

Abstract

The bachelor thesis focuses on analysis of historical textbooks for primary and secondary schools from the perspective of the environmental ethics. During the analysis process, statements of environmental issues were sought, which were evaluated and divided into appropriate directions of environmental ethics. The results were graphically processed and compared with the work of Seidlová (2010), who conducted similar research on contemporary textbooks.

The research shows that in historical textbooks the anthropocentric, biocentric and ecocentric directions occur mainly, while the anthropocentric direction is the most represented of these directions. The theocentric direction and the direction of evolutionary ethics appeared only in a few cases. The similar scheme is in current textbooks, with the difference that ecocentrism is the most represented.

The biggest difference between historical and contemporary textbooks is in the number of statements and their unambiguity. It was found that the number and unambiguity of statements is increasing towards the present.. The reason could be the stage of development and progress in which the society found itself.

Keys words

environmental ethics, geographical education, historical textbooks of geography, the man-nature relationship, evaluation of textbooks, environmental education