



Trnava University in Trnava, Faculty of Education in a partnership with Central European Philosophy of Education Society and the journal *Historia scholastica* invite you to

**an International Symposium**

organised on the occasion of the 30<sup>th</sup> anniversary of the fall of Communism in Europe

***Education in Totalitarian Ideologies of the 20<sup>th</sup> Century***

**held on 17<sup>th</sup> – 18<sup>th</sup> October, 2019 at the Smolenice Castle**



**Scope of the Symposium:**

The aim of the symposium is to reflect on education in totalitarian ideologies in individual European countries in the 20<sup>th</sup> century. After the First World War, a space for new forms of democracy and fulfilment of desires related to elevation of human dignity and freedom of man was created in Europe. Several socially-oriented and national movements that originally declared fulfilment of the idea of social justice and strengthening of identity of nation got in the centre of political life. However, because of the war, political, economic and social crises broke out in many European countries.

In Europe of the 20<sup>th</sup> century, which offered an assumption of strengthening of democratic development at its birth, various social and national movements and combinations of nationalism and Socialism that marked both the lives of individuals and entire societies were established. The positive ideas of social justice and strengthening of nation's identity were mostly misused in the emerging democratic environment and became tools of destruction and crimes against humanity in their pathological variants. It regards various mutations of political regimes of fascism, national Socialism and Communism. Their representatives presented their ideologies as the most suitable ways out of the complicated political and economic situation and declared there was no other possibility than to accept their ideas of orientation of the society and nation. All these forms of totalitarian regimes share the fact that they tried to take control of the society and man in all areas of life, which may be understood as negation of democracy. The core of totalitarian regimes was always formed by a totalitarian party that was a central tool of power and control of the entire society.

School systems are an important mean of a controlled preparation of future generations from the side of a totalitarian state and dissemination of ideology through the content of education. State conceptions of education were presented as education of "new society" and "new man". Since education of children

was compulsory and every child had to enrol in school, it was a very effective tool. State also influenced and directed admission and training of prospective teachers and tutors. During totalitarian regimes, ministries of education were staffed by persons close to the state ideology and its protagonists. Education in totalitarian regimes was closely connected with the declared political doctrine and together with the totalitarian party represented an important tool of power and control over the entire society.

Sociologists and philosophers claim that the contemporary world is advancing towards a risk society, or a post-morality society that is typical of frustration of modern man from the loss of value orientation and predetermines functioning of political systems. As if Europe did not learn a lesson from its totalitarian period and similarly to the first “attack on democracy” in the inter-war period, many politicians today abuse their power and are disloyal to democracy. Failure, rejection of self-reflection and superordination of personal preferences have a significant impact on the growing mistrust toward established political subjects. It helps extremism and populism to be spread even from the highest political positions. Therefore, reflection and examination of education in totalitarian regimes of the 20<sup>th</sup> century appears to be current and needed.

The conference is aimed at two areas:

- 1) **historical-pedagogical reflection of education in totalitarian regimes of the 20<sup>th</sup> century,**
- 2) **pedagogical-philosophical reflection of education in totalitarian regimes of the 20<sup>th</sup> century.**

Accepted papers will be published in the journal *Historia scholastica* (<http://www.historiascholastica.com/cs>). Due to the historical focus of the journal it is recommended to maintain a historicising framework of reference also in the papers with pedagogical-philosophical orientation.

**Submission guidelines** for final papers (**in English, German, Slovak and Czech**) can be found at:

<http://www.historiascholastica.com/sites/www.historiascholastica.com/files/files/Historia-scholastica-Citovani-zdroju-a-bibliograficke-citace.pdf>

**Conference Fee:** 80 EUR (doctoral students: 50 EUR)

#### **Important Dates:**

- **by 31<sup>st</sup> January** – confirmation of participation and paper title ([please send to: bkudlac@gmail.com](mailto:bkudlac@gmail.com) or [arajsky@gmail.com](mailto:arajsky@gmail.com))
- **by 31<sup>st</sup> March** – submission of abstracts (theses) in English (range between 2,000 to 3,000 characters including spaces, the authors are responsible for language correctness) ([please send to: anna.sadovska@gmail.com](mailto:anna.sadovska@gmail.com))
- **by 30<sup>th</sup> May** – notification of acceptance or non-acceptance of papers
- **by 31<sup>st</sup> August** – preparation of book of abstracts in electronic form and its sending to conference participants
- **by 31<sup>st</sup> August** – payment of the conference fee
- **17<sup>th</sup> and 18<sup>th</sup> October** – conference sessions, submission guidelines for final papers will be announced at the end of the conference

#### **Working Languages:**

Power Point presentations in **English**; oral presentations in **English, German, Slovak, or Czech**.