e0-2528-4e71-af79-4c7fde1961f5?page=uuid:32d12d20-4a90-4bcb-b127-8c95f0ec63a6> [accessed on 7 VIII 2026].

[9] Ústav dějin Univerzity Karlovy a archiv Univerzity Karlovy (AUK), fond Filozofická fakulta Univerzity Karlovy 1882–2011 (FF UK), inv. č. 476 Mathesius V.; *Seznam osob a ústavů ... 1933/34*, Praha 1934, p. 57; ibidem 1934/35, p. 67; ibidem 1935/36, p. 68; available at: <https://kramerius.cuni.cz/uk/periodical/uuid:91a1f28a-b678-42e9-a32b-c9c6f99182e9>; <https://cs.wikipedia.org/wiki/Ren%C3%A9_Wellek> [accessed on 29 IX 2024].

until after World War II), were: Julian Krzyżanowski and Wacław Borowy (both lecturers of the Polish language at the SSEES), Witold Chwalewik (Polish-language assistant at the SSEES), high school teachers like Tadeusz Grzebieniowski, Juliusz Krzyżanowski, Stanisław Helsztyński (for whom the chair of English philology at the Vilnius University was not created after all) or Józef Birkenmajer (who before the war was a lecturer at the University of Wisconsin-Madison), assistant lecturers like Maria Patkaniowska, Maria Laskowska, Krystyna Michalik, Ludwik Krzyżanowski, Antoni Prejbisz.[10] In addition, there was a pretty large group of English language instructors. At the Vilnius University there were: Anastazja Gruzińska, Alina Brylińska (Studnicka), Wanda Januszkiewiczówna (Grabińska), Władysław Kospoth-Pawłowski; at the University in Poznań: Oskar Callier, Rudolf J. Lovell, Eileen Markley Znaniecka, Zygfryd Marian Arend, Maria Rudnicka; at the University of Warsaw: Wacław Osuchowski, Burt Watson Welsh, Ernest B. McKnight, Zofia Miklaszewska, Kathleen O'Donoghue-Herman, Hilda Motler, at the Jagiellonian University in Kraków: Michał Henryk Dziewicki, Godfrey G.R. Greene, Jan Stanisławski, and at the King John Casimir University in Lviv, Charles Irvine.[11] The group gets larger in Czechoslovakia as well, considering the many contexts of Anglicists' activity. Among significant figures in English philology there were for sure: historian Otakar Odložilík (lecturer of the Czech language at the SSEES and then of history at the Charles University in Prague), assistant lecturers like: Karel Třeska, Karel Polák, Karel Hais, Jaroslav Albrecht at the Charles University in Prague, or Leopold Rusler, Jan Brdičko, Štefan Orosz in Brno. Among English-language instructors employed at Czech universities, were: at the Charles University in Prague: John Archibald Allan, Dr. Antonín J. Osička, Dr. Thomas Oakes Hirst, John Herdman-Smith, Dr. Harold Theodore Cheshire;[12] at the German University in Prague (apart from the mentioned Adolf Rotter, who first in the years 1921/22–1932/33 was an English language instructor and after completing his habilitation in 1933, a private assistant professor and eventually professor of English philology): A. J. Percival Butler, Cecil Wilkins, Geoffrey Frodsham, Donald Branch, Glynne Humhreys Roberts, Aidam Lloyd Owen.[13] At the University in Brno: Samuel Kostomlatský, Samuel Potter, Stuart Edward

[10] On the circle of Polish Anglicists see T. Pudłocki, *Ambasadorzy idei*, passim.

[11] See more in: Mirosława Podhajecka, *Lektorzy języka angielskiego w międzywojniu*, Kraków 2021.

[12] *Seznam přednášek které se budou konati na české Universitě Karlově v Praze v zimním běhu 1919/20*, Praha 1920, pp. 49, 54–55, 65; ibidem v letním běhu 1919/20, pp. 51, 56, 58; ibidem v zimním běhu 1920/21, pp. 45, 50, 52, 57; ibidem v letním běhu 1920/21, pp. 44–45, 51–52, 58; ibidem v zimním běhu 1921/22, pp. 28, 34–35, 37; ibidem v zimním běhu 1922/23, pp. 40–41, 46, 48, 53; available at: <https://kramerius.cuni.cz/uk/periodical/uuid:396f6243-c1f8-4b19-a467-afa08f5090c2> [accessed on 7 VIII 2026]; *Seznam osob a ústavů ... 1923/24*, Praha 1924, pp. 33–34, 36, 41–42, 67; ibidem 1924/25, pp. 34, 42–43, 68; ibidem 1925/26, pp. 34, 40, 42–43, 70; ibidem 1926/27, pp. 34, 40, 42–43, 71; ibidem 1927/28, pp. 36, 43, 45, 47, 76; ibidem 1928/29, pp. 38, 46, 48–49, 80; ibidem 1929/30, pp. 39, 48, 50, 52, 86; ibidem 1930/31, pp. 39, 44, 50, 52, 87; ibidem 1931/32, pp. 41, 47, 54–55, 94; ibidem 1932/33, pp. 44, 50, 57, 59, 100; ibidem 1934/35, pp. 53, 59, 67, 70–71, 119; ibidem 1935/36, pp. 54, 61, 68, 71–72; ibidem 1936/37, pp. 56, 64, 75, 77; ibidem 1937/38, pp. 56, 63, 69, 73.

[13] AUK, fond Filozofická fakulta Německé Univerzity v Praze (FF NU), inv. č. 859–863 Anglistika, inv. č. 57 Grodsham F., inv. č. 58 Lawrence J.; *Personalstand der Deutschen Universität in Prag zu Anfang der Studienjahres 1920/21*, Prag 1920, pp. 30, 33; ibidem 1921/22, pp. 30, 34; ibidem 1922/23, pp. 31, 34–35; ibidem 1923/24, pp. 30, 34; ibidem 1924/25, pp. 28, 32, 49; ibidem 1925/26, pp. 28, 32, 48; ibidem 1926/27, p. 27–28, ibidem 1927/28, pp. 30, 33, 51; ibidem 1928/29, pp. 30, 33, 51; ibidem 1929/30, pp. 34, 53; ibidem 1931/31, pp. 34, 55; ibidem 1931/32, pp. 36, 57, ibidem 1932/33, pp. 36–37, 59; ibidem 1933/34, pp. 37, 38; ibidem 1934/35, pp. 40, 66; ibidem 1936/37, p. 42, ibidem 1937/38, p. 42; available at: <https://kramerius.cuni.cz/uk/periodical/uuid:d92222d2-7270-4686-b669-1f810fa2e2ed> [accessed on 7 VIII 2026].

