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Throughout the years, we have learned about the numerous amount of times where human beings have made their selves known in history. Unfortunately, not all these beings have been known for doing good, rather they have been remembered for tragic loss and devastation. One of these unforgettable moments that we have learned in history is of World War II and the Nazis. The Second World War started from September 1, 1939 through September 2, 1945. The war had left an aftermath on people in many ways such has educationally, ethically, and personally.

During the time of the war, there were many things people had to adjust to in their day-to-day lives. Rationing regulations began to be put into place. This involved setting limits on purchasing certain high-end demand items. The government had issued a number of what was considered “points” to each person, including babies, which then had to be turned in along with money to purchase goods made with restricted items. Some of these items were sugar, tires, gasoline, meat, coffee, butter, canned goods and shoes. Other than these rationing regulations, there were millions of people evacuated from their homes, towns and cities. People had to learn how to adjust to being separated from their family and friends. There were many destructions of houses, factories, railways and many means of transportation in order to get food, sanitation, shelter, school and jobs.

Education was one of the most essential things being affected during World War II. Most countries during the war had their schools damaged by bombings or schools had been requisitioned by the government. This meant larger classes and shorter supplies on books. Some schools that were located in rural areas also had to share their facilities with evacuees. This would create a shift system where classes were held in the morning but evacuees would use the school in the afternoon.

Not only did the war affect education in those physical ways but also mentally. In the beginning of the article written by Frieda Wunderlich, the author discusses the persuasion Hitler would use in his speech. He wanted Germans to become superior than other races and he also wanted Germans to be completely loyal to him, his party, and what he thought he stood for. Although, he knew that this couldn't be done to all adults. He knew adults who have known of liberty would be harder to try to win over. This is when he took the opportunity to mold German children into thinking like Nazis because he knew it was easier to do so. Further in the article, the author describes education in the Third Reich. Wunderlich explains how it includes all groups starting from their kindergarten days, until their death. A young German enters the Hitler Youth at the age of ten, passes to country camps, labor camps, then he would go into storm troops and army and veterans' organizations. Their life was subjected to a new form of education, many check-ups, censorship, and terror. Concentration camps were considered "educational camps" by the Nazi government. School curriculums had been framed in the spirit of National Socialism which to them was to "serve the nation in the spirit of Nation Socialism" which was to awaken sound racial forces and to make youth ready for defense. The author describes that the must be like a new type of man that is educated with a will of steel in a magnificent racial body. The school curriculum had also been cut down to physical training, history, radiology, eugenics and

folk sociology. They didn't want to spend their time educating children on mathematics, foreign language and other intellectual subjects because they thought it would be unnecessary.

One continues to see the manipulation and control the Nazis had free will and of education in another article based on Nazis, Germany, and World War II. The author talks about the life, diaries, and books of Victor Klemperer, who was a German scholar. Klemperer had argued that the Nazis had used language to produce a fanatical but servile population incapable of critical thought and highly susceptible to mass suggestion. He began to study the Nazi language and was determined to continue his work as a linguistic observer. He believes that Nazism grew out of Romanticism in the nineteenth-century which had glorified the idea of power. He also believed that the LTI's purpose was to strip people of their individuality and to make them into unthinking and docile cattle. The two articles connected in a way that they bring up a historical issue of how the human right to have education and a mind of your own was taken away from people in Nazi Germany during The Second World War.

Bibliographic Reference:

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