

TABLE OF CONTENTS

| | |
|--------------------------------------------------------------------------------------------|----|
| DEDICATION AND ACKNOWLEDGEMENTS | 3 |
| TABLE OF CONTENTS | 4 |
| LIST OF ABBREVIATIONS | 7 |
| GLOSSARY OF SPECIAL TERMS | 8 |
| ABSTRACT | 11 |
| INTRODUCTION | 13 |
| Aims and Methods | 16 |
| The Place of the Project in Current Research | 20 |
| PART ONE | |
| THE GOAL WITHIN ONE'S SELF: ANTHROPOLOGICAL REDUCTIONISM IN MODERN CZECH PEDAGOGY | 24 |
| 1. CHAPTER ONE: Mechanistic Anthropological Reduction in Herbartian Pedagogy | 25 |
| 1.1 Enlightenment Background of Herbart's Pedagogy: Anthropology of Autonomy | 26 |
| 1.2 Herbart's Pedagogical Methodology: Autonomous Noble Mechanism | 36 |
| 1.3 Herbartism: "How to Teach Anybody Anything". | 48 |
| 1.4 Herbartism Adopted by Czech Totalitarian Regime: Dehumanisation | 55 |
| 1.5 Summary: Education as Mechanistic Self-development | 66 |
| 2. CHAPTER TWO: Romantic Anthropological Reduction in Progressivist Pedagogy | 69 |
| 2.1 John Dewey and Brief Background of the Progressive Education Movement | 69 |
| 2.2 Progressivist Turn to the Self: The Romantic Reaction against Herbartism | 75 |
| 2.2.1 The Educational Aims: No Goals from Above | 75 |
| 2.2.2 Teaching Methods: Not just Rational | 79 |
| 2.2.3 The Interest of the Learner: Not Merely External Motivation | 85 |
| 2.2.4 The Notion of the Learner: Not Object, but Subject | 87 |
| 2.2.5 The Content of Education: Not Encyclopedic Curriculum | 89 |

| | |
|-------------------------------------------------------------------------------------------------------------------|-----|
| 2.2.6 The Organisational Forms: Need of Individualisation | 91 |
| 2.2.7 Didactic Communication: Not Stimulus-response Mechanics | 96 |
| 2.3 Czech Progressivism in the Interwar Period | 102 |
| 2.4 Summary: Education as Romantic Self-development | 107 |
| 3. CHAPTER THREE: Specific Situation of Post-totalitarian Czech Pedagogy: Anthropology without Teleology | 109 |
| 3.1 Search for Non-totalitarian Pedagogical Alternative | 109 |
| 3.2 Crisis of Pedagogical Paradigms: Between Herbartian and Progressivist Anthropology | 111 |
| 3.3 Summary | 122 |

PART TWO

| | |
|----------------------------------------------------------------------------------------|-----|
| THE GOAL OUTSIDE ONE'S SELF: ANTHROPOLOGICAL TELEOLOGY IN KOMENSKÝ'S PEDAGOGY | 124 |
|----------------------------------------------------------------------------------------|-----|

| | |
|-------------------------------------------------------------------------------------|-----|
| 1. CHAPTER ONE: Historical Overview of Comeniological Studies..... | 125 |
| 1.1 Komenský and His Time: Fame, Controversy and Disregard | 125 |
| 1.2 Komenský and Czech National Revival: Rediscovered Hero | 129 |
| 1.3 Impact of Great Finds of the 1930's: Komenský the Philosopher | 131 |
| 1.4 Komenský in the Communist Interpretation: Reduction of Religious Roots | 135 |
| 1.5 The Post-totalitarian Opportunity: Komenský in His Integrity . | 137 |
| 2. CHAPTER TWO: Roots of Komenský's Anthropological Teleology .. | 139 |
| 2.1 Early Period: The Brethren Tradition, Studies and The White Mountain | 139 |
| 2.2 Lezsno Period: England, Sweden, Hungary and The Thirty Years War | 156 |
| 2.3 Amsterdam Period: Scattered Church and Panemendation | 166 |
| 3. CHAPTER THREE: Komenský's Anthropological Teleology | 170 |
| 3.1 <i>Theatrum</i> : Anthropology of Observation | 170 |
| 3.2 <i>Labyrinth</i> : Anthropology of Critique | 172 |
| 3.3 <i>Centrum Securitatis</i> : Anthropology of Resignation | 174 |

| | |
|------------------------------------------------------------------------------------------------------------------------|-----|
| 3.4 <i>Didactica</i> : Anthropology of Education | 178 |
| 3.4.1 Prologue: Foundations of Educability of Human Beings | 186 |
| 3.4.2 Methodology: General and Specific Didactic | 198 |
| 3.4.3 Instruments: Morals, Religion and Discipline | 200 |
| 3.4.4 Organisation: Educational System | 203 |
| 3.4.5 Pansophy: Anthropology of Emendation | 216 |
| 3.5 Summary: Education as Restoration of Fallen Imago Dei | 226 |
| PART THREE: CONCLUSION | 233 |
| 1. CHAPTER ONE: Critical Evaluation of Herbartian Anthropological Teleology | 235 |
| 2. CHAPTER TWO: Critical Evaluation of Progressivist Anthropological Teleology | 238 |
| 3. CHAPTER THREE: Effects of Anthropological Reductionism on Czech Pedagogy | 242 |
| 4. CHAPTER FOUR: Ways of Overcoming the Modern Anthropological Reduction | 246 |
| 4.1 Relevance of Komenský's Anthropological Teleology for Contemporary Education | 246 |
| 4.2 Questions for Further Research | 248 |
| APPENDICES | 251 |
| 1. Appendix 1: Organisational Outline of the Gymnasium Curricula from 1849 | 251 |
| 2. Appendix 2: Classification of didactic methods..... | 252 |
| 3. Appendix 3: Picture Illustrations | 254 |
| 4. Appendix 4: Komenský's 3 Sets of 29 Didactic Principles or Fundamentals Outlined in <i>Didactica Magna</i> | 256 |
| 5. Appendix 5: Chronological Outline of the Life and Works of J. A. Komenský | 259 |
| BIBLIOGRAPHY | 267 |