Mann.[14] At the Comenius University in Bratislava the only English-language instructor was Dorothy Fejerová (English-language instruction did not operate until the academic year 1930/1931).[15] There were also high school teachers of English such as Alžběta Pelzlová.[16]

Obviously, the list of people promoting British and American cultures, connected with Polish and Czech universities, is far from complete. It ought to include a large group of translators, journalists or aristocrats, industrialists and entrepreneurs, as well as lecturers on other subjects who had a good command of English. However, though I have managed to track down the major figures, mainly connected with academic circles, who through their activity carried out their universities' missions for the community, a certain regularity can be noticed. The group is diverse, if only in terms of gender and nationality. Apart from Poles and Czechs there are also Englishmen and even (although fewer in number) Americans and Germans. In terms of numbers, men prevailed, although women's stories, as indicated e.g. by Mirosława Podhajecka in her monograph, were by no means less interesting.[17] Some women felt quite settled in their workplaces, for example due to family relations. That was, among others, the case of American Eileen Markley Znaniecka, wife of a professor of sociology at the University in Poznań, Florian Znaniecki. There is also the case of John Archibald Allan, who took English language instruction in Prague in 1912, having worked there earlier in private education; it was there that his children were born before World War I.[18] Looking at the life stories of English language instructors alone, one can draw a lot of conclusions. For instance, Englishmen would often visit their native country, and, judging

[14] *Seznam osob a ústavů Masarykovy university v Brně v zimním běhu studijního roku 1921/22*, Brno 1921, pp. 36, 41, 43; ibidem v zimním běhu studijního roku 1922/23, pp. 47, 53, 56; *Seznam osob a ústavů Masarykovy university v Brně, jakož i státních zkušebních komisí ve studijním roce 1923/24*, Brno 1924, pp. 19, 23, 38; ibidem 1924/25, pp. 21, 26, 41; ibidem 1925/26, pp. 18, 22, 35; ibidem 1926/27, pp. 18, 27, 35; ibidem 1927/28, pp. 21, 25, 39; ibidem 1928/29, pp. 22, 26; ibidem 1929/30, pp. 22, 27, 42; ibidem 1930/31, pp. 22, 27, 43; ibidem 1931/32, pp. 24, 29, 46; ibidem 1932/33, pp. 26, 31, 47; ibidem 1933/34, pp. 29, 34, 51; ibidem 1934/35, pp. 29, 38, 51; ibidem 1935/36, pp. 29, 34–35, 50; ibidem 1936/37, pp. 28, 34–35, 51; ibidem 1937/38, pp. 32, 39, 56.

[15] Archiv Univerzity Komenského v Bratislave (dalej AKB), fond FF UK, č. 74 Dorothy Fejerová; *Ročenka University Komenského za první pětiletí 1919–1924*, Bratislava: Nákladem akademického senátu University Komenského 1924, pp. 207–208; *Soznam prednášok, ktoré sa budú konať na Univerzite Komenského v Bratislave v letnom semestre štud. roku 1924/25*, Bratislava: Akademický senát University Komenského 1925, p. 22; ibidem v zimnom semestre štud. roku 1925/26, p. 21; ibidem v letnom semestre štud. roku 1925/26, p. 22; ibidem v zimnom semestre štud. roku 1926/27, p. 25; ibidem v letnom semestre štud. roku 1926/27, p. 27; ibidem v zimnom semestre štud. roku 1927/28, pp. 28–29; ibidem v letnom semestre štud. roku 1927/28, p. 27; ibidem v letnom semestre štud. roku 1928/29, p. 30; ibidem v zimnom semestre štud. roku 1929/30, p. 32; ibidem v letnom semestre štud. roku 1929/30, pp. 32–33; ibidem v zimnom semestre štud. roku 1930/31, pp. 35–36; ibidem v zimnom semestre štud. roku 1931/32, pp. 96, 98; ibidem v letnom semestre štud. roku 1931/32, pp. 42–43, 46; ibidem v zimnom semestre štud. roku 1932/33, pp. 96–97, 100; ibidem v letnom semestre štud. roku 1932/33, pp. 41, 44; ibidem v zimnom semestre štud. roku 1933/34, p. 100; ibidem v letnom semestre štud. roku 1933/34, pp. 41–42; ibidem v zimnom semestre štud. roku 1934/35, pp. 104–105; ibidem v letnom semestre štud. roku 1934/35, pp. 12–13; ibidem v zimnom semestre štud. roku 1935/36, pp. 104–105; ibidem v letnom semestre štud. roku 1935/36, pp. 43–44; ibidem v zimnom semestre štud. roku 1936/37, pp. 107–109; ibidem v letnom semestre štud. roku 1936/37, pp. 43, 45; ibidem v letnom semestre štud. roku 1937/38, p. 46.

[16] She co-authored (with Geoffrey L. Tier) a dictionary which was published in two language versions, Czech (*Spoken English and Broken English: Co je třeba denně věděti, ale co těžko jinde naleznete*, Praha 1933) and German (*Spoken English and Broken English. Was man von der täglichen Umgangssprache wissen soll und was man schwerlich irgendwo findet*, Prag 1933). The dictionary was recommended to be printed by Bohumil Trnka – see AUK, FF UK 203, inv. č. 1438, lists 1932–1933.

[17] M. Podhajecka, *Lektorzy języka angielskiego*, passim.

[18] AUK, f. FF UK 1882–2011, inv. č. 68 Allan J. A.; Włodzimierz Wincławski (ed.), *Listy Eileen i Floriana Znanieckich do Józefa Chałasińskiego z lat 1933–1960*, *Roczniki Historii Socjologii* 1, 2011, pp. 159–168.

from the preserved correspondence of John Herdman-Smith, for example, his journeys to Germany and Sweden were quite frequent.[19] Therefore, even if English-language instructors had the lowest salaries among the university staff, and their legal status was uncertain, their social background, connections, establishment in the milieu, additional forms of earning money (like compiling dictionaries or writing translations) show tremendous research potential. This, however, is a matter deserving of a separate paper.

