5-1943

The Nazi Youth Organization

Elizabeth Spencer

Follow this and additional works at: http://mushare.marian.edu/sel_doc

Part of the European History Commons, Political History Commons, and the Social Work Commons

Recommended Citation
Spencer, Elizabeth, "The Nazi Youth Organization" (1943). Selected Historical Documents. 2.
http://mushare.marian.edu/sel_doc/2

This Dissertation is brought to you for free and open access by the Archives at MUShare. It has been accepted for inclusion in Selected Historical Documents by an authorized administrator of MUShare. For more information, please contact emandity@marian.edu.
This dissertation was conducted under the direction of

[Signature]
Major Professor

and was approved by

[Signature]
Reader
THE NAZI YOUTH ORGANIZATION

by

Elizabeth Spencer

A Dissertation
Submitted to the Faculty of the School of Social Work
of the Catholic University of America
in Partial Fulfillment of the Requirements for the Degree of
Master of Science in Social Work

May, 1943
Washington, D.C.
ACKNOWLEDGMENT

To Miss Dorothea Sullivan, M.A., Director of the Group Work Department of the National Catholic School of Social Service under whose direction this thesis was written, and to Reverend Paul Hanley Furfey, PhD., Head of the Department of Sociology of the Catholic University of America who criticized this study and read the manuscript, the writer wishes to acknowledge her indebtedness and express thanks.

Especial gratitude is due to Dr. David Baumgardt, Consultant at the Library of Congress, who made many helpful suggestions and who criticized the manuscript. The writer is also deeply indebted to those kind persons who made documents available, who allowed the writer to interview them, and who helped in innumerable ways.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>CHAPTER I.</th>
<th>HISTORICAL ANTECEDENTS OF NAZI YOUTH</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Wandervögel, Jugendherbergen, Hohen Meissner, Post-war Conditions, Organizations in 1931.</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CHAPTER II.</th>
<th>DEVELOPMENT OF NAZI YOUTH ORGANIZATION</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1926 to 1940.</td>
<td>13</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CHAPTER III.</th>
<th>ANALYSIS OF NAZI YOUTH ORGANIZATION</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ideology, Organization, Activities.</td>
<td>24</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CHAPTER IV.</th>
<th>EVALUATION OF NAZI YOUTH ORGANIZATION</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Summary of Interviews.</td>
<td>41</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CHAPTER V.</th>
<th>INTERPRETATION AND CONCLUSION</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Positive and Negative Aspects, Contrast in Group Standards, Ideas for Reconstruction.</td>
<td>48</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>APPENDIX</th>
<th></th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>57</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GLOSSARY</th>
<th></th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>61</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>BIBLIOGRAPHY</th>
<th></th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>63</td>
</tr>
</tbody>
</table>
INTRODUCTION

For a student of Group Work in the United States to write a thesis on the youth organization in Nazi Germany may seem, on first thought, to be a rather far-fetched and impractical study. However, given the present world-crisis, and given the significance of the Nazi youth organization in this crisis, and given the to-be-presumed Allied victory with its implications of re-education and reconstruction—a study of the Nazi youth seems bien apropé. For it may be postulated that only in proportion as the Nazi youth organization is understood—in its antecedents, its development, and in being—in that proportion will a basis be laid for constructive work with Nazi youth after the war. The writer does not presume to discover a panacea for the problems of Nazi youth; she does believe that to have made a beginning of study on the subject is a worthwhile contribution to the field of Group Work and to thought on post-war problems.

In this thesis two methods of study have been adopted: that of reading and that of interviewing. The reading material has been classified as documentary or primary sources which include all available literature on the subject published by the Nazis, and secondary sources which include all available literature written about the Nazi youth either in this country or abroad of non-Nazi origin. Both primary and secondary sources
may be subdivided into general and specific references, the
former being comprised of literature related to the field and
giving background material, the latter including only material
with a direct focus on the subject.

To obtain the reading material the writer has used
the following sources: Library of Congress, Library of the
Office of Education, and the Library of the Catholic University
of America. Many private sources both in Cincinnati, Ohio, and
in Washington, D.C., have proved generous and helpful. Because
no comparable study has been made on this subject, the writer
has been obliged to go far afield to gather the sources of informa-
tion, which have been scattered rather than concentrated.

The twenty-two persons who were interviewed with the
schedule all had had some first-hand contact with the Nazi youth,
either as interested onlookers, former friends of members, or as
tourists. Among them are former German citizens—now stateless,
other former German citizens in the process of becoming natural-
ized Americans, American professors and students who toured in
Germany prior to the war, several German professors who had
taught Nazi youth in their classes, several lawyers, social-
workers, economists, former diplomats of several nationalities,
and a foreign representative of the American press. In addition
the writer consulted many other persons qualified to speak on
this subject as she searched for and found her primary sources.
It may be pertinent to mention here that nearly all the persons
interviewed have the common denominator of at least college
training or the equivalent, and it is recognized that their
opinions will represent the viewpoint of a rather highly-educated
Here the writer wishes to point out the fact that she does not expect to get a purely objective picture from these persons. Any exposition of information is inevitably conditioned by the possessor of that information, and in this case perhaps more definitely so in that the majority of the persons interviewed differ very decidedly from the Nazi point-of-view. Subjective though these findings be, they have great value in that they portray the attitude of a highly intelligent group of persons all of whom have experienced the Nazi youth first-hand.

There are two very distinct limitations which should be mentioned at this point: first, distance from the subject and secondly, propaganda. However, distance may serve in one aspect as an advantage. The war has precluded any practical possibility of closer study for at least three and a half years. How much real information an American student might have obtained in pre-war years is a very doubtful matter, depending upon her familiarity and good standing with the necessary sources of information. Distance might even serve to lend perspective to the study.

Propaganda is another difficulty with which the writer has had to contend—propaganda from Nazi and anti-Nazi sources. She has done her best to examine the credentials of her sources and has endeavored to label opinion as opinion—and statement by the Nazi leaders to and about the Nazi youth as such. Since it is impossible to obtain knowledge without the medium of some mind, she has deemed it logical to accept documents published by Nazi sources for and about Nazi youth as primary sources of
of information regarding ideals and conditions as they actually are.

The scope of this thesis has been repeatedly narrowed as research opened the ever-widening aspects of the subject. The writer is defining her subject, "Nazi Youth Organization" as the Nazi group activities of boys and girls between the ages of 10 and 18 years outside of school hours.

Since the material on the European Youth League was obtained from a rather unusual source, and since it extends a little beyond the actual scope of this study, it has been included in a special appendix.

The inclusion of a glossary has also been found necessary since it is very difficult to express exactly in English certain German ideas and names.
CHAPTER I

HISTORICAL ANTECEDENTS OF NAZI YOUTH

To show the changes in attitude and the consequent changes in organization of the German youth from the beginning of the twentieth century up to the Machtübernahme of Adolf Hitler in 1933, it has seemed fitting to discuss briefly the youth groups which preceded the Nazi youth in point of time. At the outset, a distinction must be made between youth movement and youth organization. According to W. Thacher Winslow (1) "a youth movement is the outward expression of a spontaneous reaction on the part of youth to existing conditions...it is completely divorced from adult inspiration and leadership". When political and religious organizations gain control of youth groups, these cease to be youth movements and become youth organizations.

The last few years of the 19th century witnessed the beginnings of a new trend in German educational thought. Its best-known manifestation occurred in 1896 in Steglitz-Berlin when the schoolmaster, Karl Fischer, began accompanying his adolescent school-boys on hikes into the country. Although such activities are generally conceded to be natural for boys of that age, they have been interpreted as a revolt against

the "malady of the 19th century" -- emphasis on attainment of knowledge to the neglect of heart and body. The new movement was characterized by "intense love of nature and of a natural life, simplicity, unity, self-expression, self-determination... respect for the personality of others and the demand for the respect of one's own personality". (2) Soon the name *Wandervögel* or "Birds of Passage" became associated with the youth who wandered in groups throughout rural Germany and who developed a strong feeling for the German folk-dances and folk-songs.

As the movement gained momentum, various organizations endeavored to utilize its strength. The Protestant and Catholic Churches, the political parties -- Conservatives, Liberals, Socialists, The State, the Turners (sport clubs) developed youth organizations according to their particular interests.

In 1910 a more concrete form was given to this "wandering" by the establishment of the first *Jugendherberg* (Youth Hostel) in Westphalia. Richard Schirrmann, its school-teacher-founder, proposed that every city and village provide cheap and modest quarters for youthful wanderers. How this idea expanded can be gathered from a "Wander-sheet" published in Saxony two years later. It contains a discussion of railroad fares for wanderers, describes the first Saxon youth hostel, hostel-routes, places of historic interest, hostel-regulations, and the duties of the leader who wanders with the youth. (3)

(2) Dr. Fritz-Konrad Kruger, School and Society. Oct. 12, 1929.
(3) Sächsisches Jugendwanderblatt. Dresden. 1912.
State interest in the youth movement was first manifested in 1911 when Prussia passed a decree, ostensibly to help the Wandervögel, but probably no less to control them. It established hostels, assigned adult care-takers, and created a Department of Youth Welfare in the Ministry of Public Welfare.

The high point in the development of the Jugendbewegung (youth-movement) prior to World War I was the Freideutschen Jugendtag (Free-German Youth Day) held in October, 1913, at Hohen Meissner, a mountain near Kassel. More than 2,000 boys and girls assembled on this hundredth anniversary of the defeat of Napoleon at Leipzig to express their belief in the ideals of Kraft (strength), Willen (will-power), Gemeinschaft (community), and Vaterland (fatherland). The name, "freideutsche", was coined by Friedrich Wilhelm Fulda, a Wandervögelführer, who expressed its significance thus: "The new youth is German in his innermost heart; he keeps himself free in his relationships from exterior ties and from inner compulsions". (4) All youth groups were represented officially at Hohen Meissner except the conservative religious bodies and the more realistic socialist groups. The Turn and Sport organizations were also aloof, probably because of their highly specialized interests.

