

# The Educational Philosophy of National Socialism

Kneller, G F

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# Educational Philosophy Of National Socialism

**Lisa Pine**



## **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, 2010-12-01 Shaping the minds of the future generation was pivotal to the Nazi regime in order to ensure the continuing success of the Third Reich Through the curriculum the elite schools and youth groups the Third Reich waged a war for the minds of the young Hitler understood the importance of education in creating self identity inculcating national pride promoting racial purity and building loyalty The author examines how Nazism took shape in the classroom via school textbook policy physical education and lessons on Nationalist Socialist heroes and anti-Semitism Offering a compelling new analysis of Nazi educational policy this book brings to the forefront an often overlooked aspect of the Third Reich

**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'Humanité 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.

**Higher Education in Nazi Germany (RLE Responding to Fascism)** A Wolf, 2010-11-01 Higher Education in Nazi Germany was first published in 1944 when it was apparent that Germany was likely to lose the war. Developing themes that were to become commonplace in the analysis of totalitarian regimes, it provides an account of how higher education became a means of both installing and re-enforcing the dominant state ideology.

*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.

JOHN STUART MILL 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, pedagogics, 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.

**Students and National Socialism in Germany** Geoffrey J. Giles, 2014-07-14 This study explains the rise and evaluates the strength of the National Socialist Students' Association (NSDStB) during the whole period of its existence from 1926 to 1945. Originally published in 1985, The Princeton Legacy Library uses the latest print on demand technology to again make available previously out of print books from the distinguished backlist of Princeton University Press. These editions preserve the original texts of these important books while presenting them in durable

paperback and hardcover editions The goal of the Princeton Legacy Library is to vastly increase access to the rich scholarly heritage found in the thousands of books published by Princeton University Press since its founding in 1905 **THE ROLE OF PHILOSOPHICAL FOUNDATIONS IN EDUCATION: A CRITICAL REVIEW** Dr. Md Siddique Hossain, 2023-07-04

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Institute, 1984-06-30 Major changes in education have taken place in West Germany over the past three decades The experience of the Federal Republic differs from that of its European neighbors since it was conditioned by postwar efforts of the occupying powers to impose a new model of education the American comprehensive secondary school Yet the traditional American educational system is at the extreme of what could be called mass education whereas that of West Germany is more nearly class education that is more structurally differentiated and keeping a much smaller proportion of pupils in school until age 18 Moreover as in every developed country West Germany has experienced increased consumer demand from an expanding middle class for more extended secondary education that does not foreclose post secondary options This study shows the structure that has emerged from this unique experiment with elite and mass education Discussed at length are the four secondary routes the Gymnasium the Realschule the Hauptschule and the Volksschule Also featured are the German

answers to questions that have occupied the center of attention in American education for some years education of ethnic minorities education ally disadvantaged and handicapped children Prepared by a team of researchers associated with the Max Planck Institute for Human Development and Education the study provides the only comprehensive and up to date picture of the pre sent educational system in the Federal Republic of Germany Its abundance of statistical data make it a valuable resource for the educator political scientist and European Studies specialist Its clarity renders it accessible to the non specialist as well The panoramic and yet detailed view that this book gives of German education goes a long way toward providing the base upon which comparison of education in the United States and the Federal Republic can begin

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 *Education for Victory*,1944 **German Youth** Howard Paul Becker,1998 First Published in 1998 Routledge is an imprint of Taylor Francis an informa 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 Poonwassie,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

Education for Victory Olga Anna Jones,1943 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 *Library of Congress Subject Headings* Library of Congress,1998 **Library of Congress Subject Headings** Library of Congress. Cataloging Policy and Support Office,2009

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