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PROFESSOR ADAM HEINZ AS A LECTURER AT THE PEDAGOGICAL UNIVERSITY OF CRACOW

Keywords: Adam Heinz, Pedagogical University of Cracow, general linguistics

Abstract

Professor Adam Heinz worked at Pedagogical University of Cracow between 1959 and 1970. He taught different classes: Latin and Greek, as well as Old Church Slavonic language. He also conducted a master's thesis seminar and lectures on general linguistics.

His students will remember him as an extraordinarily conscientious lecturer and an erudite scholar having versatile knowledge, but also as a demanding examiner.

Researchers of the history of the present-day Pedagogical University of Krakow believe that the beginnings of the institution date back to the 19th century when, in 1869, the Austrian authorities passed a statute governing the functioning of teacher training colleges. It was in this year that the “Men's Teacher Training College” was established at 22 Straszewskiego Street in Kraków. It remained in existence there until 1918. It was also in this year, after Poland regained its independence, that Henryk Rowid inaugurated a series of teacher training (summer holiday) courses, which in 1920 were transformed into State Teacher Training Courses (full-time).

It is worth noting that these courses were immortalised in Stefan Żeromski's drama *Uciekła mi przepióreczka* (*My Little Quail Has Fled*). One of the main heroes of that work is Professor Ciekocki, a character based on the real-life figure of Professor Kazimierz Nitsch, who introduced himself in the following way: “I'm a doctor of philosophy, Ciekocki, a teacher of grammar” (Żeromski 1950: 15). Professor Przełęcki pokes fun at Ciekocki-Nitsch's academic pursuits:

I confess with shame and remorse that for me the preposition and the adverb are but one and the same. One day I was here in the hallway when Professor Ciekocki

was delivering a lecture. The door was open. The professor was at that very moment talking to his teachers about the pronoun... (...) our linguist was in raptures over the fact that we have been so blessed by fate to have in our possession the pronoun! And then he set about praising the pronoun for the fact that we do not need to repeat ten or a hundred times the same noun, that we can just slyly replace it with a pronoun! He extolled the different pronouns for their merits! (...) He came down from that lectern and passed among his teachers and they themselves were swept up in a frenzy of worship, first for personal pronouns and then for reflexive pronouns, and when he got to the possessive pronouns his students were delirious with joy. That entire throng and its master were on the verge of tears (Żeromski 1950: 21–22).¹

Also of interest are some of Ciekocki-Nitsch's own words, for example:

I don't require much. But I must have a bright hall where I can set my boxes with all my catalogues of the dialects of this region [...] My teaching together with theirs [the teachers] must consist in lectures on the method of collecting in a skill and planned way... (Żeromski 1950: 27–28).

Barbara Wachowicz (2010) recently also wrote fondly about these courses in a short essay on Zdzisława Bytnarowa, the mother of Janek Bytnar "Rudy", the hero of the Gray Ranks and of Aleksander Kaminski's novel *Kamienie na szaniec* („*Stones on the Barricade*”). The author writes:

In April 1919, a teacher called Henryk Rowid, whose place is enshrined in the history of Polish pedagogics, set up Teacher Training Courses in Krakow. Legionnaires wounded in the War began to enrol in these courses. They include the tall, dark eyed, jet-black haired Staszek Bytnar,² hero of the Legions of Commander Piłsudski (Wachowicz 2010: 28).

The State Teacher Training Courses continued until 1928 when they formed the basis for the newly established State Teacher Training Institutes in Krakow, Warsaw and Lublin. These were full-time, two year schools. The Krakow Teacher Training Institute existed until the Second World War, up to 1946 to be exact. This year is an important milestone in the history of the Kraków teacher training institution. For it was then that the National Higher College of Teacher Training (PWSP) was established in its place. The institution bore the latter name between 1946 and 1952. It was a three-year school, in which students could specialise in two subjects,³ or organised similarly to today's Bachelor's Degree courses.

In 1952 PWSP was transformed into the Higher College of Teacher Training (WSP, 1952–1999) and then in 1999 it was rechristened the Pedagogical Academy (AP, 1999–2008), before getting its present incarnation as the Pedagogical University of Krakow in 2008.

¹ All translations are mine – J.K.

² Stanisław Bytnar is the father of "Rudy", graduate of the Rzeszów Teacher Training College. Both he and his wife Zdzisława were later outstanding teachers who worked with Maria Grzegorzewska and Janusz Korczak.

³ In 1948–1951 I spent three years as a student of Polish studies and history.

In tandem with these changes in name have come changes in the curriculum and in the institution's powers and prerogatives. First, the course was extended to four years and later to five years. The school also acquired the right to award Master's Degrees and later PhDs and eventually also the right to award post-doctoral habilitation (*veniam legendi*) degrees and professorships.

However, let's go back to the main topic. From the very beginning the authorities of the Pedagogical Academy sought to attract the right teaching staff. They included not only outstanding elementary school teachers, but also researchers from the Jagiellonian University. The Academy thus marked the beginning of efforts to create an academic teacher training school, a desire that was strongly emphasised in the curriculum and all the school's activities.