In the critical period during and immediately following the war, German youthful idealism suffered disillusionment. The unemployment and inflation of the post-war economic crisis, and

(4) "Deutsch ist die neue Jugend bis ins innerste Herz, frei halte sie sich in ihren Gemeinschaften von äusseren Bindungen und von innerem Gewissenszwang." Dr. A. Hesser, Die Freideutsche Jugendbewegung, Beyer und Sohne, 1924.
the national humiliation of defeat and of loss of colonies tended to weaken inner personal security and responsibility. In contrast to the pre-war groups which emphasized common feelings and experiences, the post-war bunds developed stronger organizations—the integration and subordination of parts to a higher common goal. The pre-war characteristic of community feeling became channeled through stronger organization into subordination in common to an ideal—be it one of religion, of humanitarianism, or of the "fighting proletariat". In 1919 the Freideutsche Jugend split into a left wing led by Karl Zittel and a conservative, nationalistic group under the leadership of Frank Glatzel. A small group of liberals organized by Kund Ahlborn formed the Freideutscher Bund in 1921. The Meissner-Tagung (Meissner-Day) held in 1923, ten years after the initial meeting, revealed a deep split in the youth movement on the basis of locale and interests, the result of which was closer organization on a more local level.

Dr. Messer (5) describes the critical situation of the youth groups in the mid-nineteen-twenties: vague in principles, wilted as to initiative and "will-to-expand", colorless in their publications. However, there were beginnings of a new spirit. As the youth recovered from their disillusionment, they became more "youthful" and less complicated and problematic. Physical culture, scouting, and camping became increasingly important; discipline and subordination to a leader rather than freedom were emphasized. Some groups introduced uniforms as an expression

(5) Ibid.
of unity; others became interested in practical political problems. Girls, who had been a part of the Jugendbewegung since 1907, developed their own, unmixed groups catering more to feminine interests.

As the bunds evolved from their former chaotic state, defining themselves and recognizing other groups, political and cultural interests assumed characteristic modes of expression. The previous attention given to solo-artists shifted to group participation in singing, dancing, and playing. Hiking, camping, and youth-meetings bore the signs of a growing common feeling and devotion to a leader. Character and personal mores became increasingly important.

The picture of young people's organizations as they existed in 1930 has been very ably drawn by Dr. Otto Reise.(6) Youth united themselves in young people's associations (Jugendverbände), voluntary organizations formed locally and regionally. The nuclear, local groups were directed by youthful, grown-up leaders, and within the local group there were frequently subgroups divided by age and sex. Each local group endeavored to rent or buy a "home" of its own in the town, and if possible, a country-home too, in which weekends or holidays might be spent. Local groups were united in provincial or district or state associations which, in turn, participated in national associations.

frequently under professional management.

Following is an abridged list of youth organizations as they existed in 1931. (7) Political or religious purposes and thoroughness of organization seem to be their outstanding characteristics.

1. Die evangelischen Verbände. The evangelical groups had as their aim the education of protestant youth in religious ideals. There were numerous sub-groups divided on the basis of sex and interest.

2. Die katholischen Jugendverbände. The goal of the "Catholic Youth of Germany was to unite Catholic youth in the common tasks of Church, Volk, and Nation, and to form Catholic character. In general, groups were formed on the basis of parishes or vocations.

3. Die jüdischen Jugendverbände. Education in Jewish traditions was the purpose of the Jewish youth organizations. Some sub-groups were very strongly Zionist, others were German-Liberal or even German-National.

4. Die sozialistischen Verbände. The most active of these organizations was the Association of Socialist Worker-Youth of Germany which endeavored to train youth in socialist ideals.

5. Bündische Jugend. There was no central organization uniting the bunds which carried on the ideals of the old Jugendbewegung. The most important bunds were the Wandervögel, the Scouts, and the German-National Bunds.

6. Die Jugendgruppen der Berufsverbände. The vocational groups

were concerned with arousing interest in various occupations and were, for the most part, junior organizations attached to adult vocational groups.

7. **Verbände für Leibesübungen.** The organizations interested in physical culture emphasized calisthenics, apparatus work, bicycling, skiing, and similar activities.

8. **Die Jugendgruppen der Parteien.** The political youth organizations varied with the parties, the more important groups being the Hitler-Jugend of the National Socialist German Workers' Party (NSDAP), the Communist Youth Association, and the Youth of the Social-Democratic Party.

9. **Die Wehrjugendverbände.** The militaristic youth organizations were characterized by uniforms, military appearance, and discipline. The leadership-principle and German nationalism were especially stressed.

These young people's associations were organized on a national level by the Reichsausschuss der deutschen Jugendverbände (the Reich Committee of the German Young People's Associations) and by the Reichsverband für deutsche Jugendherbergen (the Reich Association for Shelters for German Young People), both private organizations. The former furthered the generally recognized principles and interests in the life of the young people and lobbied for suitable legislation. That the latter has furthered the "wandering" movement is manifested by the number of persons taking shelter in hostels --- increasing from 20,000 persons in 1913 to more than 2,500,000 in 1931. Support from the government consisted mainly in financial contributions, reduced railroad fares, the making available of land and buildings, and
reduced taxation. In general, public and private organizations provided the possibilities, and the young people did the actual organization of their leisure time.

At what point the Hitler-Youth entered this picture and how it developed is the subject of the following chapter.
CHAPTER II
DEVELOPMENT OF NAZI YOUTH ORGANIZATION

Before narrating the development of the Nazi youth organization, it is necessary to identify certain terms which will be used in this and in the following chapters. The name, "Hitler-Jugend", as found in literature on the subject, has two meanings. It has been used to designate the whole youth organization of the National Socialist German Workers' Party (NSDAP), and it also refers to the division of fourteen to eighteen year-old boys in this youth organization. For the sake of clarity in this thesis, the name as written out, Hitler-Jugend or Hitler Youth will have reference to the whole organization, and the initials, "H.J.", will indicate the section of older boys (14-18 years) in the organization.

The writer also wishes to call attention to the Nazi point of view from which this chapter has been written. The account is based on Nazi sources, and it has seemed only reasonable to include the Nazi philosophy and aims lying behind this development wherever they have been expressed.

A cellar in Plauen (Vogtland) served as the first meeting-place of the "Gross-Deutsche Jugendbewegung" which was founded in 1925 by Kurt Grüber, a loyal NSDAP member since the party founding in 1923. Shortly after the first group was established with the help of local political leaders, the movement spread to Franken. However, it was at Durlach, in
Baden that the first "blood-witness" of the Gross-Deutsche Jugendbewegung, Comrade Fritz Kröber, died. His death on April 26, 1925, is commemorated each year by the Nazi youth.

It was at the second Reich Party Day (Reichsparteitag) of the NSDAP in Weimar on July 4, 1926, that Adolf Hitler gave to this youth organization his name, "Hitler-Jugend", and Kurt Grüber was designated as party leader of the Hitler-Jugend. By the end of this year there were organizations in Saxony, Thuringia, Franken, Westfalia, Rheinland, and East Prussia.

As the result of reorganization, the Hitler-Jugend were placed under the direction of the newly-established Sturmabteilung (Storm Troops - commonly referred to as SA), and by the end of 1927 SA headquarters had announced that all 18 year old boys must enter the SA. Through this order the Hitler-Youth was given the possibilities of a great movement. Kurt Grüber had a means of building up leadership and of giving the Hitler-Jugend the appearance of a "folk-youth" in cultural, national, and political aspects. (1) In December, 1928, Kurt Grüber organized the first Reich Leaders' Assembly at Plauen which was attended by district leaders of the Hitler-Youth. At this meeting the organization plan of the Hitler-Youth was determined. The present terminology was adopted in 1930, and the relation of the Hitler-Jugend to the SA and to the Party was clearly defined.

The third Reichsparteitag, August 4, 1929, witnessed the first public demonstration of the organization when 2,000 Hitler Youth marched with Kurt Grüber, their leader to Adolf Hitler.

(1) Reichsjugendführung: Aufbau und Abzeichen der Hitler-Jugend, Berlin, 1940. Unless otherwise indicated, all other quotations in this chapter are from this source.
in Nürnberg --- a new type of militant youth.

Soon the movement obtained foothold in the schools --- the first National Socialist schoolboys' group being established in Hamburg, and the National Socialist Schülerbund coming into existence by the end of 1929.

In October, 1931, Baldur von Schirach, Adolf Hitler's "old fellow-fighter", was appointed Reich Youth Leader with an office in the highest SA administration. Kurt Grüber, former Reich leader of the Hitler Youth was forced to retire because of his health.

The 24th of January, 1932, marked the death of the Hitler Youth, Herbert Norkus, who was killed in a street-fight with Communists. His name is a symbol for the dead of the Hitler Youth --- an exemplar in life and in death. The anniversary of his death is commemorated annually.

During the period when the SA was forbidden --- April 13, 1932, to June 17, 1932, the Hitler Youth was also forbidden since it was incorporated with the SA; it was known during this time as the "Nationalsozialistische Jugendbewegung" (National Socialist Youth Movement). There were approximately 35,000 members at this time. Since the uniform was also prohibited, the Reich Youth Leader called the entire Hitler-Jugend to an assembly in Potsdam in the beginning of October, 1932 --- the first Reichsjugendtag (Reich Youth Day). The NSDAP had held no party-days since 1929, and now with the ban on uniforms, such a concourse was necessary to give the organization new life. There was a mass-demonstration in honor of the Führer --- flood-lights, flags, singing. Thousands of boys and girls, "young
Germany", passed in review before their Führer and pledged loyalty to him. Following this Jugendtag, there were many recruiting meetings, and the Reich Youth Leader traveled and spoke in all parts of the Reich.

The day on which Hitler became Chancellor, (Tag der Machtübernahme) January 30, 1933 was for the Hitler Youth a day on which they were thanked for the work they had done and a day on which new and greater tasks were assigned. As early as April, 1933, other youth organizations began to be dissolved --- the Reichsausschuss der Deutschen Jugendverbände and the Marxist youth organizations. In June the "Grossdeutschen Jugendbund" was forbidden. During this summer the young people took part for the first time in the Deutsches Jugendfest (German Youth Festival) and celebrated the summer solstice with huge bonfires.

In July, 1933, the Hitlerjugend was organized in its present, fourfold divisions:

**Hitlerjugend (HJ)**----------boys, 14 to 18 years.
**Deutsche Jungvolk in der HJ (DJ)**--boys, 10 to 14 years.
**Bund Deutsche Mädel in der HJ (BDM)**--girls, 14 to 21 years.
**Jungmädel in der HJ (JM)**----------girls, 10 to 14 years.

In the same month the Reich-leader schools were established, and by 1935 there were four schools: two in Potsdam, one for boys and one for girls; another for boys was located in Kalmuth near Remagen, and another for girls, in Godesberg. Provincial and district schools completed the system.

