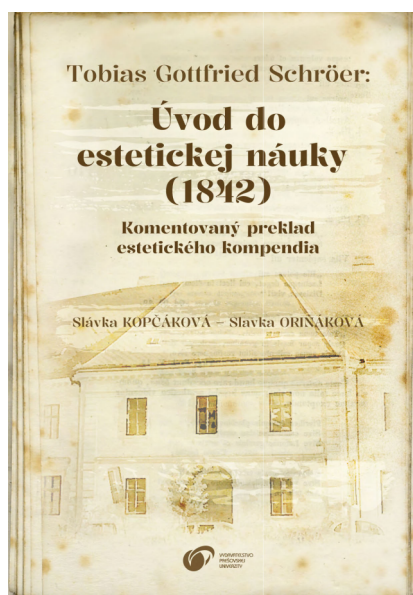


A Path Not Taken

Tobias Gottfried Schröer's *Isagoge in Eruditionem Aestheticam* for the First Time in Slovak Translation

Adrián Kvokačka

Tobias Gottfried Schröer: *Úvod do estetickej náuky* (1842). *Komentovaný preklad estetického kompendia*. Edited and translated by Slávka Kopčáková and Slavka Oriňáková. Prešov: Prešovská univerzita v Prešove, 2024. ISBN 978-80-555-3366-7.



This substantial volume offers a commented translation of Tobias Gottfried Schröer's *Isagoge in eruditionem aestheticam* (1842), a pedagogical Latin compendium written for the educational context of nineteenth-century Pressburg. Edited and translated into Slovak by Slávka Kopčáková and Slavka Oriňáková, the book combines historical reconstruction, philological care, and philosophical framing, and

it succeeds in making a little-known text available to readers who would otherwise have no access to it. The result is a welcome contribution to the history of aesthetics, especially for scholars interested in how aesthetic ideas travelled through educational institutions rather than only through canonical philosophical treatises.

A notable strength of the edition is its nuanced approach in evaluating Schröer's philosophical originality, refraining from exaggerated claims. The editors present him, in a more plausible manner, as a mediator of aesthetic ideas drawn from Enlightenment and post-Kantian sources. The compendium synthesises themes with which the reader will be familiar – beauty, taste, the moral significance of art, and the cultivation of judgement – without advancing a distinctive systematic position. When analysed in this manner, the text becomes historically significant rather than theoretically pioneering. This constitutes a pivotal editorial decision, consistent with prevailing historiographic trends that accord the transmission and assimilation of concepts a philosophical significance in their own right.

The introductory study is particularly effective in its reconstruction of the institutional setting in which the compendium was produced. The account of Protestant lyceum education, and of Latin's continued role in nineteenth-century pedagogy, provides a clear sense of the rationale behind the existence of such a text and its function. The editors persuasively demonstrate that the aesthetic theory under scrutiny functions less as speculative philosophy and more as an intellectual formation directed towards moral and cultural cultivation. This contextual work represents a significant strength of the book, with implications that extend beyond the specific case study of Schröer.

The conceptual framing around the notion of 'school aesthetics' has proven to be a fruitful one. The editors have distinguished pedagogically oriented aesthetic writing from systematic aesthetics, thereby ensuring that the text is not judged by inappropriate standards. The concept elucidates the fundamental issues involved, which lie not in the innovation of theoretical concepts, but rather in the structuring of extant ideas into a format conducive to dissemination and instruction. Simultaneously, the category prompts further philosophical contemplation. One might question whether the distinction between 'school' and 'philosophical' aesthetics is as clear-cut as the framework suggests, given that numerous canonical theorists also wrote with pedagogical aims. Nevertheless, the distinction is heuristically beneficial and opens a promising line of inquiry.

The translation itself is careful and readable, especially given the challenges posed by nineteenth-century pedagogical Latin and historically layered terminology. The accompanying commentary is consistently informative without becoming intrusive. The notes provide clarification on references to classical sources, offer explanations

of terminological choices, and situate examples within broader aesthetic debates. It is important to note that the annotations do not overwhelm the text with philological detail; rather, they remain directed towards conceptual understanding. Achieving this balance is challenging, yet it is a significant quality that distinguishes this edition as both scholarly and practical.

A philosophical analysis of the compendium reveals a persistent linkage of aesthetics with ethics. The concept of beauty is regarded as being dependent on form rather than being autonomous. Furthermore, aesthetic education is presented as a means of shaping character and judgement. While this orientation will be familiar to historians of eighteenth- and nineteenth-century aesthetics, the edition usefully illustrates how such ideas were absorbed into curricular practice. The text serves to shed light on the afterlife of idealist and humanist conceptions of art, even if it does not significantly complicate them.

If the volume presents any limitations, they are found in the relatively modest degree of explicit philosophical engagement which extends no further than historical reconstruction. Readers interested in stronger connections to contemporary debates in aesthetics – whether analytic or continental – may find the framing of these debates somewhat cautious. Furthermore, the occasional comparison with parallel pedagogical traditions elsewhere in Europe might have served to refine the broader philosophical implications. Nevertheless, these are not deficiencies but rather indications of directions for future work, and they do not detract from the edition's core achievement.

On the whole, this scholarly edition is of great value and has been executed in an exemplary manner. The book's primary strength lies in its demonstration of how aesthetic concepts permeate educational practices and textual genres that are frequently disregarded by philosophers. By recovering and contextualising Schröer's compendium, Kopčáková and Oriňáková provide a valuable resource for historians of aesthetics and demonstrate that the philosophical life of concepts depends equally on pedagogy as on originality. The book is deserving of attention from those interested in the institutional history of aesthetic thought and in the complex routes by which philosophical ideas become part of intellectual culture.

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