

# The Educational Philosophy of National Socialism

Kneller, G F

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# Educational Philosophy Of National Socialism

**Gilmer W. Blackburn**



## **Educational Philosophy Of National Socialism:**

**The Educational Philosophy of National Socialism** George Frederick Kneller, 1941 Theory and practise based upon thorough investigation of German documentary sources *The Educational Philosophy of National Socialism* George Frederick Kneller, 1941 Education in the Third Reich Gilmer W. Blackburn, 2012-02-01 In its determination to take absolute control the Third Reich focused on the nation's youth reserving for the schools the vital task of refashioning the German psyche This book examines these propaganda efforts one of the most radical and far reaching experiments in educational history The book focuses on the manipulation of the German past one of the primary means of state intervention to ensure the triumph of the racial idea in history It shows how textbooks written by National Socialists equalled or exceeded the most imaginative fiction with an itinerary that extended from Valhalla and the Germania of Tacitus to the Prussia of Frederick the Great before mounting to the pinnacle represented by the Third Reich The primary source materials for this study consist of a broad representative collection of history textbooks primers and books of readings containing historical instruction **The Educational Philosophy of National Socialism. By George Frederick Kneller** Yale University (NEW HAVEN, Connecticut). Department of Education, 1941 **Education in Nazi Germany** Lisa Pine, 2010-01-01 This book offers a compelling new analysis of Nazi educational policy arguing that in order to understand National Socialism we need to understand its policies on youth **Library of Congress Subject Headings** Library of Congress. Cataloging Policy and Support Office, 2009 **The Politics of Progressive Education** Dennis Shirley, 1992 In March 1933 Nazi storm troopers seized control of the Odenwaldschule a small German boarding school near Heidelberg Founded in 1910 by educational reformer Paul Geheeb the Odenwaldschule was a crown jewel of the progressive education movement renowned for its emancipatory pedagogical innovations and sweeping curricular reforms In the tumultuous year that followed that fateful spring Geheeb moved from an initial effort to accommodate Nazi reforms to an active opposition to the Third Reich's transformation of the school Convinced at last that humanistic education was all but impossible under the new regime he emigrated to Switzerland in March 1934 There he opened a new school the Ecole d'Humanit  which became a haven for children escaping the horrors of World War II In this intimate chronicle of the collision between a progressive educator and fascist ideology during Hitler's rise to power Dennis Shirley explores how Nazi school reforms catalyzed Geheeb's alienation from the regime and galvanized his determination to close the school and leave Germany Drawing on a wealth of unpublished documents such as Geheeb's exhaustive correspondence with government officials and transcripts of combative faculty meetings Shirley is able to reconstruct in detail the entire drama as it unfolded Others have examined the intellectual antecedents of Nazism and the regime's success at developing themes from popular culture for its political purposes Shirley goes further by analyzing the many ways in which German educators could and did respond to Nazi reforms In the process he identifies the myriad forces that led individuals to accept or resist the regime's transformation of education *The Politics of*

Progressive Education offers a richly rewarding examination of how education in general and progressive education in particular fared in the turbulent political currents of Nazi Germany. It brings to light a remarkable story hitherto untold of one individual's successful attempt to uphold humanistic values in the darkest of circumstances. **Library of Congress Subject Headings** Library of Congress, 2006 **Philosophers and Kings** Gary McCulloch, 2002-04-18 *Philosophers and Kings* examines the theme of education for leadership in English secondary education during the twentieth century.

*German Youth* Howard Paul Becker, 1998. First Published in 1998. Routledge is an imprint of Taylor Francis, an information company. **German Youth: Bond or Free?** 145 Howard Paul Becker, 2013-08-21. This is Volume XIII of twelve in the *Sociology of Youth and Adolescence* series. Originally published in 1946, this exploratory study looks at the post-war Germany and the effects and future of its Youth and younger population. **Education and Cultural Differences** Douglas Ray, Deo Poonwasse, 2017-04-28. First published in 1992, this book looks at the interaction between ideals and reality with the focus upon social inequality and education in modern society as well as the possibilities for education to lessen the related problems. The essays in this volume examine three forms of inequality in global society: aboriginal societies in modern industrial states, long-established communities that have been denied full status, and differences arising from recent population migrations. In doing so, it considers how education might support the efforts of all members of society to pursue the goal of equal status for all. **Nazi Propaganda (RLE Nazi Germany & Holocaust)** David Welch, 2014-09-04. Based on a detailed examination of specific aspects of Nazi propaganda, this book originally published in 1983 enhances the understanding of National Socialism by revealing both its power and its limitations. The work tackles aspects of Nazi propaganda which had been neglected in the past but together they demonstrate the disproportionate role assigned to propaganda in one of the most highly politicised societies in contemporary European history. **Philosophy of Educational Knowledge** W. Brezinka, 2012-12-06. For two reasons we are particularly proud to include Wolfgang Brezinka's *Philosophy of Educational Knowledge* in this series of books on Philosophy of Education. The first is the philosophical interest of the work itself; its remarkable scholarship and the importance of the philosophical positions will be obvious to all readers. The second is that it brings to the English-speaking world a wonderful example of educational philosophy as now being practiced in the German-speaking world. All too often philosophers in the Anglo-American tradition have not seen the sort of perspective on educational thinking that infuses this work. And since this book has been widely read in its original version, it has had a considerable impact upon philosophy of educational research and science in the German-speaking countries. An understanding of this may help in the development of even more cooperative relations among students of education in all countries. C 1 B Macmillan D C Phillips. PREFACE TO THE ENGLISH EDITION. I am not unmindful how little can be done in a mere treatise on Logic or how vague and unsatisfactory all precepts of Method must necessarily appear when not practically exemplified in the establishment of a body of doctrine. Doubtless the most effectual mode of showing how the sciences may be constructed would

