

TITLE:

The Czech Teacher of the Latter Half of the 19th Century as a Regulator and an Author of the Children's and Young Adult Literature

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ABSTRACT:

The thesis attempts to define basic common features of the intentionally educational literary production focused on children and youngsters in the latter half of the so called “long 19th century” – the period when the texts with educational but at the same time artistic aims (however these being in the texts variously emphasized) were produced mainly by teachers and educators. The dissertation aims to improve our understanding of how the non-aesthetic norms of the time influenced the distinctive forms of this type of literary works. Attention is aimed to the primary education teachers who wanted to form the model readers of their works, being at the same time both agents of the formative process and objects of the extensive intentional social influence that was focused on them due to their profession. Using historical analysis and comparing turning points of the development in several fields that impacted the distinctive form of the teachers' literary production in a substantial way (i.e. legislation related to the primary school system, curriculum, Herbart's character building pedagogy, aesthetic concepts of its era, professional teachers' associating, commercial publishing activities) and employing close reading of teachers' educational texts of all sorts (poetry, prose,

and drama), the author of the thesis has defined recurring sets of the themes of teachers' works (employing literary topology for this purpose) and has described typical ways how these themes and motives are treated and stylized in the texts. New approaches applying to censorship in the extensive sense of the term (i. e. as the ways of regulating and auto-regulating mechanisms in literary life), so called "new censorship", currently discussed in the project "Literární cenzura v obrysech" ("Literary censorship and its contours") in the Institute of the Czech Literature AS CR (see Pavlíček T., Píša P., Wögerbauer M. /eds./: *Nebezpečná literatura? Antologie z myšlení o literární cenzuře*. Brno: Host 2012), provided the work with methodological impulse and motivated new understanding the phenomenon of regulation of literary communication. All these above mentioned detailed inquiries were finally synthesized and enabled the author to relevantly consider common features of cultural models that were reiterating during the emancipation process of various social groups (in this case, the work focuses on the parallels between the process of national emancipation in the first half of the 19th century and the attempts at professional emancipation of the Czech teachers in the last third of the same century).

KEYWORDS:

Children's literature, young adult literature, the second half of the 19th century, didactic fiction, primary education, censorship and regulation mechanisms