By the end of 1933 the evangelical youth had become part of the Hitler Jugend, an organization "above denominational differences".
April, 1934, saw the beginning of the Reichsberufs-wettkampf (the Reich Apprentices' Competition). Five hundred young workers from the provinces, the best in each trade, came to Berlin; and on May 1, National Labor Day, the twenty best were received by the Führer and shook hands with him.

In July of the same year, the Hitler Youth took over the Turn and Sport organizations and so assumed the responsibility for the physical toughening (Körperertüchtigung) of the Hitler Youth.

Sixty thousand Hitler-Jugend participated in the Reichsparteitag at Nürnberg in September, 1934, and demonstrated in the stadium their loyalty to Führer and Volk. The huge camp of tents was a visible sign of the life of this young community — "60,000 witnesses of the discipline and inner attitude of an entire generation, united under the flag of the Führer". In the same month the Reich Youth Leader consecrated twenty-one Bannfahnen (Bann flags) in front of the Feldherrnhalle (Generals' Hall) in Munich. Large scale sport-festivals were also held for the HJ and BDM in all parts of the Reich.

A New Year's speech by the Reich Youth Leader designated the year 1935 as the "Jahr der Ertüchtigung" (Year of Toughening) for the Hitler Youth. April of this year was the month in which there took place the first mass induction of the 14 year old Jungvolk into the HJ.

In the summer of 1935, 100,000 German youth lived in approximately 1,700 tent camps. The Mark at Rheinsberg was host to some 3,000 German youth from all parts of the world (Auslandsdeutsche) who were shown what the Third Reich created
ORGANIZATIONS OF GERMAN YOUTH BEFORE AND AFTER NATIONAL SOCIALISM (2)

by Adolf Hitler has accomplished and who were made to feel at one with their "homeland".

The Reichsparteitag of 1935 witnessed 1,200 representative Hitler Youth making the "Adolf-Hitler March" to Nürnberg. As in the previous year, there were sport-days "to strengthen the health, wills, and comradeship" of the young people.

On October 27, 1935, the Hitler Youth sponsored an international radio program, in which the youth of Germany and of other countries sang their characteristic folk-songs. The declared friendly purpose of this program was stated by Karl Gerff, Leader of the German Youth Radio who said: "Is there any instrument more competent to announce the will for peace of the nations and of youth across the frontiers than that of the Radio?" (3)

The year 1936 was known as the "Jahr des deutschen Jungvolk" (Year of the German Jungvolk) and the Reich Youth Leader declared: "The Jungvolk are the foundation of the whole German youth, and this, not through force, but through free-will."

During the summer the Olympic games were opened in Berlin with a huge Morgenfeier (morning celebration) by the Hitler Youth. Dr. Goebbels and the Reich Sport and Youth Leaders spoke and announced the incorporation of all sport organizations into the Hitler Youth. Baldur von Schirach gave the visiting youth a birdseye view of the work and accomplishments of the Hitler Youth.

(3) "Jugend singt über die Grenzen". Reichsjugendführung. Berlin, 1937. (Published in German, French, English, Italian, and Spanish).
As in the preceding year a large body of Hitler Youth marched to the Nürnberg Stadium for the Reichsparteitag. The high-point of the year was the law promulgated on December 1. It declared:

"1. All German youth in German territory is united in the Hitler-Jugend.

2. The German youth is to be educated, not only at home and in school, but in the Hitler-Jugend as well --- physically, spiritually, and culturally in the spirit of National Socialism for the service of folk and folk-community.

3. Responsibility for training the whole German youth in the Hitler-Jugend rests upon the Reich Youth Leader of the NSDAP. He is therefore, "Youth Leader of the German Reich" and has a position comparable to the highest offices in the Reich with his office in Berlin. He is responsible directly to the Führer and Chancellor of the Reich.

4. Supplementary regulations to this law will be issued by the Führer."

The year 1937 was declared the "Jahr des Heimbeschaffung" (Year for Acquiring Homes)(4). Emphasis was placed on physical and political training, for the ideal German is well-formed in body and mind. Such training was deemed necessary for the maintenance and security of the German Reich in the coming century.

A bigger and better Reichsberufswettkampf was held in the spring of 1937. There were more participants and more efficiency because of training. Champions in each trade were recognized. Opportunity was laid open to all, regardless of social status or finances, to be promoted on the basis of efficiency.

(4) Homes or meeting places for local units of the Hitler Youth.
The Führer's birthday on April 20, was celebrated by the swearing in of the Pimpfe (pet name for Jungvolk) and Jungmädchen and the "graduation" of the fourteen-year-olds into the HJ and BDM.

The second season of the Reich leader camps was held in Weimar in the summer of 1937, the first session having been held in 1936 at Braunschweig. Leading men of the Party spoke to the HJ leaders --- more than 1,000 Bann and Jungbann (administrative units of the HJ and DJ) leaders encamped for a week in Goethe-Park. The selection of Weimar was not accidental, for Goethe, one of Germany's greatest thinkers and poets, lived and worked there. It was he who said:

"People should wear uniforms from youth because they must become accustomed to live together, march together, obey together, and work together. Thus each kind of uniform promotes a militaristic frame of mind for all boys are, as it is, born soldiers." (5)

Several weeks after the Reich leader camp, there was a new sort of camp: 1,200 Italian youth visited Berlin and pitched a camp of the Opera Nazionale Balilla (6) in Grunewald. The Italian youth passed in review before the Führer, and in the evening they attended a mass-meeting with the HJ and BDM, presided over by German and Italian youth leaders --- an international community of youth.

As in previous years, the Adolf-Hitler-March to the

(5) This quotation, found on page 22 of Aufbau und Abzeichen, could not be identified in a collection of Goethe's writings.
(6) Italian national youth organization.
Reichsparteitag in Nürnberg was made. This year it was a commemoration march to the fortress of Landsberg where the Führer was imprisoned in 1923. A torch-light procession was formed in the courtyard; and in the cell where the Führer lived and wrote Mein Kampf, each marcher was given a copy of Mein Kampf autographed by the Reich Youth Leader.

1938 was declared by the Reich Youth Leader to be the "Jahr der Verständigung" (Year of Understanding) and during this year camps were held to promote friendly relations with the youth organizations in other European countries.

The most important event of 1938 was the incorporation of the Austrian provinces into the Reich. The Hitler Youth assisted in this "Heimkehr ins Mutterland" (homecoming into the motherland) by working with the Austrian youth. A meeting at Salzburg in May, 1938, laid the groundwork for the establishment of the seven Austrian provinces, whose leaders were chosen from proven leaders of the erstwhile illegal Hitler Youth. Inner strengthening followed the outward organizing. Leadership training camps were established in all provinces.

The National holiday of the German people, May 1, was celebrated at the Olympic stadium in Berlin by a mass demonstration of 100,000 boys and girls singing to the Führer and forming the work, "Grossdeutschland".

In this "Year of Understanding" thirty Japanese youth leaders visited the Reich and took part in the Reichsparteitag; in return, thirty leaders of the Hitler-Jugend visited Japan to study the youth organizations there. Not only youth from Japan,
but youth from Italy, Portugal, Rumania, and Iraq took part in the Reichsparteitag at Nürnberg as guests of the Hitler Youth.

Shortly after the Munich Conference, the Sudeten German youth "came home" into the Reich.

"Jahr der Gesundheit" (Year of Health) was the designation for 1939. The New Year's proclamation forbade the use of nicotin and alcohol to the Hitler Youth because "your body belongs, not to you, but to your nation". Winter games were held in Garmisch-Partenkirchen and were attended by more than 1,000 HJ and BDM, the best in their provinces.

In 1940, the "Jahr der Bewährung" (Year of Preserving), the Hitler Youth stood ready to defend Germany.

This historical account of the Hitler Youth is necessarily limited. As the movement developed, increasing numbers of meetings, marches, and commemorations were held. All the writer has attempted to do is to show their inception, and in a few cases their development. In the following chapter the writer has endeavored to round out this kinetic picture of the Hitler Youth by giving a "still" or static picture of the organization as it existed between 1938 and 1940 (when it had reached its full development and was, as yet, relatively unaffected by the war).
CHAPTER III

ANALYSIS OF NAZI YOUTH ORGANIZATION

Although many of the ideas permeating the Nazi Youth Organization can be gleaned from the foregoing review of its development, it might be well to consider the basic ideology more closely. Since the most concise statement which the writer has found is contained in Vom Deutschen Volk und seinem Lebensraum(1), the official handbook for schooling the Hitler Youth, it is from this source that most of the material on ideology will be drawn, with supplementation from other sources.(2).

The National Socialist Weltanschauung (world-view) is the common possession of all Germans, welding them in an indestructible unity to form the German community. The Weltanschauung has simplified and clarified all questions of national life so that everyone can understand them and cooperate in their solution. "Blood and Soil" are the most meaningful realities in the life of the German people. It is the significance of these factors in the past and the building up of a future political will based on these realities that this handbook for schooling Hitler Youth treats.

Fundamental to the National Socialist outlook on life is

(2) It is to be understood that the writer is presenting this material as it is found in Nazi sources and that she does not hold these views.
the perception of the unlikeness of men — physically, mentally and spiritually. After the basic race ingredients of the German people are described, the predominance of the Nordic race is pointed out and the conclusion is presented: the Nordic standpoint in evaluation of character, bodily structure, and physical beauty is justified on the basis of majority representation. Legislation and national policies must also follow the outlook of the Nordic man. Since inheritance is considered more potent in its influence than is environment, the National Socialist outlook seeks to inculcate specific corrective and eugenic measures for sound heredity — individual interest being subordinated to that of the community. Since the presence in Germany of a foreign race, the Jews (less than 1% of the population), is a constant menace to ideals of racial purity, it is the Jews whom the NSDAP must first remove from cultural and economic life. (3) Along with the qualitative increase in population, the quantitative increase is also insisted upon, for the future of Germany will be determined primarily by its man-power.

Although blood is the primary determining factor of a people, territory or soil is not without its influence. German territory, which is defined as "every region of central Europe which is inhabited by Germans in more or less permanent settlements and has received its cultural imprint from the German people" (4) is three-fold in aspect; there is a political

(3) Many Jewish families have lived for more than 1000 or 1500 years on German soil.
(4) Childs, op. cit.
area, a German population area, and a culture area. Although
the population and culture areas extend far beyond the political
area of the Reich, they are claimed as German.

