

Annotated Bibliography

Appleby, Kelsey Danielle. "Controlling Information with Propaganda: Indoctrinating the Youth in Nazi Germany." *Dalhousie Journal of Interdisciplinary Management*, 2013, ojs.library.dal.ca/djim/article/view/2013vol9Appleby/3229.

This research document explores the implementation of Nazi propaganda on the German youth of World War II. Appleby examines how important propaganda was to the Nazis and how they both—Adolf Hitler and Joseph Goebbels, the Minister of Propaganda—focused on directing propaganda toward the youth in order to solidify the future of Nazi Germany. They censored information in textbooks, limited teacher's lecture information, promoted race studies, and more.

Appleby's research and analysis provides a great deal of insight on the different ways in which propaganda was established and distributed. For example, Hitler gained control of the National Socialist Teacher's League, which the vast majority of teachers joined to ensure job security, and used this position to control what was taught in schools, adding Nazi ideologies, praising Germany, and diminishing foreign accomplishments.

Bergen, Doris L. *War & Genocide: a Concise History of the Holocaust*. Edited by Morris Rossabi, Third ed., University of British Columbia Crane Library, 2017.

War & Genocide provides the reader with a relatively extensive, yet concise history of the Holocaust. Bergen discusses the Nazi rise to power both—foreign and domestic, the start of Nazi oppression and violence, and the ending years of the war. Throughout the book, Bergen includes various theories about Nazi motivation and their rise to power, details about the Holocaust and the war itself, Nazi goals, and stories of individual victims of the Holocaust.

Along with providing a thorough background of information that can be used to contextualize Nazi propaganda pieces, Bergen also mentions the effects and use of propaganda by the Nazi party. Propaganda was used to demonize the targets of Nazism, making them out to be violent aggressors that the German people need to defend themselves against. This defensive attitude has also been found in various other propaganda pieces aimed at school-aged children, leading to an internalized villainization of the targeted groups as well as breeding a violence response to the presence of those groups.

Bouhler, Philipp. *The Battle for Germany (1938)*, research.calvin.edu/german-propaganda-archive/bouhler.htm.

The author of this textbook, Philipp Bouhler, explicitly states his goals in encouraging the German youth to join the Nazi party "to do their duty, to increase their fanatic faith in their people, their nation and the Führer." Within the available chapters, Bouhler speaks of opponents

of Nazism as sub-human insurrectionists, minimizes German atrocities, and encouraging self-sacrifice.

Bouhler's material shines a false light on Germany, depicting them as the defense, or the victims, when in actuality they were the perpetrators. He encourages a sense of unity among the Aryan German youth, diminishing their individuality and, in doing so, promotes self-sacrifice for the good of the country.

Bytwerk, Randall. *Excerpts from a Nazi Reading Primer*, research.calvin.edu/german-propaganda-archive/textbook04.htm.

Propaganda meant for very young, elementary school-aged children depicts various stories of children playing war or fighting games while idolizing Nazi soldiers. The stories show a sense of unity among the German population, or the Nazi Aryan portion at least. The book conditions a sense of nationalist pride and willingness for self-sacrifice, even to children so young that they are being taught these ideals *while* they were being taught how to read.

These messages being shown in reading textbooks shows the pervasiveness of Nazi ideology within school's teaching materials. Additionally, these messages being aimed at children so young substantiates the lasting effects Nazi indoctrination had on the youth, as minds are especially impressionable at these times.

Frauen-Warte. *National Socialist Principles of Education*, Calvin University: Nazi Propaganda Archives, 1936, research.calvin.edu/german-propaganda-archive/frau01.htm.

This piece details, for teachers and parents in Nazi Germany responsible for the upbringing of German youth, the guidelines to raising children under the National Socialist education ideals. The German children were seen as the future of Nazi Germany, and this piece stresses the importance of instilling Nazi ideas of race, military training, leadership (obedience), and religion into the youth in order to maintain the state.

Like with many other pieces of Nazi propaganda, this too focused on the importance of individual sacrifice for the cause, as well as the loss of individuality to the Nazi state. It focused heavily on conditioning children into being willing to sacrifice their lives for the Nazi cause, and into blindly, silently following their leader, Hitler. Additionally they were told that as individuals, even collectively as masses, they were nothing without their leader.

Heck, Alfons, and Facing History and Ourselves. "Heil Hitler: Confessions of a Hitler Youth." *Facing History and Ourselves*, www.facinghistory.org/resource-library/video/heil-hitler-confessions-hitler-youth.

Alfons Heck tells a powerful story of his time in the Hitler Youth. He tells stories of his time in school, how pervasive Nazism was within his education. The propaganda extends outside

of their education, as he describes movies, speeches, and newspapers all depicting Nazi ideologies. He was enticed by the displayed heroism of the Hitler Youth.