It is worth noting that in 1946 the organisational committee of PWSP included such well known faculty members of the Jagiellonian University as: Prof. Stefan Szuman, psychologist, Dr. Wanda Bobkowska, Assistant Professor at the Jagiellonian University and simultaneously director of the Pedagogical Academy, as well as Dr. Stanisław Skalski, an educator and member of the Board of Education of the Kraków School District. He was referred to in PWSP at that time as "Pro-Vice Chancellor".

PWSP slowly transformed itself into a "college". This process was helped, as I mentioned above, by modifications in the curriculum and by the emergence of a new, young teaching staff and the replacement of former elementary school teachers (who were undoubtedly excellent educators) with research workers, initially recruited mainly from the Jagiellonian University, and later also from their own alumni.

During my time as a student at PWSP (1948–1951) lectures were given by eminent Professors of the Jagiellonian University including such specialists in Polish studies as Kazimierz Wyka⁴ and Witold Taszycki, the historians Ludwik Piotrowicz, Roman Grodecki, Sylwester Mikucki, Kazimierz Piwarski (later chancellor of WSP), Tadeusz Reyman, Józef Garbacik and others.⁵ But PWSP/ WSP also had its own lecturers, including such authorities in the field of Polish studies as Stanisław Jodłowski, Maria Garbaczowska, Jan Nowakowski, Wincenty Danek and others.

The college slowly developed and because of its lean staff continued to employ young faculty members from the Jagiellonian University who taught there as a second job or were employed on a part-time basis. At a time when wages were at starvation levels, these employees were in this way able to supplement their incomes and support their families. They included Mieczysław Karaś, MA, a linguist-dialectologist and Dr. Adam Heinz, a classical philologist and linguist interested in structuralism, the history of European linguistics and the theory of grammatical categories.

The archive of the Pedagogical University of Krakow includes documents recording the work of Professor Adam Heinz at the then WSP.

⁴ Earlier, from 1946 to 1948, Stanisław Pigoń also worked at PWSP, but in 1948 he was dismissed from his position as part of a communist crackdown at the time of the Stanisław Mikołajczyk affair (Kłak 2013: 482–483).

⁵ UJ Professors also lectured in other subjects.

Professor Adam Heinz was employed at WSP in the Department of Polish (the head of the department at the time was Dr. Stanisław Jodłowski) from July 1959. From July, that is, and not from October, meaning that he was employed primarily for extramural courses aimed at working teachers trying to acquire a higher education. The academic year for extra-mural courses began in July with a monthly session. These courses were extremely popular at WSP at the time. Attendances were higher than for full-time courses, for large numbers of teachers were keen to supplement their education at the time (there were still no extra-mural courses at the Jagiellonian University). The dream of Rowid and his colleagues to provide teachers with a higher education had thus been fulfilled.

Associate Professor Adam Heinz, as documents show, taught a variety of classes – both lectures and classes – in the fields of linguistics, the grammar of Old Church Slavonic as well as Polish descriptive grammar. He also taught an MA seminar on the Polish language, as well as a monographic lecture on general linguistics. At that time he was also conducting research on grammatical category theory and hence one of his monographic lectures was devoted to this topic.

He was employed as a professor at WSP in 1959–1970, and in 1970–1972 he was already under contract in Nantes in France. Besides ordinary lectures, classes, seminars and monographic lectures Professor Heinz also devoted himself to more prosaic duties, such as organising and correcting test assignments, which performed an important teaching role in extra-mural courses as they partly replaced classes in a given subject in full time courses. Extra-mural students were required to write one, two or more such test assignments over the course of the academic year. For example, in the case of descriptive or historical grammar they had to analyse a suitable fragment of a text and interpret it.⁶

The college also employed the Professor in his main specialisation, that is classical philology. The Professor had already taught these classes for full-time courses in the 1959/60 academic year. Professor Jan Oźdźyński, among others, recalls Professor Heinz from this time (more on this below).

Documents in the UP Archive also reveal that the Professor taught another subject: *Greek elements*, which was conceived as a subject for anyone interested, mainly researchers in the fields of Polish studies or the humanities in general. I remember myself and my fellow students in those lectures. And thanks to Professor Heinz I managed to master the basics of the language: the alphabet and the foundations of the grammar.

Associate Professor Stanisław Jodłowski, the head of the Department of Polish at WSP, was keen to ensure the academic development of his young employees. There were a number of us at the time: Maria Schabowska, Jan Zaleski, Leszek Bednarczuk and the author of the present paper. Therefore, the Head of Department organised regular academic meetings and gatherings. At that time, joint meetings

⁶ For example, Prof. Tadeusz Milewski would sometimes mark out a whole page of text in Old Church Slavonic from *Wybór tekstów starosłowiańskich (starobułgarskich)* [= *A Selection of Old Church Slavonic Texts – Old Bulgarian*] (Słoński 1956) – each expression had to be described.

were often held between members of the Department of Polish WSP in Kraków and employees of the Department of Polish WSP in Katowice headed by Janina Żlabowa. I have very pleasant memories of those gatherings. At one of them, Professor Leszek Bednarczuk recalls, Dr. Adam Heinz delivered an academic paper on the internal accusative. It is a stylistic device of the type *sing a song, dance a dance*, etc. This paper was then published in *Biuletyn Polskiego Towarzystwa Językoznawczego* (Heinz 1961).

