

Verbundkatalog Kalliope

Education.

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Education

It may be one of the fundamental
values of our modern society
that it has undervalued, and
still undervalues, the social
significance of education.
Gives an idea of actually based
on the idea of education.

Educator = philosopher. Then:
educator = priest (middle ages.)
Fascists now. Wrong, but

intense and thorough. ("School
of Barbarians.") At the same time
(and defensible) as Dem

Democracy — neglects; too much
concerned with the ~~table~~ the
many aspects of public life:
theatre — movies — as:
undeniable ~~value~~ pedagogical value.
But: direct influence of School
teacher.

Teacher's ~~past~~ social position.
Social life and School should
be ~~in~~ work other

~~his letter~~ will prove the education
administration ...

~~But perhaps~~
I am supposed to say to you
something about peace and
education, on ^{rather} ~~let's begin~~ about "Ed."
for Peace ~~schools and universities~~ ^{was a child}
... When ^{was a child} ~~the first~~ W. W., from 1914/18
was - the first W. W., from 1914/18
- and I was educated in
spirit of war. The city where I went
to school is called Munich; it
used to be a fine place, very
picturesque, full of dignity ~~then~~
and ~~very~~ people widely praised for
its charm and dignity and good
beauty. I am told that Munich has
changed a great deal since I have
been there last, in 1934. Charm,
dignity, and good beauty have vanished,
according to those reports ...
the school where I was told
to teach in Latin, Greek, mathematics
the old building of my former school
didn't hardly ~~down~~ very much.
M wa

Probably, it looks as austere
and gloomy as it did in the
years from 1915 - 21, when they
found to fear in Greek and mold
my flexible and imaginative mind.
They taught me mathematics,
the irregularities of Greek verbs,
the boredom of Latin classes, and
the reasons why I ought to
hate France, England, the Social-
Democrats, the Swedes, Sankowsky, literature,
Gang music, Mr. Lloyd George, the
late emperor, Napoleon III, the pacifists,
the new Russia, the nihilists,
the king of Prussia, the thing of the
general Goffe, the thing of the
(because we had invaded it), the
port Mactwaink (because he had
invaded us for having invaded his
country), the port D'Flammungio
(because they were
habit of fraternizing
Russians.) There were

This was, perhaps, the most
fundamental and most tragic
~~mistake~~ of the E. A. and all
mistakes made by the German
democratic govern. This was
perhaps the most...

While the well-intentioned policy
of C. S. was obviously doomed to
fail as the German boys
and girls were educated in the
spirit of Ludendorff, not in
the spirit of Geneva.
Small wonder that H. and G.,
only too quietly and too
completely to alarm and to
confront, to by force and
to withdraw the bulk of German
youth.

But it is my belief that the

[illegible]

Now does it mean that we "oppose" ~~of the~~
of this was, or ~~consider~~ ~~the~~ "oppose"
it admit that it "had to be."
My had not to be - for if we,
the statement and the ~~still~~ intention
the teachers and the boys - would
have shown more imagination, more
courage, and more intelligence. With
certain mistakes having been
made, it certain of have been
mission, was become inevitable.
Now, that we are in the
midst of it, ~~we~~ there is
no ~~no~~ ~~in~~ ~~scabotaging~~
emphasizing ~~harmony~~

The ~~one~~ paramount thing we have
to realize, at the present moment,
that only if and when the
Totalitarianism is defeated,
there will be a chance
for peaceful reconstruction
on a world-wide scale.

The education to fear is,
in short, the education to
a fully lived, rich and productive
life should become as we live.
~~should help it to~~ - as
we should try to make it.

~~My needs in~~

What will be needed after
To educate a generation young
human brings "to peace" means
to ~~teach~~ them knowledge of the world
and confidence in the future,
broad international views, understanding
of foreign lands; and to teach
them tolerance and their rights
to ~~the~~ ^{the} ~~basic~~ ^{basic} ~~principles~~ ^{principles} of
the family of man, faith in the
basic and progressive justice, brotherly
love, truth, pity, generosity, to
make them self-interest but not
arrogant - sensitive but not
morbid; mental to open their
eyes to the dangers and
problems of the world and
the first of this century.

There can be no doubt that the attitude
of German teachers and educators... of
was apt to... ^{Reminding} ^{Sto-syn} ^{and} ⁱⁿ ^{the} ^{schools} ^{and} ⁱⁿ ^{the} ^{Republic}
The Republic ^{fact} ^{to} ^{pay} ^{due} ^{to} ^{them}
for her ^{services}, ^{which} ^{are} ^{... ..}
Which in Germany, Italy (and, S.V.)
in different forms, in S.V.)
militarist, aggressive spirit kept
growing, the Western / Democratic
~~tradition~~ different kind of spirit
prevailed. Teachers as well as pupils
accepted pacifism... ~~teachers~~
vowed not to take arms, com
if their country ^{immediately} ^{that}
So did ^{Oxford} ^{still} ^{stand} ^{for} ^{the} ^{same} ^{principles}
^{How} ^{the} ^{boys} ^{are} ^{changing}
German ^{now} ^{is} ^{different}
unwavering vows of a very different
type: ^{Singapore} ^{vow} ^{is} ^{for} ^{refugee}
- and ^{Maglato} ^{is} ^{blond} ^{at} ^{the}
striking contrasts of the so striking
a sort lead inevitably to a
catastrophe. It would be silly idealism
to presume that educational influence
of the ^{new} ^{is} ^{with} ^{the} ^{look}
of that the aggressive side will lick
and swallow the pacifists.

