

The False Principle of Our Education

or, Humanism and Realism

Max Stirner

Because our time is struggling toward the word with which it may express its spirit, many names come to the fore and all make claim to being the right name. On all sides our present time reveals the most chaotic partisan tumult and the eagles of the moment gather around the decaying legacy of the past. There is everywhere a great abundance of political, social, ecclesiastical, scientific, artistic, moral and other corpses, and until they are all consumed, the air will not be clean and the breath of living beings will be oppressed.

Without our assistance, time will not bring the right word to light; we must all work together on it. If, however, so much depends upon us, we may reasonably ask what they have made of us and what they propose to make of us; we ask about the education through which they seek to enable us to become the creators of that word. Do they conscientiously cultivate our predisposition to become creators or do they treat us only as creatures whose nature simply permits training? The question is as important as one of our social questions can ever be, indeed, it is the most important one because those questions rest on this ultimate basis. Be something excellent and you will bring about something excellent: be "each one perfect in himself," then your society, your social life, will also be perfect.

Therefore we are concerned above all with what they make of us in the time of our plasticity; the school question is a life question. They can now be seen quite clearly; this area has been fought over for years with an ardor and a frankness which far surpasses that in the realm of politics because there it does not knock up against the obstructions of arbitrary power.

A venerable veteran, Professor Theodor Heinsius,¹ who, like the late Professor Krug² retained his strength and zeal into old age, has recently sought to provoke interest for this cause by a little essay. He calls it a "Concordat between school and life or mediation of humanism and realism from a nationalistic point of view." Two parties struggle for victory and each wants to recommend his principle of

¹Otto Friedrich Theodor Heinsius (1770–1849), philologist, professor, and later director of the Convent-Girls in Berlin, author of several highly regarded grammars and dictionaries, histories of German literature. The book cited by Stirner is *Konkordat zwischen Schule und Leben, oder Vermittelung des Humanismus und Realismus, aus nationalistische Standpunkt betrachtet*, published by Schultze in Berlin in 1842. Also useful in his *Zeitgemäße Pädagogik der Schule: historisch und kritisch aufgefaßt für das gesamte Schulpublikum*, published in Berlin in 1844.

²Wilhelm Traugott Krug (1770–1842), famous German liberal philosopher and literary figure, successor to Immanuel Kant to the chair of logic and metaphysics at Königsberg in 1805, and from 1809 to 1834 professor of philosophy at Leipzig. Krug suspended his academic career to fight against Napoleon in 1813, and was subsequently president of the *Tugendbund*. He was author of more than a score of works, several of them in series of two to five volumes.

False Principle Of Our Education

Max Stirner



False Principle Of Our Education:

The False Principle of Our Education Or Humanism and Realism Max Stirner,1967 The False Principle of Our Education: Or, Humanism and Realism Max Stirner,1967 Humanism and Realism the Egoist way A classic essay from Stirner

The False Principle of Our Education, Or Humanism and Realism. Translated ... by Robert H. Beebe. Edited, with Annotations and an Introduction, by James J. Martin Max Stirner,Robert H. BEEBE,James Joseph MARTIN,1967

The false principle of our education, or Humanism and realism. Transl. from the German by R.H. Beebe. Ed., with annotations and an introd. by J.J. Martin ,1967 Max Stirner's Philosophy of Education as Contained in His Essay "The False Principle of Our Education, Or Humanism and Realism" Ronald William Keith Paterson,1962

Laughing at Nothing John Marmysz,2012-02-01 Disputing the common misconception that nihilism is wholly negative and necessarily damaging to the human spirit John Marmysz offers a clear and complete definition to argue that it is compatible and indeed preferably responded to with an attitude of good humor He carefully scrutinizes the phenomenon of nihilism as it appears in the works lives and actions of key figures in the history of philosophy literature politics and theology including Nietzsche Heidegger Camus and Mishima While suggesting that there ultimately is no solution to the problem of nihilism Marmysz proposes a way of utilizing the anxiety and despair that is associated with the problem as a spur toward liveliness activity and the celebration of life *Anarchism and Authority* Mr Paul McLaughlin,2012-10-01 Examining the political

theory of anarchism from a philosophical and historical perspective Paul McLaughlin relates anarchism to the fundamental ethical and political problem of authority The book pays particular attention to the authority of the state and the anarchist rejection of all traditional claims made for the legitimacy of state authority the author both explaining and defending the central tenets of the anarchist critique of the state The founding works of anarchist thought by Godwin Proudhon and Stirner are explored and anarchism is examined in its historical context including the influence of such events as the Enlightenment and the French Revolution on anarchist thought Finally the major theoretical developments of anarchism from the late nineteenth century to the present are summarized and evaluated This book is both a highly readable account of the development of anarchist thinking and a lucid and well reasoned defence of the anarchist philosophy **After**