Interdependences between university Anglicists

Within the group of professors, it is worth considering some dependences which may be a starting point for more extensive research in the future.

First of all, English philology developed relatively late in the Czech and Polish territories, both of which had been a part of the Habsburg Empire prior to the outbreak of World War I. This was largely a result of the interests and research of German philologists in both countries. At the Jagiellonian University, the promoter of English literature studies was Wilhelm Creizenach[20] while at the Charles-Ferdinand University it was Václav Emanuel Mourek.[21] While the former promoted Roman Dyboski, the latter did the same with Vilém Mathesius. Although they were not among the oldest academics, and their research experience was not always comparable with that of their colleagues', they alone were given a chance to chair English philologies before World War I. Others had to wait until the end of the older colleagues' careers, hence their expertise was much more diverse.

The first generation of Anglicists was born in the 1880s. Among them were: Mathesius (1882), Dyboski (1883), Baudiš (1883), Hibler-Lebmannsport (1884), Massey (1884), Tarnawski (1885), Tretiak (1886), Funke (1885), Rotter (1886). Born in 1878, František Chudoba was not much older. The second generation included Schwarz (1895), Vočadlo (1895), Trnka (1895) and a few years younger Wellek (1903) – yet their careers did not peak until the 1930s.[22]

Dyboski, Tarnawski and Tretiak were Poles; Chudoba, Mathesius, Baudiš, Vočadlo, Trnka and Wellek – Czechs. Funke and Hibler-Lebmannsport were Austrians while Rotter was a German born in Czechia and Massey was the only Englishman there. It is worth mentioning the 'regional origins' of the main protagonists – so that most of them grew up in at least bilingual or multicultural regions. Roman Dyboski was born in the Polish-Czech-German linguistic border region in (at that time still undivided) Cieszyn/Těšín/Teschen, Władysław Tarnawski in the Polish-Ukrainian (with a large Jewish minority) border in Przemyśl/

[19] AUK, f. FF UK, inv. č. 276 Herdman-Smith J.

[20] M. Stinia, *Rozwój katedr i badań filologicznych z zakresu filologii klasycznej oraz germanistyki, romanistyki i anglistyki na uniwersytecie krakowskim i lwowskim w latach 1850–1918*, in: Maria Stinia – Tomasz Pudłocki (edd.), W kręgu historii nauki i oświaty. Uniwersyteckie środowiska filologów krakowskich i lwowskich 1850–1939, Prace Historyczne. Zeszyty Naukowe Uniwersytetu Jagiellońskiego 145/2, 2018, pp. 226–228. See more in: Krzysztof Lipiński, *Wilhelm Creizenach (1851–1919)*, in: Jan Michalik – Wacław Walecki (edd.), Złota Księga Wydziału Filologicznego, Kraków 2000, pp. 107–115.

[21] *Život a dílo Viléma Mathesia*, in: V. Mathesius, Paměti a jiné rukopisy…, p. 11.

[22] I have prepared all the data based on AUK, f. FF UK, inv. č. 476 Mathesius V.; inv. č. 716 Trnka B., inv. č. 799 Wellek R.; f. FF NU, inv. č. 51 859–863 Anglistika; M. Gibińska-Marzec, *Roman Dyboski*, pp. 131–147; T. Pudłocki, *Ambasadorzy idei*, passim; M. Podhajecka, *Lektorzy języka angielskiego*, pp. 327–370.

Peremyšl, Otakar Vočadlo in the Czech-German linguistic border region in Klatovy/Klattau, Vilém Mathesius in Pardubice/Pardubitz and Josef Baudiš in Czech-German-Jewish Prague. Even Andrzej Tretiak (born in Lviv, but raised in Krakow), son of a Jagiellonian University professor Józef, cannot be described as coming from a Polish milieu only – the number of Jews in Krakow was significant. All of them, apart from Massey, completed their PhDr´s and habilitations in English studies, even though some of them started in German or Polish philologies. The reason was simple: a lack of local English philologies as the closest English studies department was at the University of Vienna. It was there that Roman Dyboski moved, encouraged by Wilhelm Creizenach, after his German philology studies in Kraków, and completed his PhDr. in 1905. He continued his studies in London, Cambridge and Oxford. Andrzej Tretiak studied in Vienna. Władysław Tarnawski was an alumnus of the Kraków and Lviv universities; in Kraków he got his PhDr. (1913); *veniam legendi* in Lviv he obtained without the habilitation, which he completed only later. Massey attended classes in Cambridge, Jena, and Munich and in 1919 he obtained an MA degree in art from Cambridge; without a PhDr., which he never completed, he took the chair of English philology in Poznań in 1921.

Chudoba received a degree in German and Czech studies at the Charles-Ferdinand University in Prague, where he completed his PhDr. in 1905. In the meantime, he spent the academic year of 1899/1900 in Leipzig and after completing his PhDr. he stayed in Berlin and Oxford. He obtained the habilitation diploma at his *alma mater* in 1912. Funke studied at the universities in Munich and Vienna, completing his PhDr. in Munich. Hibler-Lebmannsport studied in Innsbruck, Oxford and Paris; he completed his PhDr. in Innsbruck and his habilitation in Graz in 1925. In the academic year 1921/22 he was a German language instructor at University College London.[23] Wellek obtained a PhDr. (1926) and habilitation (1932) at the Charles University in Prague, yet, without any prospects of heading a department, he left for the USA. There he worked at Princeton University (1927/28 and 1929/30), at Smith College in Northampton, MA (1928/29) and from 1936/37 he was a lecturer of the Czech language at the SSEES in London. He taught at the English philology department in Prague for only three years.[24] Vočadlo was a graduate of the Charles University in Prague, where he completed his PhDr. in 1921, but before his habilitation in 1933 and taking over the chair in Bratislava, he worked for several years at the SSEES in London. He then stayed for a year in the USA and also took part in the Modern Language Association Congress in Toronto in 1928.