Yes, we must not forget that
the worshippers of power principle
don't recognize the moral superiority
.... On the contrary, think it
"dead end" ...

Heroism has the **PEACE** -
ideal of peace - **not** just
absence of war

Tragic consequences in France. War
Miracle in England. (Commit
awakening, with sacrifice
moral standards, liberties ...)

And here, New discipline does
not to deny the ideals of
pacifism ... nor ... to sacrifice
liberty.

Balance ... fact that a teacher
should tell his pupils that war is
not so bad ...
- good Americans, good citizens
of the world.

[We don't have to denounce
ideals - on the contrary,
this is the moment
to reaffirm them...]

Devil is a Sissy.

Mafferson, W. L.
G. E.
French Revolution,
Italy, Spain ...
Italy, France, Rome.

Scripture of 'You R. & Only a minority believe
New idealism necessary in getting many believe
new faith. To must do
something too slight
not knowing about

alarming developments of Italy and Japan, both of whom were on the winning side but thought that they did not win enough, and, therefore, will be among the losers this time. Italian Fascism, though it served at first as a model to the Hitler movement, would ~~be~~ never have bothered the world, without the formidable assistance of Nazism. (Recent military events, by the way, encourage me to believe that Mussolini was not quite as successful as his German colleague in corrupting and dehumanizing his people...) As to Japan, the traditions and aspirations determinant for her national fate, are hardly comparable with the conditions we are dealing with.

There can be, in my opinion, no doubt that the present world-calamity has been caused, almost exclusively, by the German government and the German people. I may go even further and add that it is the German youth whom I deem ~~responsible~~ mainly responsible for the catastrophic crisis we are passing through. Clearly enough, Hitler could never have gained and maintained his power without the active and reliable support of German youth. Also, I am convinced that Europe would have ultimately reached a state of mutual understanding and peaceful collaboration, if the establishment and appalling growing of the Nazi régime had not overshadowed, hampered and destroyed the entirety of constructive hopes, ~~the~~ projects and preparations.

In the last analysis, the whole phenomenon of Nazism, German aggressiveness, and so forth, is a problem of education and for educators. I don't overlook, when saying this, its vast economic, political, and ideological implications. ^{of the tremendous crisis we are passing through} Nor do I forget that guilt and responsibility, error, greed and crime, are never to be found, and should not be sought, on one side altogether. The Lord knows how many blunders and immoral calculations, missed opportunities and delayed decisions, stupidities and trespasses are left on the Allies' record. What

Under
those responsible for education in
the democratic countries, have
failed or will - if in a
different and less shocking way.

We can hardly add to the
professional educators for the
pleasing development of youth movements
in its efforts towards a ~~united~~
and rational pacifism. It
was under the violent loss of
of great historical lessons that
both teachers and pupils ~~ran~~
and at those natural feelings and
to still wider conclusion.

It is far from me
We must not believe the ~~relational~~
significance of this ~~moral and political~~
truth. The fact that youth, in the
D.S. has overcome the bloody
romanticism of war, and
most regards is the most
decision step toward a more
universal peace may be recognized
by later generations as the greatest
moral and political event of this
report.

an abundance of obvious errors and secret crimes, from Versailles to Munich!

And still I insist that the European drama might have taken an entirely different course if the Republic of Weimar had not neglected - out of ~~was~~ weakness, obtuseness or secret sympathy with the evil - the paramount problem of education. German youth was educated in the spirit of hate, revenge, and chauvinistic arrogance: I know it.

The discrepance between the pedagogical aims and methods as, on the one hand, cherished in the Democracies, and, on the other, practised by the Totalitarians, had become too strikingly fundamental. The Hitler Youth, formidably trained in goose-step, antisemitism and the blatant disparagement of Democracy - and the French boys educated by the very men who had announced their objection even to a war of national defense - : these two worlds, separated from each other by a moral abyss, could not exist side by side. The clash had to come, - inevitably. Small wonder that the tiger proved able to swallow the lamb.

The implications of so drastic a lesson are obvious enough for any one interested in or concerned with pedagogical matters.

Now do think that we have any chance to find a way out of the present calamity, ~~merely~~ and simply the words

✓ I am of the it is my belief that the lack of a reasonably planned ~~progressive and universal~~ system of ~~adult~~ education ~~was~~ is one the deepest reasons for the present calamity.

Happily, the teachers and educators
in this country ^{are} in a position
to consider in the safety of
their what these ^{Eng.} colleges have
to think over under the murderous
shower of bombs - the front,
~~under~~ under the humiliating
protection of Nazi bayonets.