Multiculturalism John F. Welsh,2007-12-12 *After Multiculturalism* The Discourse on Race and the Dialectics of Liberty provides a unique critique of multiculturalist thought in social theory and public policy from an individualist perspective Contemporary academic and policy discourse on race and racism in the United States is dominated by collectivist social theories that are founded on the idea that the only meaningful challenges to racism are those that foster collective social identities and seek to influence and direct the use of state power in the interest of particular racial and ethnic groups Multiculturalism is the prevailing incarnation of anti racist thought that informs and mediates political process and organizational life in the United States The multicultural discourse on race has become tribalist anti western anti market and

statist After Multiculturalism challenges the notion that collectivist and statist ideologies own racism as an educational and public policy issue Welsh demonstrates that individualist philosophies entail critiques of racism that follow directly from their anti collectivist and anti statist foundations He argues that multiculturalism is unlikely to promote the types of social action and changes essential to overcoming racism and that the individualist and libertarian ideas discussed in the book make important contributions toward the realization of a world free of racial domination To this end the ideas of Ayn Rand Murray Rothbard Benjamin Benjamin Tucker Lysander Spooner Max Stirner and contemporary libertarian scholars are discussed to the lay the foundation for a critique of multiculturalism The book explores the concepts of post ethnicity and transracialism as individualist and libertarian expressions of a society after multiculturalism Welsh s discussions of transracialism and post ethnicity constitute unique and important contributions to social thought This book will hold great interest for scholars and students concerned with race ethnicity political theory or individualist thought as well as scholars and students of the history of ideas

The Ego Made Manifest Wayne Bradshaw, 2023-09-07 From Karl Marx to Wyndham Lewis this book examines Max Stirner s influence on the modern manifesto Max Stirner has long proven to be an elusive figure at the fringes of 19th century German idealism He has been portrayed as the father of the philosophical dead end that was egoistic anarchism a withered branch of an ineffectual movement remembered largely because of its suggestion that crime was a valid form of revolutionary action From this perspective egoists subscribed to extreme forms of anarchism and defended acts of theft assault and even murder egoism only held lasting appeal to rebels nihilists and criminals and Stirner s ideas could and should be consigned to the dustbin of history accordingly The Ego Made Manifest argues that many of the accepted truisms about Stirner and his reception are false and that his contribution to modernist and avant garde manifesto writing traditions has been overlooked Beginning with his influence on Marx s Communist Manifesto Wayne Bradshaw reinserts Stirner into the history of manifestos that not only rebelled against tradition but sought to take ownership of history culture and people s minds This study documents the trajectory of Stirner s reception from mid 19th century Germany to his rediscovery by German and American readers almost 50 years later and from his popularity among manifesto writers in fin de si cle Paris to the birth of Italian Futurism Finally it considers how American and British interest in egoism helped inspire Vorticism s satirical approach to revolt and how in an age of extremism Stirner s ideas continue to haunt the modern mind

The Modern School Movement Paul Avrich, 2014-07-14 In this comprehensive study of the Modern School movement Paul Avrich narrates its history analyzes its successes and failures and assesses its place in American life In doing so he shows how the radical experimentation in art and communal living as well as in education during this period set the precedent for much of the artistic social and educational ferment of the 1960 s and 1970 s Originally published in 1980 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

Educational Philosophy in the French Enlightenment Natasha Gill, 2016-04-29 Though Emile is still considered the central pedagogical text of the French Enlightenment a myriad of lesser known thinkers paved the way for Rousseau's masterpiece Natasha Gill traces the arc of these thinkers as they sought to reveal the correlation between early childhood experiences and the success or failure of social and political relations and set the terms for the modern debate about the influence of nature and nurture in individual growth and collective life Gill offers a comprehensive analysis of the rich cross fertilization between educational and philosophical thought in the French Enlightenment She begins by showing how in *Some Thoughts Concerning Education* John Locke set the stage for the French debate by transposing key themes from his philosophy into an educational context Her treatment of the abb Claude Fleury the rector of the University of Paris Charles Rollin and Swiss educator Jean Pierre de Crousaz illustrates the extent to which early Enlightenment theorists reevaluated childhood and learning methods on the basis of sensationist psychology Etienne Gabriel Morelly usually studied as a marginal thinker in the history of utopian thought is here revealed as the most important precursor to Rousseau and the first theorist to claim education as the vehicle through which individual liberation social harmony and political unity could be achieved Gill concludes with an analysis of the educational philosophical dispute between Helvétius and Rousseau and traces the influence of pedagogical theory on the political debate surrounding the expulsion of the Jesuits in 1762