There follows a brief history of Germany in which the
injustices of the Versailles treaty are emphasized and the rea-
sonableness of a "folk-policy" is stressed. Lebensraum (living
room) is demanded for Germany on the basis of need and on the
principle that there should be a more-equitable distribution
of colonial advantages. It is this colonial question that is
regarded as the crux of the problems of world-peace. A brief
consideration of the land as a source of food and as a support
for industry completes this presentation of fundamental German
concepts which touches the fields of anthropology, biology,
demography, geography, history, political science, sociology,
and economics.

In addition to this general outlook on life, the
Hitler youth is indoctrinated with ideals relating directly to
his position as a young person in the Third Reich—a member of
the Hitler-Jugend. As a loyal German he does all in his power
to promote the welfare of the national community which demands
unconditional allegiance. The Third Reich is the highest and
most adequate expression of the German people; whatever it demands
or commands is unquestionably good and for the best. The greatest
fault is to fail in this duty to the national community, whether
by disloyalty, laziness, or any other defect. The Lied der Hitler-
Jugend, (Song of the Hitler Youth) expresses very compellingly
these ideals of German clanishness and of the dedication of
youth to the national community. (5)
It is to prepare German youth for participation in the national community that the Hitler Youth has been established. This responsibility is shared by the home, the school, and the Hitler Youth. None of these influences interferes with the other, for all cooperate in developing the body, the character and political will of the young German. The home is of utmost importance. However, should there be a conflict, loyalty to the State, represented by the Hitler Youth takes precedence. With the school there can be no conflict because the NSDAP has decreed that all teachers must subscribe to Party policies or relinquish their positions.

The Hitler Youth molds not only the future citizens of Germany; it also has the responsibility of developing the future leaders of Germany. Consequently, the Party has gradually built up a system of Youth Leader Schools. In apt phraseology, the Hitler Youth are the "life of the Party".

As the history of its development indicates, the Hitler Youth evolved from a comparatively simple, junior membership in one of the many political parties, and after suppressing all other youth groups, attained its present status as the all-embracing youth organization of the Third Reich. It includes the HJ---boys 14 to 18, DJ---boys 10 to 14, BDM---girls 14 to 21, JM---girls 10 to 14. The basic group in each of these divisions consists

(5) "Frisch gesungen im neuen Deutschland", Hannover. 1934.
"Wir kennen keine Klassen, nur Deutsche, treu geacht;
der Welt-feind, den wir hassen, ist nicht von deutscher Art.
Refrain: Wir sind die Hitler-Jugend und helfen euch befrein,
wir stehn mit unserm jungen Blut für Volk und Heimat ein!"
of 10 to 15 members. The hierarchy of leadership and control can best be illustrated by the following chart.

To focus the picture more closely, the relationship of local groups to the various regional and provincial groups will be shown, the HJ being taken as typical of the other three groups.(6) In the Kameradschaft (comradeship) the smallest group in the HJ containing 10 to 15 members, the boys are disciplined and conditioned to obedience and close comradeship. Members of a Kameradschaft travel and camp together under good and bad conditions. They sustain hardships together under the guidance of their leader who is responsible for developing a "group-feeling" (Zusammengehörigkeitsgefühl).

The Schar (troop) consists of four Kameradschaften and contains approximately 50 boys. It is the main unit responsible for work and group projects. The Schar leader must develop in his four Kameradschaften loyalty to their Schar and to himself, its leader.

Next largest group is the Gefolgschaft (the following) containing four Schars and approximately 200 boys. This is the lowest administrative unit of the HJ and is controlled by a leader and a treasurer. The latter is charged with administrative routine in order to free the former for his duties of developing unity in the Gefolgschaft. At intervals, the Gefolgschaft leader calls the Schar and Kameradschaft leaders together in order to

---

(6) This subject is discussed more fully in Aufbau und Abzeichen der Hitler-Jugend.
Reichsjugendführung
38 Gebiete und 38 Obergaue

Gebiet
20 Banne
20 Jungbanne

Obergau
20 Untergau
20 JM Untergau

Bann
4-6 Stämme

Jungbann
4-6 Jungstämme

Untergau
4-6 Mädelsringe
4-6 Jungmädelsringe

Stamm
3-5 Gefolgschaften

Jungstamm
3-5 Fähnlein

Mädelring
3-5 Mädelscharen
3-5 Jungmädelscharen

Gefolgschaft
4 Scharen

Fähnlein
4 Jungzüge

Jungmädelring
3-5 Jungmädelscharen

Jungstamme
Jungstämme

Mädelringe
Mädelscharen

Untergau
Untergau

Banne
Jungbanne

Jungmädeluntergau

Untergau
Untergau

Jungmädchenuntergau

Untergau
Untergau

Mädelscharen
Jungmädelscharen

Stamm
Stamm

Fähnlein
Fähnlein

Mädelring
Mädelring

Untergau
Untergau

Untergau
Untergau

Mädelringe
Mädelringe

E 4-6 Stämme
4-6 Jungstämme

Mädelringe
Mädelringe

Untergau
Untergau

Untergau
Untergau

Mädelscharen
Jungmädelscharen

Stamm
Stamm

Fähnlein
Fähnlein

Mädelringe
Mädelringe

Untergau
Untergau

Untergau
Untergau

Mädelringe
Mädelringe

HJ
Hitler-Jugend

DJ
Deutsches Jungvolk
in der Hitler-Jugend

BDM
Bund Deutscher Mädel in der Hitler-Jugend

JM
Jungmädel in der Hitler-Jugend

(7) Aufbau und Abzeichen, op. cit.
announce the orders of higher leaders and to give his own instructions. The banner of each Gefolgschaft is symbolic of its honor and unity; each boy must know his banner and never leave it.

The Stämm (clan) includes three to five Gefolgschaften, 600 to 800 boys. Its leader supervises the leaders and unity of the lower groups and makes reports to the Bann leader.

There are from four to eight Stämm in a Bann (group under a common banner) ---2000 to 5000 boys. The Bann leader is the authorized representative of the Gebiet leader; he represents the HJ in Party, government, and army relationships and has under-officers in various localities. Besides welding the young people together, the Bann leader has the especial function of training leaders chosen from the most capable boys. Most of the present Bann leaders have lived through the Kampfzeit (period of struggle) of the NSDAP and consequently have had the most intensive National Socialist training. Since the future leaders cannot go through this process, the Adolf Hitler Schools, the Reich Leader Schools, and the Academy for Youth Leadership have been established. Like the Gefolgschaft, the Bann has a special flag.

A Gebiet (province) is composed of 10 to 30 Banne, and includes the Banne of the HJ and the Jungbanne of the DJ. It has a regional name and also a number. The following map shows Germany divided into 38 Gebiete (as of 1940). The Gebiet is the link between the Reichsjugendführung (Reich Youth Leadership) and the Bann; its leader is responsible for promulgating the orders of the Reichsjugendführung. Once a month the Gebiet leader meets

(8) On October 1, 1939, there were 642 Banne in the Reich.
<table>
<thead>
<tr>
<th>Gebiet Ostland</th>
<th>Gebiet Kürhessen</th>
<th>Gebiet Wien</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Mark Brandenburg.2</td>
<td>Mittelland.15</td>
</tr>
<tr>
<td></td>
<td>Berlin.............3</td>
<td>Sachsen...........16</td>
</tr>
<tr>
<td></td>
<td>Schlesien...........4</td>
<td>Thüringen...........17</td>
</tr>
<tr>
<td></td>
<td>Pommern.............5</td>
<td>Franken.............18</td>
</tr>
<tr>
<td></td>
<td>Nordmark............6</td>
<td>Hochland...........19</td>
</tr>
<tr>
<td></td>
<td>Nordsee.............7</td>
<td>Württemberg.........20</td>
</tr>
<tr>
<td></td>
<td>Niedersachsen........8</td>
<td>Baden.............21</td>
</tr>
<tr>
<td></td>
<td>Westfalen...........9</td>
<td>Bayer. Ostmark.......22</td>
</tr>
<tr>
<td></td>
<td>Ruhr-Niederrhein.....10</td>
<td>Mittelelbe..........23</td>
</tr>
<tr>
<td></td>
<td>Köln-Aachen........11</td>
<td>Mecklenburg.........24</td>
</tr>
<tr>
<td></td>
<td>Westmark............12</td>
<td>Saarpfalz..........25</td>
</tr>
<tr>
<td></td>
<td>Hessen-Nassau........13</td>
<td>Hamburg............26</td>
</tr>
</tbody>
</table>
with the Bann and Jungbann leaders and gives instructions. The underleaders make reports of their groups and respective needs. The leader of the Gebiet maintains connections with Party, government, and army personnel, and also discusses matters pertaining to the HJ and DJ with the Gauleiter (Party leader in his region) and with the Reichstatthalter (governor of region) and also with regional leaders of the SA, SS, NSKK, and NSFK. (10)

The Reichsjugendführung is the highest office of the Hitler-Jugend. In it the 38 Gebieten of the HJ and DJ and the 38 Obergaue of the BDM and JM are united. Orders and decrees are issued through this office and their observance is guaranteed. The Reichsjugendführer has the power of a high government official and is immediately subordinate to the Führer. From 1933 to 1940, Baldur von Schirach (11) was Reich Youth Leader; a former member of von Schirach's staff, Artur Axmann, is the present Reichsjugendführer. The founding of any new youth organization may take place only with his permission. (12) One of the most responsible tasks of this office is to select and appoint leaders from the ranks of the Hitler Youth, all of whose names are included in a vast card catalogue.

The special departments of the Reichsjugendführung include: Organization, Administration, Personnel, Youth Welfare, Political Office, Office for Health, Culture, Radio, Press and

(10) See Glossary
(11) Now Governor of Austria
(12) As far as can be ascertained, this provision is more theoretical than practical since new groups are not intended.
Propaganda (13), Border and Foreign Office, and Travel. The German Youth Hostels (14), the Reich Leader Schools, technical schools, and special divisions of the Hitler Youth are also under the direct jurisdiction of the Reichsjugendführung.

Uniforms have great meaning for the Hitler Jugend, for they signify the abolition of class-distinctions; they are divided according to rank and in keeping with the summer and winter seasons. There are special uniforms for sports and for the Sondereinheiten (special divisions).

