

THE FORM AND FUNCTION OF PROPAGANDA IN THE THIRD REICH

Kağan SARGI* 

Abstract

During World War I, which ended with Germany's defeat, Adolf Hitler observed the power of propaganda and understood how it could be used to influence the masses. When the seeds of Nazi ideology were being sown, propaganda became a key method for its dissemination, and the propaganda techniques employed under the leadership of Josef Goebbels played an important role in the functioning of the NSDAP both before and after coming to power. Therefore, this study aims to examine the propaganda methods used during Goebbels' ministry. Firstly, the concept of propaganda is clarified in terms of its meaning and then the use of propaganda elements in the continuation of National Socialism ideology is discussed. The purpose of this study is to examine the functional and content-related aspects of the propaganda methods implemented during Goebbels' tenure. The study first provides clarity on the concept of propaganda in order to ensure its coherence, and then focuses on the visual publishing industry and education sector in which Nazi propaganda elements played a key role in sustaining the National Socialism ideology. Both the theoretical and practical aspects of propaganda in these two fields are examined in the study

Keywords: Nasyonal Sosyalizm, Hitler, Propaganda, Gobbels, Nazizim.

ÜÇÜNCÜ İMPARATORLUK'TA PROPAGANDA'NIN İŞLEVİ VE FORMU

Özet

Almanya'nın yenilgisiyle sonlanan I. Dünya Savaşı'nda Adolf Hitler propagandanın nasıl kullanıldığını görmüş ve kitleleri nasıl etki altında bırakabildiğini kavramıştır. Savaş sonrasında tohumları atılan Nazi ideolojisinin için kitlelere yayılmasında vazgeçilmez bir yöntem olarak kullanmaya başlanmıştır. Nasyonal Sosyalizmin önde gelen isimlerinden olan Josef Gobbels yönetiminde uygulanan propaganda yöntemleri NSDAP'nin hem iktidar öncesi hem de iktidar olduğu zamanlarda partinin işleyişinde önemli yer tutmuştur. Bu çalışmanın amacı da Gobbels'in bakanlığı döneminde ortaya koyulan propaganda yöntemlerini işlevsel ve içeriksel incelemektir. Çalışmada öncelikle, propaganda kavramına anlam bütünlüğünü sağlama açısından açıklık getirmekte, ardından Nasyonal Sosyalizm ideolojisinin idamesinde kilit rol oynayan Nazi propaganda unsurlarının görsel yayın endüstrisi ve eğitim alanındaki kullanımına yer verilmektedir. Söz konusu iki alan propagandanın hem teorik hem de pratik yönünü yansıttığında çalışmada incelenmiştir.

Anahtar Kelimeler: Nasyonal Sosyalizm, Hitler, Propaganda, Gobbels, Nazizim

INTRODUCTION

With the development of the media industry since the early 20th century and the emergence of the possibility to quickly reach masses, a propaganda era began in the field of

* Arş. Gör., Giresun Üniversitesi, Siyaset Bilimi ve Uluslararası İlişkiler Bölümü, kagansargin@hotmail.com.

communication. It emerged as a central element in world politics. The need for propaganda has increased in line with the conditions of the period, and it has become indispensable, especially in the political arena. The competition among the former ideologies, which aimed to create an impact on the masses and impose their ideological understanding, has repeatedly proved how important a component of propaganda is. Propaganda, which has reached a certain level of influence or come to power, has never been disregarded among the ideologies and has been used for different purposes in both internal and external politics of the ruling ideologies.

The Nazi Germany led by Hitler, who realized the power of propaganda and succeeded in using it, and even became synonymous with the term propaganda, is an example that facilitates explaining and understanding the subject in various interdisciplinary fields.

During World War I, Hitler became aware of the ability of propaganda to influence the outcome of the war. In his book "Mein Kampf," which he wrote in 1925, Hitler claimed that he had analyzed the enemy propaganda during the war and learned a lot from it. He realized that it was not enough to simply present his own ideology to gain power, but also necessary to neutralize the arguments of the opposing side. Thus, both on the road to power and during his years in office, Hitler and his propaganda minister, Goebbels, used a highly effective propaganda method in different areas. In fact, the question of why the German people, who had a high level of democratic consciousness according to the former conditions, approved of a regime that was described as "racist" and "fascist" is still the subject of many articles and research in many fields.

