

German Educational Theory: The Human Science Tradition

Malte Brinkmann & Norm Friesen, eds.

Contemporary and historical German-language contributions to humanistic educational theory and research are arguably as important as those in other areas of the human and social sciences. For example, the notion of humanism itself has been redefined by Heidegger, and theories of interpretation and communication are unthinkable without figures like Gadamer and Habermas. But where in educational theory and research are German contributions like those made to communication, hermeneutics and philosophy and theory more generally? Forceful critique and penetrating analyses are as integral to German scholarship in education as in other areas. Moreover, scholarship in German has benefitted through close and sustained contact with multiple currents in continental theory. However, unlike the work of Heidegger or Gadamer, German contributions to educational theory are forgotten, ignored or unknown in the English-speaking world. Where some names might be recognizable — Humboldt, Schleiermacher, Nietzsche, Dilthey or E. Fink, for example — their writings on education are largely untranslated, with the significance of such texts to broader and current educational developments being ignored. In the case of more recent contributors, for example, Günther Buck, Wilfried Lippitz or Käte Meyer-Drawe, their names, works and potential significance are all unknown.

The proposed two-volume collection addresses this significant gap in the Anglo-American educational literature. By providing sources relevant to work in curriculum and instruction, and history, philosophy and comparative studies in education, it will significantly expand and further internationalize humanistic educational theorizing and scholarship in education. It will accomplish this task by providing accessible modern translations (generally the first and only available in English) of both historical and contemporary German works. It will also introduce and contextualize these texts and their authorship through brief inter-chapters written by the editors or by invited experts. The two volumes proposed reflect the wealth and importance of the material available, with the first focusing on 19th and early 20th century works, and the second on those appearing after the Second World War.

VOLUME I: PHILOSOPHICAL CLASSICS

Editors' Introduction (15 pp)

Hegel, Georg Wilhelm Friedrich (30 pp)

Speech Concluding the School Year on September 29th 1809

Speech Concluding the School Year on September 2nd 1811

Schleiermacher, Friedrich (75 pp)

Theory of Upbringing. Lectures from 1826.

Humboldt, Wilhelm von (5 pp)

Theory of the *Bildung* of Humanity

Herbart, Johann Friedrich (50 pp)

Outline of Lectures on Pedagogy (selections)

Pestalozzi, Johann Heinrich (25 pp)

Letter from Stans

Nietzsche, Friedrich (50 pp.)

On the future of our Educational Institutions

On the Use and Abuse of History for Life

Dilthey, Wilhelm (30 pp.)

On the possibility of a universally-valid pedagogical Science (selection)

Total pages for first volume: 280 pp (appx. 101,000 words); one diagram, no images.

VOLUME II: CONTEMPORARY THEORY

Editors' Introduction (12 pp)

Fink, Eugen (45 pp)

The questionableness (uncertainty?) of the modern Educator

The two-sidedness of Pedagogy as a Theoretical and Practical Science

Towards a Theory of Bildung of Technical Education

The Human as a Fragment

Bollnow, Otto-Friedrich (10 pp)

What is Experience?

Langeveld, J.Martinus (10 pp)

The Thing in the World of the Child (How does the Child Experience the World of Things?)

Buck, Günther (10 pp)

Learning and Experience: Epagogy. Towards a Concept of Didactic Induction

Gadamer, Hans-Georg (10 pp)

Education and Self-Education

Schütz, Egon (32 pp)

Humanism as an Anthropological Provocation. An Inter-Reflection

The Claim of the Thing; the Claim of Instruction. Pedagogical Reflections on the Question of the *Thing Itself*

Lippitz, Wilfried (45 pp)

Exemplary Description – the Meaning of Phenomenology for Educational Research

Reflections on a Phenomenologically, Hermeneutically grounded Pedagogy

Lifeworld – critically observed. One Word and many Conceptions, on the Career of a Concept in Social Research

Waldenfels, Bernhard (26 pp)

Bodily Experience between Selfhood and Otherness

Learning and Teaching in the Field of Attentional Effect

Meyer-Drawe, Käte (80 pp)

The Fruitful Moment in *Bildung*. On Copei's phenomenological Approach to the Construction of Pedagogical Theory

Education and Power

Learning as Experience

Total pages for second volume: 290 pp (appx. 100,000 words); three diagrams, two images.

How is it an Original Contribution?

As indicated in the initial description, above, this book introduces, often for the first time, significant historical and contemporary contributions in qualitative and humanistic educational scholarship. The current availability of the texts to be included can be readily summarized. These texts have either:

1. Never been translated into English (this is the case for all but six texts);
2. Or, if they have been translated, they either:
 - a. have been out of print for 80 years or more, requiring significant re-introduction and in most cases, re-translation (this applies to four of the six translated texts);
 - b. have been translated into English, but not collected or made consistent with other translations and terminology (this is the case for two texts)

Despite their unavailability, there are significant reasons to believe that these texts and the concerns they address are of notable interest to English-language readers. Besides the general flourishing of humanistic and qualitative research approaches in Education (and other disciplines) since the mid-1980's, evidence is also provided by the recent translation of a key German text in humanistic education, Klaus *Mollenhauer's Forgotten Connections: On Culture and Upbringing*. Translated, edited and introduced by one of the editors of the proposed collection (Friesen), this text has already received favorable advanced reviews (Saevi 2012). Further evidence is provided by the recent proliferation of texts on *Bildung* (the one term left untranslated in the chapter titles listed above). This is a (if not *the*) central concept in German humanistic scholarship in education, and refers to the formation of the self by others and also by its own efforts. Recent texts on this subject include Lovlie, Mortensen & Nordenbo, S.E. (2003), Pinar (2011), Siljander Kivelä & Sutinen (2012) and Sünker (2012).

Editors' Biographies:

Dr. Malte Brinkmann is Professor in General Educational Studies (*Allgemeine Erziehungswissenschaft*) at the Humboldt University in Berlin. He is the author of *Pedagogical Exercises: Theory and Practice of an elementary Learning-Form* (Die pädagogische Übung. Praxis und Theorie einer elementaren Lernform, Ferdinand Schöningh, 2012) and of *The Eclipse of the Subject in Foucault. Studies from the Perspectives of Philosophical Anthropology and Bildung* (Das Verblässen des Subjekts bei Foucault. Anthropologische und bildungstheoretische Studien, Klinkhart, 1999).

Dr. Norm Friesen is Canada Research Chair in E-Learning Practices at Thompson Rivers University in British Columbia, Canada. Dr. Friesen is the author of *Re-Thinking E-Learning Research: Foundations, Methods and Practices* (2009), and *The Place of the Classroom and the Space of the Screen: Relational Pedagogy and Internet Technology* (2011). Dr. Friesen is also associate editor of the *Journal of Curriculum Studies* and contributing editor for *Phenomenology & Practice*.