The brown shirt is common to all uniforms for men from the youngest DJ to the Reichsjugendführer and is a sign of the national community. In addition to the brown shirt, the HJ wears a black triangular kerchief, a brown cap, an armband, epaulettes, a shoulder-strap, and a belt and knife. In summer he wears black shorts, and in winter, breeches, kneeboots, and a grey-brown coat. The uniform for the DJ is essentially the same with minor differences.

A white blouse, blue skirt, black beret, triangular kerchief, belt, and lumber-jacket make up the uniform of the BDM and JM.

All Hitler Youth wear a badge of membership, indicating the regional and local groups to which they belong. In addition

---

(13) Some of the publications issued for the Hitler Youth are Die Hitler-Jugend, Wille und Macht, Das Junge Deutschland, Die Fanfare, Der Morgen, and Das Deutsche Mädel.

(14) How completely the youth hostels have been taken over by the Nazis is evinced by a statement in the Reichs-Herbergs Verzeichnis, 1935: "Die Jugendherbergen sind Heimstätten des deutschen Sozialismus; sie dienen der Gemeinschaft."
there are distinguishing insignia for leaders, members of the Sondereinheiten, and students in the Reich Leader Schools. Achievement badges are worn by those who have passed certain sport requirements as outlined in the Hitler Youth Leistungsbuch (achievement book). A special badge of honor is worn by those who were members of the Hitler Youth prior to the Reichsjugendtag held on October 1 and 2, 1932.

As previously mentioned, special flags (Fahnen) are associated with the Gefolgschaften and Banne of the HJ. Similar flags belong to the Fähnlein and Jungbanne of the DJ, to the Mädelgruppen and Untergaue of the BDM, and to the Jungmädelgruppen and Jungmädeluntergaue of the JM. The flags (Fahne and Wimpel) of the local groups are consecrated by the respective leaders of the Gebiete and Obergäue, while the flags of the larger, regional groups are consecrated by the Reich Youth Leader himself.

Perhaps the most comprehensive picture of the activities of the Hitler Youth can be gathered by reviewing one of the handbooks published exclusively for the youth. As previously, the discussion will be related specifically to the older boys.

Interspersed throughout this 250 page Jahrbuch der Hitlerjugend, 1937, are pictures of and quotations from prominent persons: Adolf Hitler, Baldur von Schirach, Rosenberg, Goethe, von Moltke, and others. There are brief biographies of Nazi "martyrs" such as Walter Wagnitz, poems in praise of "heroes" such as Horst Wessel, and "pep-talks" on Nazi ideals. It contains short sketches of German history, practical instructions on how to operate radios, the Morse and semaphore alphabets, and photo-
graphs of HJ participating in various activities, e.g., consec-
utation of flags, marching to Nürnberg, rituals of the Sonnen-
wendef (bonfires in observance of the summer and winter solstices).
The calendar in this HJ Yearbook calls attention to days and
persons prominent in the development of the Nazi Party and the
Third Reich. The most important dates are common to the respec-
tive handbooks for the other divisions of the Hitler Youth.
Following is a reproduction of the calendar and the "red-letter"
days for the HJ in 1937:

JANUARY. WINTER CAMPS, HERBERT NORBUS, THE THIRD REICH.

1, 1933--Walter Wagnitz, Berlin, died.
13, 1935--The Saar comes home (into the Third Reich).
23, 1931--Paul Thewellis, Düren, Rheinland, died.
24, 1912--Frederick the Great, born.
1932--Herbert Norkus, Berlin, died.
30, 1933--The Third Reich.

FEBRUARY. SKI-CONTEST, LAST WINTER CAMP, HORST WESSEL.

7, 1932--Georg Freiser, Berlin, died.
12, 1931--Rudolf Schröder, Leipzig, died.
23, 1930--Horst Wessel, Berlin, died.
26, 1933--Otto Blöcker, Hamburg, died.
1933--Christian Grössmann, Pfungstadt, Hessen, died.

MARCH. COMMEMORATION OF HEROES, UNIVERSAL MILITARY
TRAINING, TAKING OVER OF THE RHEINLAND,
APPRENTICES' COMPETITION.

7, 1936--Taking of Rhineland
16, 1933--Josef Neumeier, Munich, died.
1935--Proclamation of Universal Military Training.
17, 1933--Peter Fries, Darmstadt, died.

APRIL. DER FÜHRER.

4, 1933--Otto Jacob Schmelzen, Gudingen, died.
13, 1932--SA, SS, HJ forbidden.
20, 1899--Adolf Hitler born.
26, 1925--Fritz Kröber, Durlach, died.
MAY. MAYDAY, SCHLAGETER.

1--------National Holiday of the German People.
9,1907---Baldur von Schirach, born.
26,1923---Schlageter, shot.
1931---Gerhard Liebsch, Berlin, died.

JUNE. TENT-CAMPS, HOSTELING, SUMMER SOLSTICE.

20,1927---Hanz Queitsch, Chemnitz, died.
1932---Herbert Howarde, Wuppertal, died.
21--------Summer Solstice.
30,1932---Werner Gerhardt, Zeitz, died.

JULY. WEIMAR, TENT-CAMPS, HOSTELING, SPORT-FESTIVAL.

4,1926---Second Reichsparteitag of the NSDAP in Weimar.
The Führer gave the Hitler Youth their name.

AUGUST. WORLD WAR, HINDENBURG, ADOLF-HITLER MARCH.

1,1936---Olympic Games began in Berlin.
2,1914---World War I.
1934---Paul von Hindenburg, died.
17,1931---Hans Hoffmann, Berlin, died.

SEPTEMBER. REICHSPARTEITAG, END OF SUMMER WORK.

3,1931---Hans Mallon, Bergen on Rügen, died.
17,1931---Gerhard Wittenburg, Zarrentin, died.
26,1914---Hermann Lüns died at Rheims.

OCTOBER. THANKSGIVING FOR HARVEST. MEETING OF MILITANT
GERMAN YOUTH.

2,1932---Meeting of militant youth of the NSDAP in Potsdam.
5,1932---Erich Niejahr, Köln, died.
16,1917---Walter Flex died at Ösel.
25,1931---Günter Stahlschmidt, Brandenburg, died.
26,1932---Josef, Grün, Wien, died.
29,1934---Gerhard Kauffmann, Berlin, died from wounds inflicted
on February 25, 1932.

NOVEMBER. MEMORIAL DAY OF THE NSDAP. FLANDERS.

9--------Memorial Day of the NSDAP.
11,1914---Langemarck.

DECEMBER. WINTER SOLSTICE. DIETRICH ECKART.

20--------Winter Solstice.
26,1923---Dietrich Eckart died.
Perhaps the best way to get a "close-up" of Nazi youth activities is to follow the course of the ten year old boy and girl from the time of their entrance into the Hitler Youth on April 20, the Führer's birthday.

After passing a test, the 10 year old Pimpf (boy, no longer a "child") takes an oath of allegiance to the Führer and flag.\(^{(15)}\) According to Das Neue Brockhaus (1938), the main aims of the Hitler Youth are physical toughening and ideological training to which the young people devote one week-day evening, most of Saturday, and part of Sunday each week. In fulfillment of the first aim, the young boy develops himself by calisthenics, hiking, camping, and through out-door and pre-military sports. He learns how to use a map and a compass; he learns how to obey. The physical program is geared to certain achievement standards and has medical supervision to prevent overstrain. To encourage greater achievement, the boy is required to keep a record of his progress in a Leistungsbuch (achievement book) which accompanies him throughout the eight years of his membership in the Hitler Youth. A badge of distinction is awarded when the requirements (ideological and physical) are fulfilled. More strenuous activities along the same general lines are required of the older boys who take long trips, live in tent-camps, and gain more endurance in swimming and accuracy in marksmanship with rifle and pistol. Adolf Hitler has said that the "German boy of the future must be slender

\(^{(15)}\)"Ich verspreche, im Deutschen Jungvolk allzeit meine Pflicht zu tun in Liebe und Treue zum Führer und unserer Fahne, so wahr mir Gott helfe!" Eides formel für das Jungvolk, Jungvolk Jahrbuch, 1937, Munich.
and strong, fast as a whippet, tough as leather, and hard as steel!" (16)

Ideological training consists in indoctrination with National Socialist ideas. Every Wednesday evening members of the Hitler Youth gather in their respective groups in their Hitler Youth "homes" (meeting-places) for the Heimabend or evening-at-home. On this evening the young people discuss National Socialism and listen to a radio program created especially for them, "Stunde der jungen Nation".

Since women are also part of the national community, their training as girls is not neglected. The JM or "Küken" (little chicks) engage in sports, games, folk-dancing, singing and short trips. As the girls grow older, they assume responsibility--help in kindergartens and in Red Cross work, and study domestic science. A premium is placed upon good health and a natural appearance.

"Glaube und Schönheit" is a more recent development in the BDM and includes girls up to 21 years. As the name indicates, the girls are to develop further their knowledge of the Nazi world-view and to become beautiful according to German standards. Physical culture, domestic science, and work for the community are stressed. Thus the German girl is prepared for her future role as wife and mother and her place in the national community.

How seriously the aims of physical and ideological training are taken is strikingly exemplified in Freude, Zucht, Glaube,

a book on camping published by the Reichsjugendführung. Every conceivable suggestion is made for conducting a camp in the spirit of the NSDAP: there are plans for laying out a camp, plans for daily activities, flag-raising ceremonies, rituals and programs for observing special Nazi "holy-days", the Sommersonnenwende, work projects, games and stunts, charades, puppets, historical sketches of the Nazi Party, songs, musical programs, camp-libraries, etc.

Both boys and girls are advanced from younger to older groups on April 20. The young people make their exit from the Hitler Youth and enter some branch of the NSDAP on November 9, the National Nazi Memorial Day.

The Sondereinheiten are divisions of the Hitler Youth based on special activity interests. The Marine-HJ prepares youth for a commercial or military career at sea; the Motor-HJ offers training for the mechanically-minded; the Fliegen-HJ prepares youth to fly as civilians or military. The Nachrichten-HJ prepares boys for the intelligence service.

The Spieleinheiten are special groups responsible for cultural activities in the Hitler Youth—celebration of holidays, Heimabende, concerts, radio programs, etc.

The HJ-Streifendienst oversees the entrance of all German youth into the Hitler Youth according to the law of December 11, 1936. It also controls Hitler Youth "homes", youth hostels, and camps.

The Feldschere is a special health service for girls.
In addition, there are provisions for special training in riding, civilian air-raid defense, etc. Young people who are deaf, blind, or physically handicapped in some way (not through heredity) are incorporated in the Hitler Youth without uniform.