There were also scholars whose entire careers were connected with one university. That was the case of Vilém Mathesius, who completed his PhDr. and habilitation (1909) at the Charles-Ferdinand University in Prague, and Bohumil Trnka (1919 and 1929 respectively), as well as Adolf Rotter, who completed his PhDr. in philosophy (1913), then in law (1922) and habilitation (1933) at the German University.[25]

The first and second generations of English philology professors in Poland and in Czechoslovakia were therefore very well educated; even if they were connected with only one academic center, they sought to extend their knowledge and expertise. The go-to places

[23] Available at: <https://de.wikipedia.org/wiki/Leo_von_Hibler> [accessed on 29 IX 2024].
[24] AUK, f. FF UK, inv. č. 799 Wellek R.; *Seznam osob a ústavů Karlovy university v Praze ... 1936/37*, p. 72.
[25] *Personalstand der Deutschen Universität in Prag ... 1933/34*, p. 37; ibidem 1934/35, p. 36.

for broadening their horizons were above all German and English universities, and for the second generation, also American ones.

It is worth considering the examined group also in terms of mobility following the termination of employment at their workplace, which is a distinctive category in this paper. Mathesius, Dyboski, Chudoba, Tretiak, Massey, Baudiš, Trnka, all remained at the same universities; some of them died relatively young, others worked a few more decades in the new postwar reality. Right before the outbreak of World War II, Vočadlo moved from Bratislava to the Charles University in Prague, which was a consequence of purges of Czech professors carried out by Slovak authorities. Tarnawski became a professor at the Jagiellonian University after World War II and the subsequent changes to Polish borders. After Funke moved to the University of Bern, Switzerland in the academic year 1926/27[26], there was a one-year vacancy at the German University in Prague. In the year 1927/28 Leon Hibler-Lebmannsport moved from Graz to Prague.[27] However, he worked only two years, after which he moved to Leipzig (Handelshochschule Leipzig) as full professor of Business and Economy and English and American language. Remaining an honorary professor of that school, he then lectured in the years 1932–1936 at the Technical University in Dresden (Technischen Hochschule Dresden).[28]

Participation in academic life and research trips was typical for all of the mentioned scholars. The major place of exploration was Great Britain, with stays ranging from several weeks to several years. Baudiš, who was a specialist in Celtic languages, often combined his trips with stays in Ireland. Chudoba, Hibler-Lebmannsport, Dyboski, Vočadlo and Wellek taught in England. A real record holder was Roman Dyboski, who regularly lectured at several English universities, and during a tour funded by the Kosciuszko Foundation in New York in the academic year 1928/29, also American and Canadian ones. Additionally, he traveled extensively around Europe, including Finland, Denmark, Czechia and France. He was an excellent public speaker, publishing extensively in English on Polish matters, but not much on his specialty field. Aside from Dyboski, only Vočadlo and Wellek had contact with American universities, and the latter lectured at them for three years. Mathesius hardly ever left Czechia. He is known to have attended the Second Linguistic Congress in Geneva in 1931 with Trnka. During the holidays in 1932 he took part in the Phonetic Congress in Amsterdam and at the same time carried out research in England and Wales.[29] Massey largely remained in place since he had been severely injured during the war and was missing an arm and a leg.

After his PhDr. Trnka visited England twice during holidays in 1923 and 1924. In 1935 he took part in the Second International Phonetic Congress in London, and in 1938, in the third one in Ghent, Belgium. In 1936 he participated with Vočadlo in the Third Linguistic Congress in Copenhagen.[30] Vočadlo participated in many international conventions; apart from those already mentioned they included: Congress of World Federation of Adult

[26] *Personalstand der Deutschen Universität in Prag ... 1926/27*, pp. 43–44. See more in: Hans Walter Häusermann – Rudolf Stamm, *To Professor Otto Funke. On his seventieth birthday*, English Studies 36/1–6, 1955, pp. 193–198.

[27] *Personalstand der Deutschen Universität in Prag ... 1927/28*, p. 30.

[28] Available at: <https://de.wikipedia.org/wiki/Leo_von_Hibler> [accessed on 29 IX 2024].

[29] AUK, f. FF UK, inv. č. 476 Mathesius V.

[30] AUK, f. FF UK, inv. č. 716 Trnka B.

Education Associations in Edinburgh in 1925, Historical Congress in London in 1926, Modern Language Association in Toronto in 1928, 1. Congrès international d'histoire coloniale in Paris in 1931, 26. Congresso de Americanistas in Sevilla in 1935.[31] Tarnawski and Tretiak carried out frequent research stays in England. The former represented Poland in 1932 during the 14th International Congress of Secondary Education in London and, according to his memoires, there were also Czechs among the participants.[32]

Distribution of knowledge and power

Anglicists, due to a shortage of specialists in their field, were treated as experts in all things Anglo-Saxon and this was the case in both Poland and Czechoslovakia. Thus, they were frequently invited to speak on various issues: from the language and British and American literature to theatre, general culture, impressions from trips to English-speaking countries, to social, political and even economic problems. They did so in different books, articles (in academic journals and in the press) and via interviews for the press and radio. They were by no means original; *England* by the German Anglicist Wilhelm Dibelius is a perfect example of raising a wide range of subjects. The book was so good that it was promptly translated from German into English where it met with considerable interest in the Anglosphere.

It is worth adding that one of the few information platforms on what was going on in East-Central Europe academia was the German-language daily *Prager Presse*. The editors frequently mentioned the achievements of Polish Anglicists in the section "Eingegangene Bücher" (Books received) and later "Literatur". They were usually short articles informing readers about the content of Polish-language academic periodicals and about books which had only just been published; they were only sometimes provided with a commentary. For example, when the book *Szekspir. Książka dla młodzieży i dorosłych* by Władysław Tarnawski was published (Lviv: Ossolineum 1931), the daily wrote: "*Er leitet sein Buch mit einem autobiographischen Bekenntnis zu Shakespeare ein und erzählt von dem Einfluß, den der Dichter auf ein gehabt hat. In der Folge gibt er eine Biographie, die von Charakteristiken der einzelnen Werke mit zahlreichen Zitaten durchsetzt ist.*"[33] Interestingly, research on *Prager Presse* shows that Anglicists from the German University in Prague appeared in that newspaper much more rarely than Poles – occasionally only after moving to other academic centers outside Czechoslovakia.[34] The achievements of Anglicists from Czechoslovakia were merely mentioned in Polish academic periodicals, such as *Neofilolog* which was published in the 1930s. Obviously, another aspect were the periodicals specializing in

[31] AUK, f. FF UK, inv. č. 777 Vočadlo O.