His testimony is particularly powerful, as he is honest and heartfelt in his responses. Heck expresses how the indoctrination had affected him personally, mentioning his adoration of and loyalty to Hitler along with his willingness for self-sacrifice, and ultimately his preparedness for his own death as a young child in order to protect the fatherland. He concludes his testimony with a powerful statement, asserting that because of the impressionability of children, events such as World War II and the Shoah may occur again.

Jewish Journal, director. *When a Former Nazi Meets a Holocaust Survivor*. Performance by Erika Jacoby, and Ursula Martens, *YouTube*, Jewish Journal, 10 Aug. 2017, www.youtube.com/watch?v=4f_4DQ-JcXg&t=321s.

Ursula Martens (former Hitler Youth, 89) and Erika Jacoby (Shoah survivor, 88) meet for the first time. They discuss their pasts, families, and even some memories they share from the time. They also discuss their expectations for one another when coming into this meeting.

Erika Jacoby has a seemingly mixed attitude toward her past. While she does seem regretful and rather sorry about her past, she still states that she “wouldn’t feel bad” (0:44) if Ursula Martens, the Shoah survivor, was angry at Jacoby. She also expresses her own singing of songs from that time, even in modern day. By the end of the video, Ursula mentions a sense of pride she has in overcoming and leaving Nazism, showing a great attempt and desire on Ursula’s part to grow out of that and, in a sense, right her wrongs.

TimelinesTV, director. *Nazi Germany - A Child for Hitler - Youth in Hitler's Germany N04a*. Performance by Henry Metelmann, *YouTube*, TimelinesTV, 7 Feb. 2013, www.youtube.com/watch?v=Y81-SzkwwhU.

TimelinesTV, director. *Nazi Germany - Hitler Youth - Youth in Hitler's Germany N04b*. Performance by Henry Metelmann, *YouTube*, TimelinesTV, 7 Feb. 2013, www.youtube.com/watch?v=uHERiyU7jcM.

Each of these videos tell the story of Henry Metelmann, a former Hitler Youth. Metelmann’s parents were anti-Hitler and anti-Nazism, providing a unique perspective on the indoctrination of Hitler Youth. He was introduced to the Hitler Youth through a church youth club, when they had shown up to the club to teach the boys drills. As a part of the Hitler Youth, Metelmann felt important and honored, with a sense of unity among the other Nazi youth.

Metelmann’s perspective is unique because of his family’s view of Nazism. Even as Metelmann told his mother he had told the Nazi’s that his Jewish doctor had touched him (not inappropriately, but as a doctor is supposed to), she showed nothing but terror and concern. These conflicting influences, however, didn’t prevent Metelmann from succumbing to Nazism as a child. Even as an elderly man, about 70 years after the end of the war, Metelmann’s attitude toward his childhood spent in Nazism is much more reminiscent than regretful or mournful.

Voigtländer, Nico, and Hans-Joachim Voth. "Nazi Indoctrination and Anti-Semitic Beliefs in Germany." *PNAS*, National Academy of Sciences, 30 June 2015, www.pnas.org/content/112/26/7931.

This source examines the lasting effects of Nazi conditioning of children during World War II. According to the responses to the sourced survey, people born and raised in Nazi Germany showed much more antisemitic prejudice than other Germans of the same regions born before or after that time period.

The examination of lasting effects on this group of the population provides information on the lasting effects of this propaganda, whether it was the influence of schools, media, friends, family, or other. Furthermore, this suggests that during that time period, people were more likely to have internal prejudice and be more willing to contribute in, or be passive towards, the crimes of Nazism.

Volksverlag, Deutscher. *You and Your People*, Calvin University: Nazi Propaganda Archives, 1940, research.calvin.edu/german-propaganda-archive/du.htm.

This piece by Volksverlag was meant for young German teens, and stresses the loss of individuality. The author stresses the interconnectedness of Aryans, and additionally the importance of preserving the purity within the Aryan race. They aim to steer the children away from viewing themselves as individuals, but as a small part of a giant, interconnected system of Aryan Germans.

The othering of non-Aryans along with the tightening of the bonds within the Aryan German youth reinforces the "us versus them" mentality the propagandists tried to instill through the fabrication of violent acts from the target groups. It reinforces the idea that someone aggressing toward any German/any part of Germany is essentially an attack on that individual, for they are a part of Germany. This encourages the idea of self-sacrifice, leading to more willing soldiers.

Westermann, Verlag Georg. *Hand in Hand for the Fatherland*, Calvin University: German Propaganda Archive, 1936, research.calvin.edu/german-propaganda-archive/textbook05.htm.

Meant as textbook material for elementary school aged children, Westermann depicts the importance of self-sacrifice for Nazism, devotion and obedience to Hitler, and German pride. Hitler is shown as Germany's leader to the country's own resurrection, and is therefore deserving of blind, unquestioned loyalty.

This piece also ties into the theme of promoting self-sacrifice for the Nazi state, as well as prioritizing Hitler over all else. It also depicts children's games centered around war and violence, as if they are training the children to prepare to go to war, along with being defensive toward any mild aggressor. This ties into the effects of false Nazi propaganda depicting their targets as aggressors.