The ultimate purpose behind these various forms of physical, ideological, and vocational education, is training in obedience, discipline, comradeship, preparedness for sacrifice, decisiveness and physical toughness.

The Hitler Youth does not exist in a vacuum; it is an integral part of the National Socialist State. Together with the school, the compulsory labor-service, the SA, SS, compulsory military service, and other Nazi organizations, it fits into an organized pattern of living designed to make loyal members of the National Socialist State. As Baldur von Schirach has stated: "The Hitler Youth is not an organization of the state for the youth, but an organization of youth for the State". (17)

Chapters II and III have been drawn from Nazi sources exclusively. The following chapter attempts to evaluate the Nazi youth organization from a non-Nazi point of view.

(17) Baldur von Schirach, op. cit.: "Sie (die Hitler-Jugend) ist keine Gründung des Staates für die Jugend, sondern eine Gründung der Jugend für den Staat."
CHAPTER IV

EVALUATION OF NAZI YOUTH ORGANIZATION

To present the opinions of twenty-two persons who have had first-hand contact with the Hitler Youth may seem to be a rather unusual feature in a study of this sort. The writer does not pretend that such personal evaluations are anything but subjective. However, they have value in so far as they give a human, living quality to the data obtained from the documentary sources and in so far as they may indicate patterns of reaction to the Nazi youth organization.

In selecting the persons to be interviewed, the writer has obtained as much variety as possible in regard to nationality, religion, age, profession, and reasons for visiting in Germany or reasons for leaving Germany. (See copy of schedule on following page.) She has tried to elicit some opinion favorable to the Nazi youth organization. The characteristic common to all persons interviewed is that they have had some sort of contact with or experience of the Hitler Youth since the Machtübernahme, January 30, 1933. Having selected these twenty-two evaluations from a much larger sampling, the writer feels that she has eliminated opinions which lack proper experience of the Nazi youth or which are more highly colored by emotion or by reluctance to discuss the subject. For obvious reasons, complete anonymity of the persons interviewed has been preserved.

In an attempt to organize the data obtained from the interviews, the writer has sorted the schedules on the basis of
SCHEDULE

1. Name (will not be used)
5. Nationality of Father
6. Nationality of Mother
7. Religion
8. Education Where?

9. Present Occupation
10. Reason for leaving Germany or reason for visiting in Germany

11. Quantity or duration of experience with Nazi youth organization (give dates)

12. Quality of experience with Nazi youth organization
   (e.g. -- interested onlooker, former member, former friend of members, etc.)

13. Personal evaluation of Nazi youth organization (give examples to support your opinion. Continue evaluation on reverse side)

   Positive Aspects

   Negative Aspects
answer to the last question, i.e. positive and negative aspects of the Hitler Youth. At the bottom of the scale she has placed the interview giving fewest positive characteristics and at the top she has placed the schedule giving the largest number of positive characteristics. The vast majority of interviews presented both positive and negative aspects of the Hitler Youth, generally more negative than positive aspects. If the interviews were carefully graded on a curve, there would be a marked skew at the bottom because of the preponderance of negative characteristics.

Before presenting these positive and negative aspects, the writer has felt that a brief exposition of the backgrounds of the persons interviewed in relation to their opinions might prove of interest. The following chart represents the schedules in the above-described arrangement of opinion from least favorable to most favorable. Ages range from 21 to 60, one-half of the persons being under 35 years and one-half, over that age. Of the persons interviewed, 10 are German, 12 are non-German. There were 5 Catholics interviewed and 6 Jews; the remaining 11 are Protestant or of no denomination. As to education, the 22 persons are decidedly above the average: 13 have their PhD's, 2 have their MA's, and 1 is a graduate of a professional school; 2 have their BA's from American colleges and the remaining 4 have completed at least the gymnasium.

The total period of time which the observations of these persons cover extends from the beginning of the Hitler-Jugend up through the summer of 1941. Some of the older persons had
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>32</td>
<td>M</td>
<td>American</td>
<td>Calvinist</td>
<td>PhD</td>
<td>6 summers 1938-1939 incl.</td>
<td>Interested, Unlooked, Observer of Catholic Youth Groups</td>
</tr>
<tr>
<td>34</td>
<td>M</td>
<td>German</td>
<td>Lutheran</td>
<td>PhD</td>
<td>Up to Spring, 1938</td>
<td>Friend of Members</td>
</tr>
<tr>
<td>22</td>
<td>M</td>
<td>German</td>
<td>Jewish</td>
<td>Gym.</td>
<td>Up to 1931</td>
<td>Critical Onlooker</td>
</tr>
<tr>
<td>40</td>
<td>M</td>
<td>Chinese</td>
<td>---</td>
<td>PhD</td>
<td>1935 to Summer, 1941</td>
<td>Onlooker</td>
</tr>
<tr>
<td>35</td>
<td>M</td>
<td>German</td>
<td>Catholic</td>
<td>PhD</td>
<td>Up to Summer 1933</td>
<td>Student of Politics</td>
</tr>
<tr>
<td>46</td>
<td>M</td>
<td>American</td>
<td>Presby.</td>
<td>BA</td>
<td>1924-1941</td>
<td>Observer</td>
</tr>
<tr>
<td>27</td>
<td>M</td>
<td>American</td>
<td>Episcopal</td>
<td>BA</td>
<td>Fall, 1938-1940</td>
<td>Exchange Student</td>
</tr>
<tr>
<td>27</td>
<td>M</td>
<td>American</td>
<td>Protestant</td>
<td>PhD</td>
<td>Summer, 1939</td>
<td>Student</td>
</tr>
<tr>
<td>55</td>
<td>M</td>
<td>German</td>
<td>Quaker</td>
<td>PhD</td>
<td>Up to 1936</td>
<td>Onlooker</td>
</tr>
<tr>
<td>30</td>
<td>M</td>
<td>American</td>
<td>Quaker</td>
<td>PhD</td>
<td>5 visits, 1929-1939</td>
<td>Student</td>
</tr>
<tr>
<td>35</td>
<td>M</td>
<td>American</td>
<td>Methodist</td>
<td>MA</td>
<td>1932-1936</td>
<td>Student of Labor Camps</td>
</tr>
<tr>
<td>37</td>
<td>M</td>
<td>American</td>
<td>Christian</td>
<td>MA</td>
<td>Fall, 1939-Jan., 1941</td>
<td>Onlooker</td>
</tr>
<tr>
<td>49</td>
<td>M</td>
<td>Austrian</td>
<td>Catholic</td>
<td>Gym.</td>
<td>Up to 1938</td>
<td>Opposer</td>
</tr>
<tr>
<td>33</td>
<td>M</td>
<td>German</td>
<td>Jewish</td>
<td>PhD</td>
<td>Up to Summer, 1937</td>
<td>Objecter</td>
</tr>
<tr>
<td>39</td>
<td>F</td>
<td>German</td>
<td>Jewish</td>
<td>Prof.</td>
<td>Up to 1936</td>
<td>Social Worker</td>
</tr>
<tr>
<td>21</td>
<td>M</td>
<td>German</td>
<td>Jewish</td>
<td>Gym.</td>
<td>Up to Spring, 1939</td>
<td>Member of Jewish Youth Movement</td>
</tr>
<tr>
<td>23</td>
<td>F</td>
<td>German</td>
<td>Jewish</td>
<td>Gym.</td>
<td>Up to Spring, 1939</td>
<td>Member of Jewish Youth Movement</td>
</tr>
<tr>
<td>60</td>
<td>M</td>
<td>Austrian</td>
<td>Catholic</td>
<td>PhD</td>
<td>Up to Spring, 1939</td>
<td>Onlooker</td>
</tr>
<tr>
<td>42</td>
<td>M</td>
<td>German</td>
<td>Catholic</td>
<td>PhD</td>
<td>Up to Fall, 1939</td>
<td>Observer of Catholic Youth Groups</td>
</tr>
<tr>
<td>43</td>
<td>M</td>
<td>American</td>
<td>Catholic</td>
<td>PhD</td>
<td>Summer, 1938</td>
<td>Educator of U.S. Youth</td>
</tr>
<tr>
<td>37</td>
<td>M</td>
<td>American</td>
<td>Baptist</td>
<td>PhD</td>
<td>1933-1937</td>
<td>Friend of Members</td>
</tr>
<tr>
<td>52</td>
<td>M</td>
<td>German</td>
<td>Jewish</td>
<td>PhD</td>
<td>Up to 1935</td>
<td>Educator of German Y.</td>
</tr>
</tbody>
</table>
witnessed the youth movement antecedent to the Hitler Youth and made their observations from the viewpoint of contrasting youth groups. Unfortunately, the writer was unable to find any former member of the Hitler Youth. However, she did select persons with various experiences ranging from mere passive observers to educators and members of anti-Nazi youth groups.

The writer believes that absolutely nothing of a statistical nature can be gleaned from this chart. The fact that more non-Germans and more Protestants appear at the top might indicate two things: that non-Germans, as more dispassionate observers, may judge the subject more objectively, and that Protestants generally have an individual and personal standard of judgment rather than an absolute standard.

Since the writer sees no especial value in linking opinions with persons, and since many of the opinions were shared by several of the persons interviewed, she decided to tabulate the positive and negative aspects separately and to indicate the frequency with which the opinions have recurred. It is interesting to note concurrence of opinion on the points that the Hitler Youth is good from the viewpoint of physical education and that if it is bad in that it destroys the authority of parents.