[32] T. Pudłocki, *Szekspir i Polska*, pp. 542–543.

[33] "He starts his book with an autobiographical confession on Shakespeare and tells us about the influence the poet had on him. Then he presents the biography interwoven with descriptions of individual works with plenty of quotations." *Prager Presse* 11/133, 29 V 1931, p. 8.

[34] However, when William A. Spoerri published *The Old World and the New. A Synopsis of Current European Views on American Civilization*, Zürich – Lepzig 1936, editors from *Prager Presse*, reviewing the book, pointed out that it was volume 3 of the series *Schweizer Anglistische Arbeiten / Swiss Studies in English*, edited among others by Professor Otto Funke from Bern. See *Amerika im Spiegel Europas*, Prager Presse 17/12, 21 III 1937, p. 3.

Slavism, like *Slavische Rundschau* or *Slovanský Přehled*, which, however – on account of their subject matter – would focus more on Slavonic achievements in vernacular literatures and cultures than modern philology.

It was only Roman Dyboski's view of England and his recognizability that directly brought researchers from Poland and Czechia closer together. This probably stemmed from his extensive academic activity: trips, lectures, and publications (also in English) on various themes. Following the invitation from Mathesius and the Prague circle of Anglicists, on 24–26 October 1927 Dyboski conducted a lecture tour in Prague. The lectures were published as *Some Aspects of Contemporary England* (Prague 1928). They inaugurated *The English-Speaking World Series* edited by Jiří Daneš, Simeon Potter and Bohumil Trnka.[35] I have not been able to obtain any information on Anglicists from Czechoslovakia visiting Poland at the time and I have no evidence that any other Polish scholar in this field later followed in Dyboski's footsteps. This does not mean, however, that further, more in-depth research may not produce other examples of collaboration.

In their research, the first generation of Anglicists mainly started from Shakespeare and his contemporaries.[36] Hardly anyone would conduct detailed research on earlier literary periods.[37] On the other hand, their work included biographies of writers from later periods as well as discussions on their work.[38] They were also bent on writing extensive historical-literary syntheses or their own impressions of English culture and literature.[39] Because of a lack of relevant literature, they also wrote a lot about connections between their own countries and the Anglosphere or – encroaching upon the competencies of Slavists

[35] See more: Tomasz Pudłocki, *The World of Czech Intellectuals in the Life of Roman Dyboski*, AUC-HUCP, 63/2, 2023, pp. 117–121.

[36] In the examples I only provide titles of books and larger brochures; I omit numerous articles. See Vilém Mathesius, *William Shakespeare tři kapitoly o jeho životě a hrách*, Praha 1916; Roman Dyboski, *O sonetach i poematach Szekspira*, Kraków 1914; idem, *Rise and fall in Shakespeare's dramatic art*, London 1923; idem, *William Shakespeare*, Kraków 1927; Andrzej Tretiak, *John Harrington, epigramatysta dworski z czasów królowej Elżbiety (1561–1612)*, Kraków 1910; Władysław Tarnawski, *Krzysztof Marlowe. Jego życie, dzieła i znaczenie w literaturze angielskiej*, Warszawa 1922; František Chudoba, *Kniha o Shakespearovi*, I–II, Praha 1941–1943.

[37] See Otto Funke, *Die gelehrten lateinischen Lehn- und Fremdworten in der altenglischen Literatur von der Mitte des X. Jahrhunderts bis um das Jahr 1066: nebst einer einleitenden Abhandlung über die "Questiones grammaticales" der Abbo Floriacensis*, Halle a. S 1914; idem, *Kasus-Syntax bei Orom und Lazamon*, Wien 1907; Roman Dyboski, *Literatura i język średniowiecznej Anglii*, Kraków 1910; Vilém Mathesius, *Dějiny literatury anglické v hlavních jejích proudech a představitelích, Část první: Doba anglosaská*, Praha 1910; idem, *Dějiny literatury anglické v hlavních jejích proudech a představitelích. Část druhá. Zápas a národnost*, Praha 1915.

[38] See e.g. Roman Dyboski, *Tennysons Sprache und Stil*, Wien – Leipzig 1907; idem, *Milton i jego wiek*, Kraków – Warszawa 1909; idem, *Alfred Tennyson. Jego życie i dzieła*, Kraków 1912; idem, *Byron. Studium*, Lwów 1927; idem, *Charles Dickens. Życie i twórczość*, Lwów 1936; Andrzej Tretiak, *Lord Byron*, Poznań 1930; Vilém Mathesius, *Problém anglických lidových ballad*, [Praha] [1915]; idem, *Henry Fielding a jeho dílo*, [Praha] [1932]; František Chudoba, *Wordsworth: Pokus o třídění*, Praha 1911; idem, *Výbor z prosy: Percy Bysshe Shelley*, Praha 1920; Adolf Rotter, *Der Arbeiterroman in England seit 1880: ein Beitrag zur Geschichte des sozialen Romans in England*, Reichenberg 1929; idem, *Frank Swinnerton und George Gissing: eine kritische Studie*, Brünn – Prag – Leipzig – Wien 1930; Otakar Vočadlo, *Anglická literatura XX. století: (1901–1931)*, Praha 1932.

[39] See e.g. Vilém Mathesius, *Dějiny anglické literatury od pol. 15. stol. do pol. 18. stol*., Praha 1933; Josef Baudiš, *Czech Folk Tales*, London 1917; František Chudoba, *Pod listnatým stromem*, Praha 1932; Andrzej Tretiak, *Literatura angielska w okresie romantyzmu, 1798–1831*, Lwów 1928; Władysław Tarnawski, *Historia literatury angielskiej od czasów najdawniejszych do Miltona i Drydena*, Lwów 1926; idem, *Historia literatury angielskiej*, cz. 2 *Od Swifta do Burke'a*, Lwów 1930.