The I am sure that any pedagogues
will study aware of the
vast responsibility ^{inherent}
in his task, ~~will~~ by ~~an~~ is
confronted now with more
intricate problems, more staggering
alternatives than ever in his
history. For, he has the realization
that not only the German teachers
have made ^{the} ~~the~~ ^{most} ~~the~~ ^{serious} ~~the~~ ^{mistakes}
as the ~~the~~ ^{accursed}
in the disastrous tendency of
German youth towards intolerance
and aggressive chauvinism.

alarming developments of Italy and Japan, both of whom were on the winning side but thought that they did not win enough, and, therefore, will be among the losers this time. Italian Fascism, though it served at first as a model to the Hitler movement, would ~~never~~ have bothered the world, without the formidable assistance of Naziism. (Recent military events, by the way, encourage me to believe that Mussolini was not quite as successful as his German colleague in corrupting and dehumanizing his people...) As to Japan, the traditions and aspirations determinant for her national fate, are hardly comparable with the conditions we are dealing with.

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a certain minimum of ^{total} formal
education may prove inevitable...

— a world-wide
technical civilization —

— a task, advances
now deemed of little
importance...

To make you think,
judge, independently...

To arouse or sharpen
this consciousness of
things going on...

— More familiar with
heritage + future
(Must not yawn at
classics...)

What is the political
sphere, the problem of how
to meet the total challenge
without knowing totalitarianism
himself — in education —
discipline without
sacrificing time...

No self-pity, no complaining:
the determination
to do a better job
than the old



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But the same posthumous judges
may find that we have spoiled
- or partly ~~st~~ frustrated -
the ~~terminations~~ promise of this
in ~~front~~ ^{in the immediate} future
It might so happen that ~~we~~ ^{the} will be
a census of this time of the
most ominous blunder. For we
have ~~almost~~ failed to give
men, conservative ~~natures~~ - a
ideas to a generation that
had abandoned the hollow
slogans and dangerous
visions of ~~the~~ ^{former} period.

The ~~to the~~ ^{does}
My is ~~then~~ that you ~~the~~ ^{has} raised
to believing in ~~the~~ ^{its majority} ~~the~~ ^{and}
~~ambiguity~~ ^{wicked}

But the question remains if they
have found any new ~~and~~
more real ideals, instead of the
stark and rotten ones. The
A supreme scepticism

~~The justification for "debunking"~~
~~To "debunk" a lot of~~

The French tragic example of the
French collapse is apt to show
us that the ^{national} ~~the~~ ^{rendition} ~~rendition~~ of
militant self-confidence can
reach a degree where it turns
suicidal.

~~The~~ I hope and I believe that
Am. teachers and A. youth
will not ^{have} ^{to} go through
the ~~same~~ ^{unpleasant} ~~experiences~~ ^{trial} ~~imposed~~
which has ^{awakened} ^{and} ^{formed} the
spirit of ^{both} ~~the~~ ^{British, young and old.}

We are close enough, to the
breath-taking spectacle ^(night time)
of this ^{our} ~~ideal~~ ^{vital} ~~lesson~~ ^{lesson}
~~are sufficiently~~ ^{its} ~~consequences~~ ^{to grasp}
the impact of this ^{epic} ~~lesson~~ ^{lesson}. ~~experience~~

To declare our solidarity with
a fighting people does not mean
that we renounce the ideal of pacifism
— which simply means, the ideal of
universal Democracy.

aberration

to abide by

To fulfill
(Christianity)

that to ~~maintain~~ fair play
is it depends not only on
that the ~~distinction~~ ~~was~~ is not sufficient
to abhorrence of war is

The present ^{war - an anachronism} catastrophe, imposed upon
the world by the ~~glorification~~ certain
barbarian trends in the German
character and certain ~~mistakes~~ of
the ~~De~~ ^{German} ~~war~~
For, while the ~~end~~ ^{goal} of 1914/18
has convinced the ~~you~~ ^{you} in
certain countries of the ~~regime~~
and abjectness
this new collision may bring
it from so the ~~you~~ ^{new} ~~new~~
- even if they are defeated -

I do not think of Rome,
that Wh.'s style ~~particular~~
style has lost its ~~original~~
and saving charm: ~~it is~~ no
truly personal - no can be
style - it maintains its freshness
even if the copies ~~are~~ dismissed or
conditions are of no ~~significance~~
my mind. That when ~~the~~ flower, it
is not Wh.'s style ~~that~~ I am
to whom I speak about his
present greatness.

What I ~~am~~ ~~aiming at~~ ~~mean~~
is, above all, the ~~substance~~ ~~of~~ ~~his~~ ~~importance~~
Admiral ~~and~~ ~~that~~ ~~is~~ ~~at~~ ~~the~~ ~~heart~~ ~~of~~ ~~the~~ ~~modern~~
idea of his life.
Even if we admit that the
revolutionary effect of his
life ~~is~~ ~~all~~ ~~over~~
modernism - has of his life
modernism is worn out today.
I can forgive that the his
spiritual mission, the intrinsic meaning
of his property is ~~more~~ ~~now~~
than ever.