The propaganda machinery was effectively used by the Nazi ideology from its emergence until it was erased from history, and it led to the creation of decisive moves with the potential to change the course of events. The article aims to examine how Nazi propaganda worked and in which forms it was implemented, with a focus on the education and media sectors. The primary sources used for this article were predominantly German language literature, with a focus on gaining first-hand information and enriching the existing literature on the subject. The study also aims to provide an opportunity to obtain important observations regarding propaganda techniques and strategies when compared to the propaganda practices in today's politics. It is clear that Nazi propaganda is an important example for modern propaganda theory. By comparing the propaganda techniques and strategies used in today's political arena, important observations can be obtained through this study. Similarly, it offers a chance to better understand and identify similar effects generated by Nazi propaganda in order to prevent them.

Structurally, the study first discusses the term "propaganda" in historical and terminological terms, followed by an examination of the Ministry of Propaganda, the location where Nazi Germany's propaganda was produced, and an analysis of Minister Goebbels' approach. Based on this, Nazi propaganda strategies are summarized, and the study's main focus points, namely Nazi propaganda activities in the fields of education and media, are detailed in subsequent sections.

1. PROPAGANDA THEORY

Before entering propaganda theoretically, it is considered useful to understand the etymological and historical content of the word for the purposes of the article plan. The term – Propaganda-, derived from the Latin *propagare*, to spread further, spread, disseminate, in its modern interpretation refers to the purposeful attempt to shape and manipulate political opinions and perspectives, and thus to change the behavior of individuals in a direction desired by the propagandist, usually the ruler (Bussemer, 2008: 26-27). Looking at the current definition, Mauer has defined propaganda as follows;

Propaganda refers to a systematic and intentional attempt to manipulate knowledge, shape perspectives, and steer behavior in order to produce the desired reaction by a propagandist. The term "propaganda" is primarily used in the context of politics in the 20th century, while in the business sector, the term "advertising" is more commonly used, and in religious contexts, "missionary work" is often referred to (Morger, 2010(a): 4).

The roots of propaganda can be traced back to ancient Mesopotamia, dating back to around 3000 BC. For example, kings frequently made references to religion and tradition in inscriptions that described their activities. In the ancient Greek civilization, the first examples of systematic propaganda campaigns, as known in the modern sense, can also be seen. Particularly, activities carried out within the context of this framework in the Greek city-states and the Roman civilization are noteworthy (Saritaş, 2018: 331). In ancient times, the Middle Ages, and the early modern period, propaganda referred almost exclusively to the dissemination of mostly religiously motivated worldviews, but this changed considerably over the following centuries. In the 18th, 19th, and 20th centuries, propaganda became increasingly secularized and scientific. To convince the population of an idea, the target group was now subjected to elaborate analysis, psychological profiles were created, and measures were designed that would

lead to stronger manipulation and thus produce more convinced individuals. One of these measures was the creation of certain media for a specific target group (Wedel, 1962(a): 12).

With the media revolution of the 19th and 20th centuries and the introduction of new communication technologies, the face of propaganda changed significantly, and its sphere of influence expanded even further, laying the foundation for the characteristics of propaganda that are the subject of our article (Kohlrausch, M. 2009: 118). The dissemination of information through the media and the process of influencing people that began with the Crimean War turned into a propaganda battle in both domestic and foreign politics between the parties involved in the war. Governments, taking lessons from these developments, began to establish their own propaganda units. In particular, during the First World War, they showed the world the first serious institutional examples of this. The emergence of the Nazi movement, which coincided with the aftermath of the First World War, quickly became aware of this consciousness and placed the propaganda unit at the center of its ideology and policy (Wedel, 1962(b): 13).

Propaganda plays an essential role in the examination of the National Socialist language use. In contrast to democratic systems, where attempts are made to establish certain terms through public discourse, totalitarian systems introduce words through repeated propaganda to create majorities for their own political concepts. Although alternative terminology can be excluded by the threat and use of physical violence, totalitarian states must strive for acceptance of their policies among their populations. One means of achieving this during the National Socialist regime was propaganda (Besch 1998: 106). For example, Hannah Arendt distinguishes between totalitarian propaganda and democratic propaganda, with the former adding terrorist elements. Totalitarian propaganda is spread through physical terror, but it also exerts pressure and violence itself (Frind, 1964: 14-15). The communication theorist Harold Lasswell states that propaganda in war serves to mobilize the population against the enemy. It is important to appeal to national unity, create an enemy image, and propagate idealistic war goals (Arnold, 2002: 34-35). Hitler, the leader of the Nazi party, also emphasized the importance of propaganda in his book "Mein Kampf" with the following words; "*The most decisive victory of an ideological revolution will always be achieved when the new ideology is taught to as many people as possible and, if necessary, later imposed on them*" (Hitler, 1925: 654).