(specialists in Czech and Polish studies) – about the achievements of their native literature and culture for English-speaking readers.[40] A popular genre were also various impressions from their visits in Great Britain and they concerned different issues, from everyday life and entertainment, culture, art, science, history, politics, to economy.[41] There were rarely attempts to write about the culture and society of the USA or other countries.[42]

While scholars in Poland focused mainly on literary studies, less often on language or translation theories, Anglicists in Czechoslovakia had more achievements in linguistics. Mathesius was one of the founders of the *Pražský lingvistický kroužek* (Prague linguistic circle) – since 1926, a significant platform of continuing influence on linguistics and semiotics (structural linguistics) and stylistics.[43] There were Poles in that group too, but they were specialists in Slavonic and Polish studies, not Anglicists (e.g. Witold Doroszewski). Mathesius was the editor-in-chief of two linguistic journals, *Travaux du Cercle Linguistique de Prague* ("Works of the Prague Linguistic Circle") and *Slovo a slovesnost* ("Word and Verbal Art"), and the co-founder of a third, *Nové Athenaeum*.[44] He also published his articles in French, German and English – much more frequently than Polish Anglicists. Trnka's principal works dealt with the phonology and syntax of English, a functional approach to language.[45] Baudiš was an outstanding specialist in Celtic languages, particularly Welsh.[46]

Anglicists also wrote translations – for instance, Tarnawski and Tretiak competed as Polish translators of Shakespeare; the former was also a theoretician of translation studies.[47] The scholars from Poland and Czechoslovakia also recognized the practical need to introduce the English language to the general public, thus they wrote English textbooks.[48]

[40] See e.g. František Chudoba, *A Short Survey of Czech Literature*, London – New York 1924; Josef Baudiš, *Syllabus for Lectures on Slavonic Phonology*, Hartford 1926; Roman Dyboski, *Periods of Polish literary history, being the Ilchester lectures for the year 1923*, London 1923; idem, *Modern Polish literature. A course of lectures delivered in the School of Slavonic Studies King's College, University of London*, London 1924; idem, *Outlines of Polish history. A course of lectures delivered at King's College, University of London*, London 1925; idem, *Poland old and new. Three lectures*, London 1926; Vilém Mathesius, *Kulturní aktivismus. Anglické paralely k českému životu*, Praha 1925.

[41] Roman Dyboski, *Anglia po wojnie. Wrażenia i refleksje*, Kraków 1924; idem, *Czego nas uczy Anglia?*, Lwów: Spółka Akcyjna Wydawnicza [1924]; idem, *O Anglii i Anglikach*, Warszawa 1929; idem, *Między literaturą a życiem*, Warszawa 1936; Władysław Tarnawski, *Z Anglii współczesnej. Pięć szkiców*, Lwów 1927; Otakar Vočadlo, *Anglie a Čechy*, Praha 1931; Bohumil Trnka, *Čech mezi Angličany*, Praha 1937; idem, *The English visitor in Czechoslovakia*, Praha 1937.

[42] Roman Dyboski, *Stany Zjednoczone Ameryki Północnej. Wrażenia i refleksje*, Lwów 1930; René Wellek –Milada Lesná-Krausová (edd.), *Co číst? Z literatury anglické a americké, z literatur skandinavských*, Praha 1935; René Wellek – Milada Lesná-Krausová – Pavel Eisner (edd.), *Co číst? Z literatur germánských posledních deseti let*, Praha 1935.

[43] See e.g.: Marie Havránková (ed.), *Pražský lingvistický kroužek v korespondenci: Bohuslav Havránek, Roman Jakobson, Vilém Mathesius, Jan Mukařovský, Bohumil Trnka, Miloš Weingart: korespondence z let 1923–1970*, Praha 2008.

[44] Vilém Mathesius, *O potenciálnosti jevů jazykových*, Praha 1911.

[45] See e.g.: Bohumil Trnka, *On the syntax of English verb from Caxton to Dryden*, Praha 1930; idem, *A Phonological Analysis of Present-day Standard English*, Praha 1935.

[46] See e.g.: Josef Baudiš, *Zur Wortzusammensetzung im Indogermanischen*, Prag 1912; idem, *Grammar of Early Welsh, Part 1, Phonology*, Oxford 1924; idem, *Poznámky k vývoji indoevropské struktury grammatické*, Bratislava 1925; idem, *Struktura jazyků indoevropských*, Bratislava 1932.

[47] Władysław Tarnawski, *O polskich przekładach dramatów Szekspira*, Kraków – Warszawa 1914.

[48] Władysław Tarnawski – Józefa Pongratz, *Podręcznik do nauki języka angielskiego*, Cz. 1–3, Przemyśl 1920; Vilém Mathesius, *Nebojte se angličtiny! Praktický průvodce jazyka*, Praha 1936.

Notwithstanding the achievements of the whole group, one of the elements connecting English philologies in both countries was the strong position of the two founders of English philologies in their native countries: Dyboski and Mathesius remained leaders throughout the examined period. Their writings, the social activity, linguistic and organizational achievements of Mathesius as well as the oratorical skills and mobility of Dyboski, all contributed to them setting a model of a professor actively shaping not only learning but also a vision of the world.

It is worth considering one more aspect: to what extent the distribution of knowledge translated to the shared decision-making about the world and society Anglicists lived in, therefore to power or at least its substitute. As English philology was usually limited to single professors, their influence on contemporary university policies was small. Even so, due to collaboration with fellow philologists and humanists, their authority would sometimes mean that they contributed to the shaping of university policies.[49]

Their contribution to general learning was appreciated as well as building relations between the academic and the public, and they were appointed deans of their faculties. Those who were deans: Baudiš in Bratislava (Dean in 1924/25; Vice-Dean in 1925/26), Chudoba in Brno (Dean in 1927/26; Vice-Dean in 1928/29, as well as Dyboski in Kraków (Dean in 1929/1930; Vice-Dean in 1930/1931).

