

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