Forms of Education Emile Bojesen, 2019-11-28 *Forms of Education* analyses the basic tenets of the humanist legacy in terms of its educational ethos examining its contradictions and its limits as well as the extent of its capture of educational thought It develops a broader conception of educational experience which challenges and exceeds those limits This book deflates the compulsion to educate It delegitimises the imposition of any particular practice in education It defines education openly and non restrictively as the deformation of non stable subjects arguing that education does not require specific formations nor the formation of specific forms only that form does not cease being formed in the experience of the non stable subject Exploding and pluralising what amounts to education this book rethinks what might still be called educational experience against and outside the ethos of the humanist legacy that confines its meaning This book will be of interest to scholars and postgraduate students in the fields of philosophy of education educational theory history of education and sociology of education

Global Impacts of the Western School Model Joel Spring, 2018-09-03 In this timely analysis of the current state of global educational policies Joel Spring focuses on the spread of the Western school model and its impact on creating an urban consumer culture increasing economic inequalities contributing to environmental destruction and diminishing compassion and empathy essential for energizing social justice movements In his signature straightforward concise style Spring describes and analyzes the school's role in displacing religious with secular values promoting

nationalism preparing students to work in global corporations supporting cultural and linguistic homogeneity and discusses related goals and effects of anti globalization movements such as the Alt right Anti fascist groups radical environmentalism and anarchism An important addition to Spring s body of work on global educational policies this provocative book challenges readers to re examine what they know about education globalization and their interconnections

Out of the Ruins Robert H. Haworth, John M. Elmore, 2017-07-01 Contemporary educational practices and policies across the world are heeding the calls of Wall Street for more corporate control privatization and standardized accountability There are definite shifts and movements towards more capitalist interventions of efficiency and an adherence to market fundamentalist values within the sphere of public education In many cases educational policies are created to uphold and serve particular social political and economic ends Schools in a sense have been tools to reproduce hierarchical authoritarian and hyper individualistic models of social order From the industrial era to our recent expansion of the knowledge economy education has been at the forefront of manufacturing and exploiting particular populations within our society The important news is that emancipatory educational practices are emerging Many are emanating outside the constraints of our dominant institutions and are influenced by more participatory and collective actions In many cases these alternatives have been undervalued or even excluded within the educational research From an international perspective some of these radical informal learning spaces are seen as a threat by many failed states and corporate entities Out of the Ruins sets out to explore and discuss the emergence of alternative learning spaces that directly challenge the pairing of public education with particular dominant capitalist and statist structures The authors construct philosophical political economic and social arguments that focus on radical informal learning as a way to contest efforts to commodify and privatize our everyday educational experiences The major themes include the politics of learning in our formal settings constructing new theories on our informal practices collective examples of how radical informal learning practices and experiences operate and how individuals and collectives struggle to share these narratives within and outside of institutions Contributors include David Gabbard Rhiannon Firth Andrew Robinson Farhang Rouhani Petar Jandri Ana Kuzmani Sarah Amsler Dana Williams Andre Pusey Jeff Shantz Sandra Jeppesen Joanna Adamiak Erin Dyke Eli Meyerhoff David I Backer Matthew Bissen Jacques Laroche Aleksandra Perisic and Jason Wozniak

Film and the Anarchist Imagination Richard Porton, 1999 Bearded bomb throwers self indulgent nihilists dangerous subversives these characteristic clich s of anarchists in the popular imagination are often reproduced in the cinema In Film and the Anarchist Imagination the first comprehensive survey of anarchism in film Richard Porton deconstructs such stereotypes while offering an authoritative account of films featuring anarchist characters and motifs From the early cinema of Griffith and Ren Clair to the work of Godard Lina Wertm ller Lizzie Borden and Ken Loach Porton analyzes portrayals of anarchism in film presenting commentaries and critiques of such classics as Z ro de Conduite Tout Va Bien and Love and Anarchy In addition he provides an excellent guide to the complex traditions of

anarchist thought from Bakunin and Kropotkin to Emma Goldman and Murray Bookchin disclosing a rich historical legacy that encompasses the Paris Commune the Haymarket martyrs the anarcho syndicalists of the Spanish Civil War as well as more familiar contemporary avatars like the Situationists and the enragés of May 1968