Anglicists were also able to select their collaborators and – through the creation of support groups – strengthen their positions. For instance, on 14 November 1924, Mathesius wrote to Chudoba asking for a list of his works, as he wanted to nominate him for membership of the Czech Academy of Sciences and he did not have a complete list of his academic accomplishments.[50]

While the majority of Anglicists stayed away from politics, in the times of intense politicking and undermining the democratic system, some of them also took a more active role, something which was not surprising at the time as a large number of university professors did so. Władysław Tarnawski was an active member of the National Democracy in south-eastern Poland but for his opposition activity he was deprived of the chair of English philology in 1933 by the Sanation authorities. Vilém Mathesius sympathized with the Czechoslovak National Democracy movement (Československá národní demokracie).[51] Hibler-Lebmannsport, already working in Germany, although he signed a letter of loyalty to Adolf Hitler in November 1933, never joined the NSDAP. As a result, he was forced to retire in 1936.[52]

[49] See Tomasz Pudłocki, *English and German studies at the Jagiellonian University between the two World Wars: The ideal of a scholar and challenges of reality*, in: Maria Stinia – Tomasz Pudłocki (edd.), W kręgu historii nauki i oświaty. Uniwersyteckie środowiska filologów krakowskich i lwowskich 1850–1939, Prace Historyczne. Zeszyty Naukowe Uniwersytetu Jagiellońskiego 145/2, 2018, pp. 317–338.

[50] AMU Brno, Fond B 95 František Chudoba, inv. č. 82 Mathesius Vilém – korespondence. A letter from November 14, 1924.

[51] Zdeněk Sládek, *Československá národní demokracie*, in: Jiří Malíř – Pavel Marek (edd.), Politické strany: vývoj politických stran a hnutí v českých zemích a Československu 1861–2004, I, Období 1861–1938, Brno 2005, p. 601.

[52] Available at: <https://de.wikipedia.org/wiki/Leo_von_Hibler> [accessed on 29 IX 2024].

Conclusion

University professors of English philology in interwar Poland and Czechoslovakia constituted a small group. This resulted from the still relatively small number of students compared with the popularity of studies in Slavonic (Czech and Polish), German and Romance studies or even the Classics. Even so, considering the fast-growing interest in Anglo-Saxon culture, the mere four departments in both countries each appear to have been somewhat insufficient; therefore the professors' activity was supplemented by their fellow lecturers, foreign language instructors, translators or high-school teachers of English. With the contribution from those additional people, it transpires that the circle's activity was far more extensive than presented in this paper; what is more, the connections between Anglicists in Czechoslovakia and Poland supply much more detailed and interesting research results. It is worth remembering, however, that – considering the legal and material status of university professors in both countries which influenced their authority, often resulting from prevailing social attitudes – other ambassadors of Anglo-Saxon culture in both countries did not have so much clout or prestige.

There are some elements common to both sides. They belonged to two generations of specialists who were excellently educated, with relatively extensive global experience. They were well-read and functioned in international academic discourse (Czechs published in foreign languages more often than Poles or Germans). They also happened to work in the same particular conditions, as both countries had an identical number of English philology departments, Anglicists (apart from their specialist field) also published works on Slavonic studies and popularized their own countries in Great Britain as well as the Anglosphere in Poland and Czechoslovakia. In the examined period Great Britain showed little interest in Central Europe, and if it did, it was from the point of view of Germany and the USSR. In turn, the USA conducted a policy of isolationism and an additional factor was the tense relations between Poland and Czechoslovakia. Hence politics did not make it easy either for Anglicists or all those who strove to bring the triad of Poland–Czechoslovakia–English-speaking countries closer together. Anglicists conducted research on their specialties, at the same time belonging to the world of Slavonic scholars who served academia in the countries created after World War I, engaged in contemporary discourse, being constantly torn between academic impartiality and nationalism. While there are few direct connections between Anglicists from both countries (mainly on the axis of Roman Dyboski – Vilém Mathesius – Otakar Vočadlo), the parallels in the functioning and organization of learning, creative circles, and research themes explored are far more numerous. They include, for example, two areas which were extremely significant for the Anglicists, namely Great Britain and Germany, as well as the fact that English philology was still an area dominated by men; even if women appeared more and more frequently as collaborators of professors, particularly in the 1930s, none of them had the achievements or position to be able to replace them at the lectern. Polish and Czech Anglicists are also a perfect pretext to illustrate the broader background of the functioning of modern philologies in the new, post-WWI reality, when the knowledge of Western European languages was an important skill in the process of working towards the modernization of both countries.

TOMASZ PUDŁOCKI

Podobnosti, rozdíly, výzvy – čeští a polští profesoři angličtiny na univerzitách v meziválečném období

RESUMÉ

Cílem tohoto článku je prozkoumat podobnosti a rozdíly mezi univerzitními profesory anglické filologie v meziválečném Československu a Polsku. V obou zemích byly jen čtyři katedry angličtiny – v Československu: Univerzita Karlova, Německá univerzita, Brno a nakonec Bratislava, v Polsku: Krakov, Varšava, Poznaň a Lvov. Autor přehledně nastínil podmínky pro anglickou filologii v obou zemích, které formovaly rozvoj této moderní disciplíny od jejich založení po první světové válce.

Univerzitní profesoři anglické filologie v meziválečném Polsku a Československu tvořili menší skupinu. Bylo to dáno stále relativně malým počtem studentů ve srovnání s oblíbeností studia slovanských (českého a polského), německých a románských jazyků, nebo dokonce klasických oborů. Vzhledem k rychle rostoucímu zájmu o anglosaskou kulturu se i tak zdá, že pouhé čtyři katedry v obou zemích byly nedostačující; proto byla činnost profesorů doplňována učiteli cizích jazyků, překladateli nebo středoškolskými učiteli angličtiny. S přispěním těchto dalších lidí se aktivita tohoto kruhu jeví mnohem rozsáhlejší. Vzhledem k právnímu a materiálnímu postavení univerzitních profesorů v obou zemích, což ovlivňovalo jejich autoritu a často vyplývalo z převládajících společenských postojů, jiní vyslanci anglosaské kultury v obou zemích neměli takovou váhu ani prestiž jako univerzitní profesoři.

Pro obě strany existovaly některé společné prvky. Profesoři-anglisté patřili dvěma generacím specialistů, byli skvěle vzdělaní a měli relativně rozsáhlé zkušenosti ze zahraničí. Fungovali v mezinárodním akademickém diskurzu (Češi publikovali v cizích jazycích častěji než Poláci nebo Němci). Pracovali v obdobných konkrétních podmínkách, protože obě země měly stejný počet kateder anglické filologie. Angličtináři (kromě svého oboru) publikovali také práce o slovanských otázkách a popularizovali své vlastní země ve Velké Británii stejně jako anglofonní sféru v Polsku a Československu. Zapojovali se do současného diskurzu a byli neustále rozpolceni mezi akademickou nestranností a nacionalismem. Ve zkoumaném období Velká Británie projevovala malý zájem o střední Evropu, a pokud vůbec, tak to bylo z pohledu Německa a SSSR. USA vedly politiku izolacionismu; dalším faktorem byly napjaté vztahy mezi Polskem a Československem. Politika tedy ani anglistům ani všem, kteří se snažili přiblížit trojici Polsko – Československo – země mluvící anglicky, práci neusnadňovala.