be to construct them JOHNSTUARTMILL 1843 1 Parents have a duty to educate their children teachers to educate their pupils For this reason there is widespread interest in education Knowledge of education has long been offered under names like pedagogy pedagogical theory Originally this meant practical knowledge based on common sense Since the Enlightenment however attempts have been made to acquire scientific knowledge of education *The Heidelberg Myth* Steven P. Remy, 2002 In the first work to examine both nazification and denazification of a major German university Steven Remy offers a sobering account of the German academic community from 1933 to 1957 Deeply researched in university archives newly opened denazification records occupation reports and contemporary publications *The Heidelberg Myth* starkly details how extensively the university's professors were engaged with National Socialism and how effectively they frustrated postwar efforts to ascertain the truth Many scholars directly justified or implemented Nazi policies forming a crucial element in the social consensus supporting Hitler and willingly embracing the Nazis German spirit a concept encompassing aggressive nationalism anti-Semitism and the rejection of objectivity in scholarship In elaborate postwar self defense narratives they portrayed themselves as unpolitical and uncorrupted by Nazism This Heidelberg myth provided justification for widespread resistance to denazification and the restoration of compromised scholars to their positions and set the remarkably long lasting consensus that German academic culture had remained untainted by Nazi ideology *The Heidelberg Myth* is a valuable contribution to German social intellectual and political history as well as to works on collective memory in societies emerging from dictatorship

**Psychotherapy in the Third Reich** Thomas Blomberg, 2018-04-27 The idea for this book sprang from Geoffrey Cocks' curiosity as to what happened in the new dynamic field of psychotherapy in Germany with the advent of Hitler While traditional views merely asserted that the Nazis destroyed the field of psychotherapy in Germany a viewpoint justifiably based on the testimony of those in the field who had emigrated from Germany to escape Nazi persecution Cocks learned that there was more to the story He looked to several interesting shards of evidence that pointed to the possibility that one could reconstruct a history of morally questionable professional developments in German psychotherapy during the Third Reich The evidence included existence of a journal for psychotherapy published continuously from 1928 to 1944 accounts of a psychotherapist who assumed leadership of his colleagues and who was a relative of the powerful Nazi leader Hermann Goering and a strong psychotherapeutic lobby in German medicine that was intellectually impoverished but apparently not destroyed by the expulsion of the prominent and predominantly Jewish psychoanalytic movement Non Jewish psychoanalysts and psychotherapists had in fact pursued their profession under the aegis of the so called Goering Institute with substantial support from agencies of the Nazi party the Reich government the military and private business Much research has been done in the ten years since the first edition of this book was published hence the need for a second edition Included is more information on the history of psychotherapy and psychoanalysis in Nazi Germany on the social history of the Third Reich and on the history of the professions in Germany

Three new chapters analyze postwar developments and conflicts as well as broader issues of continuity and discontinuity in the history of modern Germany and the West In addition the author has reorganized the volume along chronological and narrative lines for greater ease of reading Psychotherapy in the Third Reich is an important work for psychotherapists psychologists psychoanalysts sociologists and historians **Philosophy's Higher Education** Nigel Tubbs,2006-01-26 At about the age of 13 I began to realise that my formal education was separating itself off from my philosophical education Of course at the time I did not know it in this way I experienced it as a split between what I was being taught and my experience of what I was being taught It was I now know the philosophical experience of formal schooling It was not until beginning the study of sociology at 16 that I came across the idea of dualisms pairs of opposites that always appeared together but were never reconciled In sociology it was the dualism of the individual and society The question most asked in our classes was always regarding which aspect of the dualism dominated the other The answer we always leaned towards was that both were mutually affected by the other The answer seemed to lie somewhere in the middle It was only at university first as an undergraduate and then as a postgraduate that I came across the idea of the dialectic Slowly I began to recognise that the dualisms which plagued social theory I and we self and other good and evil modernity and post modernity autonomy and heteronomy freedom and nature truth and relativism and so many more were not only dialectical in being thought about but also that the thought of them being dialectical had an even stranger quality It was the same experience as being at school

A Short List of Books on National Socialism Norman Hepburn Baynes,1943 The Statesman's Year-Book Mortimer Epstein,2016-12-27 The classic reference work that provides annually updated information on the countries of the world

**Education & Society in Modern Germany** Samuel, R. H. and Thomas R. Hinton,2013-08-21 First published in 1998 This is Volume VII of twenty eight in the Sociology of Education series Written in 1948 this book gives a concise and critical assessment of education in modern Germany The authors have concentrated on those most integrally bound up with the significant trends in German life with each chapter except the last dealing with the situation in post Hitler Germany extends to the close of the Nazi regime Considering this as a break potentially more radical than any that has occurred in German history they have written of the situation preceding it always in the past tense even when discussing features that have survived it

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