Humanism Nicolas Walter,2010-10-05 What is a humanist After an introduction to the earliest ideas of and terms for humanism in the ancient world noted humanist Nicolas Walter explores the history of humanism and its evolving definitions from the time of the original appearance and first meanings of humanism in the Italian Renaissance concluding with a manifesto of modern humanism Drawing on personal experience and information from more than 400 sources this is the first full length treatment of the subject

Beyond Schooling David H. Hargreaves,2019-04-11 Provocative and engagingly written *Beyond Schooling* offers a challenging perspective on State schooling in England and the unrelenting increase in centralisation from the late 1960s until the present day Exploring how the education of our children and young people should be recaptured from the State as the country moves into a precarious future this book argues that any fundamental reconsideration of schooling has much to learn from an anarchist analysis introduces readers unfamiliar with anarchism to the main themes of this political philosophy and practice and their relationship to the political left and right shows how an anarchist perspective on education raises deep issues about the community and the use of power questions the notions of full time schooling and age grading alongside conventional conceptions of the teaching profession and the potential educational role of parents as work declines or disappears In its original reflections on the state of contemporary schooling and the paths to future reform *Beyond Schooling* is a must read for anyone seeking a new vision for the future of education and schooling

The Government of No One Ruth Kinna,2019-08-01 The standard book on anarchism for the twenty first century Written with brio quiet insight and clarity Carl Levy A magisterial study of the history and theory of one of the most controversial political movements Anarchism routinely gets a bad press It is usually seen as meaning chaos and disorder or even nothing at all And yet from Occupy Wall Street to Pussy Riot Noam Chomsky to David Graeber this philosophical and political movement is as relevant as ever Contrary to popular perception different strands of anarchism from individualism to collectivism do follow certain structures and a shared sense of purpose a belief in freedom and working towards collective good without the interference of the state In this masterful sympathetic account political theorist Ruth Kinna traces the tumultuous history of anarchism starting with thinkers and activists such as Peter Kropotkin and Emma Goldman and through key events like the Paris Commune and the Haymarket affair Skilfully introducing us to the nuanced theories of anarchist groups from Russia to Japan to the United States *The Government of No One* reveals what makes a supposedly chaotic movement particularly adaptable and effective over centuries and what we can learn from it

Our Program Abraham Kuyper,Jordan J. Ballor,Melvin Fliikkema,2015-11-20 In *Our Program* Abraham Kuyper presents a Christian alternative to the secular politics of his day At that time the church and state were closely tied with one usually controlling the other But Kuyper's political framework

showed how the church and state could engage with each other while remaining separate His insights though specific to his time and place remain highly relevant to Christians involved in the political sphere today This new translation of Our Program created in partnership with the Kuyper Translation Society and the Acton Institute is part of a major series of new translations of Kuyper s most important writings The Abraham Kuyper Collected Works in Public Theology marks a historic moment in Kuyper studies aimed at deepening and enriching the church s development of public theology Teaching Marx Curry Malott, John M. Elmore, Mike Cole, 2013-05-01 We are in the midst of yet another global crisis in capitalism In the UK we have the most right wing and ideologically driven government since Thatcher a ruthless cabal of millionaires intent on destroying the welfare state In the US President Obama whose initial record did not live up to the expectations of many on the Left is increasingly driven by right wing republicanism and other corporate interests At the same time there are developments in Latin America in particular Venezuela which are heralding the dawn of a new politics and recovering the voice of Marx but with a twenty first century socialist focus thus giving hope to the lives of millions of working people throughout the world This is why the world media is intent on discrediting President Hugo Ch vez and insisting that ordinary people have to pay the cost of the crisis in capitalism The Arab Spring and the Occupy movement also show signs of an anti capitalist movement in embryo In Greece perhaps more than anywhere else in Europe even France the austerity stricken working classes are pushing for real existing socialism It is therefore not surprising that the ruling class of Greece is increasingly supporting the neo Nazi fascist Golden Dawn party threatening civil war should they lose power as a class Now is a prescient time to bring twenty first century socialism to the educational institutions of the world to teach Marx across the curriculum and across the globe Through this volume our goal was to contribute to the literature by concretely demonstrating the practical implications of Marx s theory to curriculum However while this book provides concrete examples of how Marx can and has informed a revolutionary critical education it is not intended to be prescriptive That is the chapters should not be read as a how to guide but they should be taken as inspiration for new creative approaches to Teaching Marx and interpreting and posing The Socialist Challenge

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