Again the writer wishes to stress the non-statistical character of these findings. Since the experience and value-standard of each person was different, each schedule represents an individual viewpoint. However, the positive and negative aspects of higher frequency probably point to the most salient good and bad features of the Nazi youth organization.
## TABULATION OF POSITIVE AND NEGATIVE ASPECTS OF THE HITLER YOUTH

<table>
<thead>
<tr>
<th><strong>POSITIVE ASPECTS</strong></th>
<th><strong>NEGATIVE ASPECTS</strong></th>
<th><strong>Frequency</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Physical education</td>
<td>1. Destruction of parental authority</td>
<td>13</td>
</tr>
<tr>
<td>2. Character education (courage, sacrifice, respect for authority)</td>
<td>2. Interference with religion</td>
<td>7</td>
</tr>
<tr>
<td>3. Psychological benefit for German youth</td>
<td>3. Destruction of individuality</td>
<td>6</td>
</tr>
<tr>
<td>4. Unification of youth behind the government (community responsibility)</td>
<td>4. Anti-intellectualism</td>
<td>5</td>
</tr>
<tr>
<td>5. Soundness of appeal</td>
<td>5. Encouragement of free sexual relations between boys and girls</td>
<td>5</td>
</tr>
<tr>
<td>6. Good activities (but not exclusive with the Hitler Youth)</td>
<td>6. Danger to world peace (narrow attitude towards other races and cultures)</td>
<td>4</td>
</tr>
<tr>
<td>7. Travel, contact with nature</td>
<td>7. Militarism</td>
<td>3</td>
</tr>
<tr>
<td>8. Efficient organization</td>
<td>8. Materialism</td>
<td>2</td>
</tr>
<tr>
<td>9. Keeping of youth out of trouble</td>
<td>9. Encouragement of youth to spy on parents and teachers</td>
<td>2</td>
</tr>
<tr>
<td>10. Provision of good clothing and food</td>
<td>10. Attempt to make the whole nation adolescent, emotionally</td>
<td>1</td>
</tr>
<tr>
<td>11. Discouragement of homosexuality</td>
<td>11. Encouragement of suspicion of foreigners</td>
<td>1</td>
</tr>
<tr>
<td>12. Vocational training</td>
<td>12. Encouragement of &quot;lip-service&quot;</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>14. Danger of physical overstrain</td>
<td></td>
</tr>
</tbody>
</table>
Since all the interviews were made after the writer had studied first-hand sources on the subject, she feels quite confident in calling attention to a conclusion of her own: that none of the positive or negative points given contradicts the evidence of the documentary sources. In other words, the evaluations as given are reliable, as far as they go.

It has been the plan of this study to make documents the primary source of information. The 22 evaluations of the Hitler Youth serve to corroborate this material and to evaluate it from a non-Nazi point of view. In the following chapter the writer hopes to correlate and interpret all the material gathered and to present some constructive conclusions.
CHAPTER V
INTERPRETATION AND CONCLUSION

Of all things, German young people have demonstrated the vital significance which group activities hold for them. This "group-instinct" seems to lie far deeper than the accidents of organization and activities—even deeper than the not-so-accidental factor of group-philosophy and group-goals. It would be puerile to infer from the above reasoning that German youth have a Herdenträub (collective drive) and that all other youth have no collective drive. However, it does not seem so difficult to believe that the German Herdenträub has been more greatly stimulated and channeled than has that of other nations. At least, it has been more significant—perhaps most significant.

To analyze and discuss the causes of this collective drive of German youth is beyond the scope of this study. However, it does not seem amiss to call attention to several generally accepted principles of adolescent psychology. Few people will disagree with the idea that adolescence is an age of insecurity. Being a member of a group tends to lessen this insecurity by giving the adolescent a feeling of belonging and the reflected distinction of being part of something greater than his individual self. It stands to reason, that should this adolescent insecurity become heightened because the adult world is shaken to its economic and political foundations, in similar manner the adolescent might find his need for group security intensified. This intense, youthful need for group security exploited by
shrewd political opportunism has had far-reaching effects. How far they have reached can hardly be fully known.

Whatever else may be said about the positive and negative aspects of the Hitler Youth, it cannot be denied pragmatic goodness—it works(1)It is an effective organization of young people. For a decade (1926-1936) membership was voluntary, at least theoretically. How popular the Hitler-Jugend is with its non-voluntary members is another question, as is the popularity of the whole organization during this period of Nazi reverses.

From all the information which the writer has gathered, one conclusion stands out most forcibly: the Hitler Youth has had such success because it has so much of good in it. Let it be noted, the writer does not say that the Hitler Youth is good. She says that it has much good in it, and is for this very reason worse than as if it contained less good. In discussing the relative goodness of political systems, both Aristotle and St. Thomas declared that the "corruption of the best is the worst".

Outstanding among the good aspects of the Hitler Youth is the method of its appeal. It satisfies certain fundamental human needs very much in the way organized religion satisfies these same needs. Several of the persons interviewed declared that the Hitler Youth and the NSDAP were very deftly substituting themselves for religion in Germany. The German national community is the church, mass-meeting are comparable to group-worship; flag-consecrations and bonfires are part of the ritual, uniforms

(1)This discussion is based on the list at the end of Chapter IV.
have their counterpart in vestments. The annual handbooks, rich with Nazi ideology, simulate the missal in many ways. Nazi holidays frequently coincide with religious holy days, e.g. the pagan celebration of the winter solstice falls just a few days before Christmas. Nazi organization is decidedly hierarchical in form. Fidelity to a Supreme Being is replaced by devotion to the Führer, and exclusively Nazi ethics and taboos replace the commandments of God. Obviously, these methods of appeal which existed in primitive religions, in Greek and Roman paganism, and for 2,000 years of Christianity, have a universal attraction which the Hitler Youth leaders have not neglected.

Having called attention to the efficiency of organization and the psychologically valid appeal of the Hitler Youth, the writer now wishes to discuss its activities. As the majority of persons interviewed agreed, the Nazi youth organization has done much for the physical development of German boys and girls. The wanderlust of the Wandervögel, the enthusiasm of the Turn and sport organizations, the love of nature and travel of the German Youth Hostels—all these have been captured, "nazified", and incorporated into the Hitler Youth. Former political interests of youth have been consolidated and "sublimated" into one supreme political interest. Vocational interests are fostered by special divisions of the HJ and by the annual Reichsberufswettkampf sponsored jointly by the Reich Youth Leadership and the Ministry of Labor. Cultural interests, though rendered provincial by the doctrine of Nordic superiority, are deftly woven into the general activity pattern.
So far, the Hitler Youth has been viewed in the light of its positive aspects. Not only is it efficiently organized; it is sound in its appeal to human nature, and the activities provide a multitude of common bonds for youth. In a general way, nearly all the positive aspects listed in Chapter IV might be included under these few headings.

On the other hand, almost the entire list of negative aspects can be grouped under the single heading of ideology—undesirable from the American point of view. The undermining of the family and of organized religion, institutions fundamental in human society, and the destruction of individuality are listed as the most salient negative characteristics. However, Nazi leaders have brilliantly offered substitutes. In place of the family, the Hitler Youth provides a play and work group controlled by strong authority; the Third Reich and the Führer replace the church, and the individual is made to feel his significance as a member of the German national community. To immature, adolescent persons lacking sounder formation, the materialistic, biological Nazi mores have a strongly pleasurable appeal.

Before presenting her suggestions for post-war planning with German young people, the writer wishes to call attention to some elements of contrast between group work as it is exemplified in the Nazi youth organization and as it is carried on in this country. Although there does not exist an American youth organization which is comparable to that of the Nazi youth, certain ideals or standards can be abstracted from both and compared.

As a basis for this comparison, the writer is using
"The Criteria of Group Education" as outlined by Dimock, Hendry, and Zerfoss in *The Professional Outlook in Group Education*. The criteria follow:

1. The group is relatively small and is based on interests or friendship or both.
2. Objectives are individualized.
3. The impetus, initiative and responsibility for the group should come from within.
4. The major interactions and relationships in a group are between members.
5. The basis of group relationships is cooperation.
6. The group maintains vital relationships with other groups for the common welfare.
7. Activities are secondary; group experience is primary.
8. The leader must guide the group process so that it both contributes to the growth of individuals and is an agent of social action.

Guided by this list, the writer has endeavored to state the comparable Nazi criteria of group work as they have emerged from this study:

1. The basic group is relatively small, 10 to 15 members, but the group-bond is obligation, primarily.
2. Objectives in the Nazi youth group relate primarily to the nation and only secondarily to the individual.
3. Nazi groups are controlled and motivated by a leader.
4. The primary type of group interaction is between members and leader.
5. The basis of group relations is obedience (*Führerprinzip*).
6. Nazi groups maintain very effective relationships with other groups for the common welfare.
7. Activities are secondary; the formation of a group "political will" is primary.
8. The leader guides the group process so that it is first an agent of social action and secondly a contribution to the growth of individuals.

It must be understood that both the American and German criteria are ideals and that consequently no claim is made that all of these respective criteria will be found in a given group in either country. The writer recognizes that this comparison
is just the barest indication of the study that might be made of this subject.

After having studied the German young people as they are, the writer feels the need of saying a few words on what the German youth might be, or become after a United Nations victory. The ideas to be expressed do not claim the dignity of blueprints. They are offered simply as suggestions worth considering in post-war planning for German young people.

That the German people in general and the youth in particular will need a vast amount of re-education is obvious. Part of any such constructive plans must include leisure-time education, for it would be psychologically unsound to destroy the Hitler Youth without providing a wholesome substitute. Some critics may suggest that there will be so much work that there will be no time for leisure. That the tasks of reconstruction will be enormous there can be no doubt. However, the writer believes that leisure-time youth groups are part of what needs to be reconstructed. German youth groups can and should become progressively constructive factors in the to-be-hoped-for renaissance of Germany.

As the struggle for existence of the religious, especially the Catholic youth groups indicated, it is highly improbable that all German youth are devout Nazis. It is this nucleus of unwilling Nazi young people that could be a point of approach to the problem.

Another important consideration is the fact that German youth, from a group-worker's viewpoint, are not a "normal group"
in that they have been subjected to abnormal strains. The work
to be done with them, frustrated and antagonistic as they will
feel, will be decidedly therapeutic in character. Adolescent
thinking and feeling have been carried over into adult life.
Just as some mental patients need to recognize their mistakes
and the immaturity of their attitudes before they complete their
recovery, so it will be necessary for the Hitler Youth to become
self-critical and disabused of Nazi ideology before they can grow
towards mental and emotional maturity.

In organizing her final remarks about the Hitler Youth,
the writer has placed them under the three headings found in the
third chapter: ideology, organization, and activities. There
is no question in the writer's mind as to the undesirability of
Nazi ideology. What to offer as a substitute is a much debated
problem. One possibility is the extending and sublimating of
the Nazi concepts of Weltanschauung and Rasse (race) to include
literally the whole world and the whole human race. It may be
added that not only the German people but all peoples need to
expand their political and economic concepts of world and race
to intend the world community and the human race before lasting
plans for peace can be formulated. The Pauline doctrine of the
Mystical Body has been known since the beginning of the Christian
era, and still individuals and nations have not fully realized
that the health of one member affects the health of the whole,
and that the illness of one member detracts from the health of
the whole. It must be recognized that each nation and race has
its own contribution to make to civilization.
The Nazi youth organization is admittedly efficient from a military point of view. However the Hitler-Jugend is more a youth organization than a youth movement. Its leaders have declared that its primary purpose is the organization of youth for the state. Even were it an organization of the state for youth, it would still violate a fundamental principle of good government, namely, that no government should take over activities which can be done just as well or better by voluntary groups or by private organizations. The voluntary youth groups which preceded the Nazi youth did indeed reflect the general insecurity of the Weimar Republic; but to declare that a government youth organization was the only or the best solution to the problems of youth is a debatable question. In many ways the youth movements and organizations prior to the Hitler Youth were meeting the needs of German youth far more adequately than were similar groups in other countries. Some of these pre-Nazi youth organizations have even been copied in other countries; the American Youth Hostel movement is a direct "steal".