Later, when he was no longer working at WSP, Professor Adam Heinz supported the academic development of our college staff. For example, he offered junior research workers in linguistics from WSP (Bednarczuk, Jodłowski, Kobylińska, Schabowska, Zarębina) the chance to participate in the Book of Professor Jerzy Kuryłowicz (*Biuletyn* 1975).

Besides this, Professor Heinz was an academic reviewer at the Jagiellonian University for two post-doctoral habilitation theses of WSP staff members: Leszek Bednarczuk (1970) and Teodozja Rittel (1983). He also included us, that is our surnames, in his history of linguistics.

And how was the Professor viewed by WSP students as a teacher and an academic lecturer?

When it came to his teaching, we can say that the Professor treated his classes with our students very seriously, although sometimes also with a certain distance and with a pinch of salt. As far as he was concerned, WSP was not, alas, the Jagiellonian University. It was not a college with traditions, but simply a school. On one occasion the Professor told second year students that they were not applying themselves enough in their work: "If you don't learn, you won't get into the third year."

I also heard stories about Professor Heinz's time as an academic teacher from Professor Halina Wiśniewska from UMCS, who was then an extramural student of Polish studies at WSP (1960–1965) as well as from Professor Jan Ożdżyński from the Kraków WSP, then a full-time student in Polish studies (1958–1963).

Professor Halina Wiśniewska attended Professor Heinz's classes and lectures in Old Church Slavonic. She recalls that students, her colleagues, admired the Professor's remarkable punctuality and scrupulousness. He was never late (while some lecturers were habitually so) and his lectures were always painstakingly and precisely prepared.

On the other hand, there was a problem with students' perceptions of the content of his lectures. Professor Wiśniewska recalls, as the archives also confirm, that the Professor gave a monographic lecture on grammatical categories. And here lay the problem, as the Professor's scholarly disquisitions were not always clear to the students, who were mainly teachers from teacher training colleges, often quite old and more favourably disposed towards knowledge that would be useful in school practice. On the other hand, the Professor's lectures were KNOWLEDGE at an academic level and required a considerable amount of theoretical preparation.

Similar problems occurred during exams, including in Old Church Slavonic. The Professor demanded nothing but the right answers. And the effect varied. No wonder that the Professor had a reputation among the students for being a strict examiner and that rather than blaming themselves for their poor results they blamed the lecturer.

Professor Wiśniewska thus recalls her exam in Old Church Slavonic. First a fellow student went in and came out quite quickly. He got a D – he failed. There were no more willing candidates. Faced with this situation Halina Wiśniewska decided to have a go herself.

Immediately on entering the exam room the Professor asked her why nobody had come in for so long and when Wiśniewska said that everyone was afraid because the previous student had left almost immediately with a failing grade, the Professor said: “Well, dear lady, he didn’t have a clue!” And yet Halina Wiśniewska did very well in her exam and still remembers it fondly today. All you had to do was to be well prepared for the Professor’s exam!

Professor Jan Ożdżyński has somewhat different memories. His year of full-time students was probably an experimental year in terms of the curriculum. For this was the year they introduced not only Latin, but also Greek, subjects which Professor Heinz taught. Jan Ożdżyński points out that with hindsight he realises just how important the knowledge he acquired from the Professor actually was and how interesting his lectures were. For he combined knowledge about language (grammar) with knowledge of classical literature, peppering his lectures with examples, quoting and reciting entire fragments of the works of Greek and Roman writers. He was remarkably erudite.

The Professor thus had a reputation among his students for being an excellent lecturer and an incredibly demanding examiner. And students, being students, did not like to overexert themselves. As a consequence, there were failing grades in abundance. There were also some problems, the worst being with Greek as it was not taught in other years. The students (from Jan Ożdżyński’s year) rebelled. They wrote to the Chancellor asking for the subject to be dropped and got the latter to agree to remove Greek from the curriculum.

This was quite an unpleasant event and does not reflect well on the maturity of young people’s attitudes to acquiring knowledge at the time. On the other hand, the Professor managed as a consequence to form a not overly favourable opinion of our students.

In the present paper I have consciously used the term *school* to describe WSP in those years, rather than the word *college*, into which, however, it slowly evolved. And today I can already call it my *college*. I believe that, if he were to look at today’s staff members at the Department of Polish of the Pedagogical University, as well as at our academic achievements and graduates, Professor Heinz would no longer speak of the institution, as once he did, as a *school* in which one passed from year to year (or did not pass). Indeed, he had already begun to appreciate our academic achievements even before the end of his life, as he wrote in his history of Polish linguistics. Obviously these changes required time (Heinz 1978: 441, 444).

In my paper I have tried to describe, relatively objectively, Professor Adam Heinz's teaching career at the then WSP. I have likewise endeavoured to stress his contribution to the development of this college as an academic and teaching institution. At the same time, I would like to thank the Professor for his desire to share with us his vast knowledge, which we did not always know how to take full advantage of.

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