I když existuje jen málo přímých spojení mezi anglisty z obou zemí (hlavně na ose Roman Dyboski – Vilém Mathesius – Otakar Vočadlo), paralely ve fungování a organizaci vzdělávání, tvůrčích kruhů a zkoumaných výzkumných témat jsou mnohem četnější. Anglická filologie byla stále oblastí ovládanou muži; i když se ženy stále častěji objevovaly jako spolupracovnice profesorů, zejména ve třicátých letech, žádná z nich nedosáhla takových úspěchů a postavení, aby je mohla nahradit na katedře. Polští a čeští anglisté jsou také perfektním příkladem pro ilustraci širšího pozadí fungování moderních filologií v nové, poválečné realitě po první světové válce, kdy znalost západoevropských jazyků byla důležitou dovedností v procesu modernizace obou zemí.

TOMASZ PUDŁOCKI

Ähnlichkeiten, Unterschiede, Herausforderungen – tschechische und polnische Universitätsprofessoren der Anglistik in der Zwischenkriegszeit

ZUSAMMENFASSUNG

Ziel des Beitrags ist es, Ähnlichkeiten und Unterschiede zwischen den Universitätsprofessoren der Anglistik in der Tschechoslowakei und im Polen der Zwischenkriegszeit zu untersuchen. In beiden Ländern gab es damals nur vier Lehrstühle für Anglistik: in der Tschechoslowakei waren dies die Tschechische Karlsuniversität, die Deutsche

Universität in Prag, Brünn und schließlich Bratislava, in Polen Krakau, Warschau, Posen und Lemberg. In einer übersichtlichen Skizze werden die Bedingungen für die Anglistik in beiden Ländern, die die Entwicklung dieser modernen Disziplin seit ihrer Gründung nach dem ersten Weltkrieg formten, vorgestellt.

Die Universitätsprofessoren der Anglistik stellten in der Zeit zwischen den beiden Weltkriegen in Polen und der Tschechoslowakei eine kleinere Gruppe dar. Der Grund hierfür war die relative geringe Studentenzahl im Vergleich zur Beliebtheit des Slawistikstudiums (Polnisch und Tschechisch), des Studiums der Germanistik und der romanischen Sprachen sowie der klassischen Fächer. Angesichts des rasch wachsenden Interesses an der angelsächsischen Kultur erscheinen lediglich vier Lehrstühle in beiden Ländern als unzureichend; deshalb wurde die Tätigkeit der Professoren mit Fremdsprachenlehrern, Übersetzern oder Englischlehrern der Mittelschulen aufgestockt. Mit Unterstützung dieser Lehrkräfte erscheinen die Aktivitäten dieses Kreises sogleich weitaus extensiver. Angesichts des rechtlichen und materiellen Status der Universitätsprofessoren in beiden Ländern, der ihre oftmals auch vorherrschenden gesellschaftlichen Einstellungen zu verdankende Autorität beeinflusste, besaßen andere Repräsentanten der angelsächsischen Kultur in beiden Ländern weniger Einfluss oder Ansehen.

Einige Umstände waren beiden Seiten gemeinsam. Die Anglistikprofessoren gehörten zwei Spezialistengenerationen an, die hervorragend ausgebildet waren und über reichliche Auslandserfahrungen verfügten. Sie fungierten im internationalen akademischen Diskurs (die Tschechen publizierten häufiger in Fremdsprachen als die Polen oder Deutschen). Sie arbeiteten unter ähnlichen konkreten Bedingungen, denn beide Länder verfügten über dieselbe Anzahl an Anglistik-Lehrstühlen. Neben ihren eigentlichen Fachpublikationen veröffentlichten die Anglisten auch Arbeiten über slawische Fragen und popularisierten jeweils ihr Land in Großbritannien, wie sie auch umgekehrt die anglophone Sphäre in Polen und der Tschechoslowakei populär machten. Sie engagierten sich im zeitgenössischen Diskurs und schwankten ständig zwischen akademischer Unparteilichkeit und Nationalismus. In dem untersuchten Zeitraum zeigte Großbritannien nur wenig Interesse an Mitteleuropa, und wenn überhaupt, dann aus der Sicht Deutschlands und der UdSSR. Die USA ihrerseits betrieben eine Politik des Isolationismus; ein weiterer Faktor waren die gespannten Beziehungen zwischen Polen und der Tschechoslowakei. Weder den Anglisten noch all den anderen, die um eine Annäherung der Dreiergruppe Polen – Tschechoslowakei – anglophones Land bemüht waren, erleichterte die Politik ihre Arbeit.

Auch wenn es nur wenige Direktverbindungen zwischen den Anglisten beider Länder gab (hauptsächlich über die Achse Roman Dyboski – Vilém Mathesius – Otakar Vočadlo), waren die Parallelen im Funktionieren und Organisieren der Ausbildung, zwischen kreativen Gruppen und den behandelten Forschungsthemen weitaus zahlreicher. Die Anglistik wurde nach wie vor von Männern beherrscht; obgleich Frauen immer häufiger als Mitarbeiterinnen der Professoren in Erscheinung traten, insbesondere in den dreißiger Jahren, war keine von ihnen so erfolgreich und erreichte keine von ihnen eine solche Stellung, als dass sie ihre männlichen Kollegen auf dem Lehrstuhl hätten ersetzen können. Die polnischen und tschechischen Anglisten dienen auch als ausgezeichnetes Beispiel für die Illustrierung des breiteren Hintergrundes, vor welchem die moderne Philologie in der neuen Realität nach dem Ersten Weltkrieg funktionierte, als die Kenntnis westeuropäischer Sprachen eine wichtige Fertigkeit im Modernisierungsprozess der beiden Länder darstellte.

Deutsche Übersetzung Wolf B. Oerter

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