There is little to criticize in the activities of the Hitler Youth other than their unnecessary militarism and perhaps the danger of over-strain. Coupled with a different ideology, these very activities might provide a valid point of departure for constructive work. The experiences of Nazi youth in community service could be utilized very profitably, as could group discussions, youth radio programs, etc.

What positive ideology is actually to be presented to German youth is a matter far beyond the scope of this study.
However, the writer doubts the soundness of plans which would undemocratically foist democracy on unwilling people. Democracy is not the only form of good government; it is a form of good government requiring an educated, mature electorate. Gradually to instill through leisure-time, informal education certain fundamental concepts regarding the dignity of man and his natural rights to property, and to "life, liberty, and the pursuit of happiness" would provide a sound basis for the development of a socially healthier and happier young Germany, no longer a "problem child", but ultimately mature enough to take its place in the family of nations.
APPENDIX

The writer has been very fortunate in securing some first-hand information on the formation of the New European Youth Union in September, 1942. This Union, headed by the leaders of the Hitler Youth, is apparently an extension of the Nazi Youth organization to occupied Europe. The sources of this material are transcripts of enemy radio broadcasts monitored by the Foreign Broadcast Intelligence Service of the Federal Communications Commission and made available by the Foreign Service Division, Office of War Information.

9/13---ROME IN ITALIAN TO ITALY:

..."The mission (Italian delegation) is going to Germany for the ceremony of the foundation of the Association of European Youth, which will take place in Vienna between September 13 and 19. The idea of grouping in the European Association all other youth associations came from the G.I.L. and the Hitler-Jugend for the purpose of extending the wide activities developed with ever greater results by Italian and German Youth to other nations adhering to the Axis. Fourteen nations are to be present at the foundation of the Association of European Youth."

9/13---BERLIN IN GERMAN TO THE WORLD:

"In Vienna there will arrive today the delegations of the European nations in order to found the European Youth Society. At this meeting there will be represented: Italy, Bulgaria, Denmark, Finland, Croatia, Netherlands, Norway, Rumania, Slowakia, Spain, Hungary and Germany. From Belgium, there will come delegations of the Flemish and Walloon Youth Organizations. Besides, representatives of the Czech Youth Education in Bohemia and Moravia will take part in the meeting."
"Vienna: Reichs Commissioner Baldur Von Schirach gave further details concerning the structure of the new European Youth Leagues.

"In the leader's council of the European Youth League, each youth organization will have a seat and voice; quite independent of whether the organization belongs to a large or small country, all members of the council have the same rights.

"The European Youth League will meet every year. The Reichs Commissioner proposed to hold the next meeting in 1943 in Italy. It is possible in principle that the youth congress can be held on the territory of any member state.

"Membership in the European Youth League can only be obtained by an application of the youth organization authorized by its Government to the Presidium of the Youth League. The Presidium will decide on the application."

"Youth leaders of Europe, you have come here as representatives of your youth to found the European Youth League. You are here as guests of Adolph Hitler and Benito Mussolini....

"The Nazi youth organization, the Hitler Youth, started from small beginnings, until it includes now 90 per cent of the youth of my country.

"The Hitler Youth is no organization of the state for youth, but an organization of youth for the state. From the beginning, it was established not to serve youth, but to serve the nation. Thus it avoided those errors that proved disastrous for so many youth organizations.

"All Hitler Youth age groups are responsible for their own discipline. Each age group has its own leaders of equal age. For the Adolf Hitler school, scientific achievement alone is not decisive. What is decisive is the evaluation of character; we have found the strength to overcome the distress of the times in the youth of the nations....

"When the old sick man in the White House recently came upon the unhappy thought of addressing 300 representatives of Youth, all he could offer them is the old slogans of the French revolution. All he could do was to offer them things 150 years late.

"We know that many youths in the U.S. don't have any security in their daily bread. It will probably take another 150 years for an American President to announce to an amazed Europe that there must be something like a winter help fund....

"We announce that Roosevelt, the representative of Capitalism, has taken his stand against the new revolution of national youth....

"The new European Youth Union is a symbol of the new-found European spirit. But our enemies because of their bad consciences of social distress in their own countries have instigated this war against us."
"We are not trying to offer the world a sensation. We know that the thought of the creation of such a youth union as this one has occupied Europe's leaders for some time. But we have watched the present combination developing organically. The leaders of European Youth came closer and closer to each other from one meeting to another. New ideas were exchanged and new problems were met.

"It was the British idea to look at youth organizations from the viewpoint of the boy scout movement that came out of the Boer War. But it is our idea that all youth organizations must be on a nationalist basis. This means respect of the individual member organizations toward each other.

The task of the European Youth Union is to deepen the feeling of youth of its belonging to Europe. Likewise, any interference in the individual organizations is excluded. Whoever does his duty towards his own nation conscientiously, establishes the bases for European solidarity at the same time.

"It is significant that all great thinkers saw a European Union through national feeling. That is the case with Goethe, who was the epitome of the German Spirit.

"When we look at the pan-American idea of Roosevelt--its seizing of natural resources, we know that this is not the group idea in the service of a higher moral thought...."

"Vienna; In the presence of delegations of youth organizations from all continental European countries, the foundation of a European Youth organization took place today.

"Reich leader Baldur Von Schirach, charged with the education of youth in the Reich, spoke on the problems of European youth. After reviewing the conditions under which German youth had lived until 1914, he said that the youth which had grown up during the past world war was one without a future.

The Versailles dictate disarmed not only soldiers and reduced a great power to a state of slavery, but also hit women and children, and betrayed a whole generation of German people and its youth....

"As regards the U.S., Schirach remarked that owing to a lack of their own ideals, the people there were copying European ideals, so that words need not be lost about America.

"Turning to the new European Youth Organization, Schirach pointed out that it was a symbol of a new and better order which wanted to realize this in Europe by peaceful means.

"The year-long development in which the idea of uniting European youth in an organization based on camaraderie and cooperation was crowned today."
"Vienna--The European Youth Congress, which was attended by delegations from fourteen European countries, held its final session here Friday afternoon.

"President of the European Youth Organization, Reich Youth Leader Arthur Axmann, stressed in his final address that the national socialist and fascist movements and other similar movements in various countries of Europe were supported from the very beginning above all by the youth of these countries.

"Founding of the European Youth Organization had formally confirmed the unity and destinies of the youth of new Europe which were born on the battlefields...."
GLOSSARY

BDM---Bund Deutscher Mädel, German Girls Association

Bund---Association

DJ---Deutsche Jungvolk, German Young People

Führer---The Leader, Adolf Hitler, or any subordinate leader with complete authority over his area of jurisdiction.

Großdeutschjugendbewegung---Greater German Youth Movement

Großdeutschland---Greater Germany

Herdentrieb---Collective instinct

HJ---Hitler-Jugend, Hitler Youth

Hohen Meisner---A mountain which was the meeting-place for the Free German Youth Movement in 1913.

JM---Jungmädchen, Young Girls

Jugend---Youth

Jugendbewegung---Youth Movement

Jugendherbergen---Youth Hostels

Machtübernahme---Taking over of power

NSDAP---Abbreviation for Nationalsozialistische Deutsche Arbeiterpartei, National Socialist German Workers' Party

Reichsberufswettkampf---German Apprentices' Competition

Reichsjugendführer---German Youth Leader

Reichsjugendführung---National Headquarters for German Youth

Reichsjugendtag---German Youth Day

Reichsparteitag---German Party Day

SA---Sturmbteilung, Storm Troops

Sondereinheiten---Specialized divisions of the Hitler Youth
SS—Schutzstaffel, Elite Guard, personal bodyguard of the Führer and the armed force of the party

Volk—Folk

Wandervögel—Wander Birds

Weltanschauung—World View
BIBLIOGRAPHY

Primary Sources

Aufbau und Abzeichen der Hitler-Jugend. Reichsjugendführung der
NSDAP. Berlin. 1940.

Blüher, Hans: Die Rolle der Erotik in der Männlichen Gesellschaft.

Childs, Harwood L. (tr.): The Nazi Primer. (Vom deutschen Volk und
New York. 1938.


Potsdam. 1937.

Berlin. 1929.

Education and Leisure (Bildung und Freizeit). Reichsausschuss der
deutschen Jugendverbände und Zentralinstitut für Erziehung

publications from Aug. 16, 1939, to June 7, 1941.

"Frisch gesungen im neuen Deutschland". Vaterlands- und Marschlieder

"German Youth in a Changing World". Terramare, Berlin. (Three editions)
1933, 1934, 1936.

1936.

Hitler, Adolf: Mein Kampf. (unabridged) Reynal and Hitchcock.
New York. 1939.


"Das Jugendherbergswerk im Baujahr der Hitler-Jugend". Reichsverband

"Jugend singt über die Grenzen". Reichsjugendführung, Rundfunkamt.
Berlin. 1937.


Kleines Handbuch der Jugendverbände. Deutschen Archiv. für Jugend-
wohlfahrt. 1931.
"Leistungsbuch der Hitler-Jugend". (Nazi source, no name given) 1934.

Messer, Prof. Dr. A: Die freideutsche Jugendarbeit. Beyer und Söhne. 1924.


Secondary Sources


Dambach, John Isador: Physical Education in Germany. (Unpublished PhD thesis at Columbia U., Philosophy Dept.) 1937.


Institute of Social Research: "The Elimination of German Chauvinism". Columbia University. 1942.


Kruger, Dr. Fritz-Konrad: "The Spirit of the German Youth Movement and Its Effect on Education in Modern Germany". School and Society October 12, 1929.


McClatchie, Stanley: "Look to Germany, the Heart of Europe". Heinrich Hoffman. Berlin. 1937.