Correct propaganda is a means to an end. It does not serve the truth objectively, but itself. According to Goebbels, the task of propaganda should be to completely saturate the population with its ideas without them even realizing it. It is used to influence people and create their beliefs (Sternberger, 1970: 110-116). An important factor for the effectiveness of National Socialist propaganda was, of course, the appeal that was not directed towards reason but towards emotions. This corresponds to psychological propaganda theories that place special emphasis on the affective emotional level of the readers. In spoken language, emotional components can be supported by gestures, facial expressions, and intonation. However, if someone succeeds in giving the reader the impression that he is listening, he achieves the greatest propagandistic effect (Wenzel, 1981: 56). Another important element in the function of Nazi propaganda is the use of agitation. Propaganda is often confused with agitation because the terminology does not make a distinction. However, propaganda is reserved more for the description of Nazi political advertising, while the term agitation is used for all efforts of political opponents. The word agitation is attributed to the political opponent, and the term propaganda has a positive value that can only be measured by its effective success (Hagemann, 1970 (a): 12). The most of scholars believe that agitation is limited to a few individuals, while propaganda is a tool for the masses. The means or media used for agitation and propaganda depend primarily on the recipient as well as on hard-to-influence factors such as level of receptivity, education, or standard of living.

2. THE PROPAGANDA MINISTRY

On March 13, 1933, by order of the Reich President, the Reich Ministry for Public Enlightenment and Propaganda was established, under the leadership of Propaganda Minister Joseph Goebbels. Initially, only the nomination of a Reich Commissioner for Public Enlightenment and Propaganda was planned, but ultimately a ministry was created that exercised control over culture and mass media. The tasks assigned to the Propaganda Ministry in the law of June 30, 1933 remained practically unchanged until the collapse of the Third Reich. This office was established for the purpose of enlightening and propagandizing the population about the policies of the Reich government and the national reconstruction of the German fatherland. Its structure grew extremely quickly; it started with 956 employees on April

1, 1939 and one year later, in 1940, there were already 1,940 employees working there. (Hagemann,1970(b): 25).

The Ministry of Public Enlightenment and Propaganda (RMVP) took over the tasks of other Reich ministries, which repeatedly led to tensions with other ministers. In order to prevent deviations from the predetermined propaganda direction, entire business areas of other Reich ministries were also assigned to the new ministry: Goebbels took over, among other things, the press department from the jurisdiction of the Foreign Office, and from the jurisdiction of the Reich Ministry of the Interior, he took over radio and the press. Overall, the ministry was divided into fifteen departments: budget, personnel, law, propaganda, foreign tourism, radio, film, literature, theater, fine arts, music, and other cultural tasks

Goebbels' propaganda practices are at the core of today's efforts to influence and manipulate politics. The influence on the language used in public, events, and especially in mass media, was crucial to the success of language manipulation. Whoever was able to control public language also had the opportunity to influence private language. An important instrument for manipulating public language were the daily slogans of the Propaganda Minister. (Bergsdorf, 1979: 108).

Goebbels believed also that it was not enough to influence people solely through ideological values in a theoretical way, and argued that practical applications in various fields also needed to be put into practice to a large extent. Thus, they could capture the chance to direct the idea they want to channelize and inflame the broad masses. Goebbels' propaganda approach can be summarized under several key elements. Firstly, Goebbels shaped propaganda practices around creating uniformity. Then, over time and according to the conditions of the era, he followed the method of determining the function of propaganda. In Goebbels' propaganda approach, the idea that high quality standards were not necessary to influence the masses was an important point. According to him, propaganda messages should be simple, clear, and easily understood. Therefore, instead of focusing on high-quality products or production values, the emphasis was on directly impacting the target audience with propaganda messages. This approach allowed propaganda to influence the masses not only through ideological values, but also through practical applications. Even today, Goebbels' approach to propaganda continues to influence efforts in the political arena (Goebbels, 2019: 59-62). Indeed, Hitler also embraced Goebbels' propaganda methods, but he chose to reach the masses through the press and to present issues to them in a way that favored his own side.

3. PROPAGANDA AS A POLITICAL STRATEGY

For Hitler, politics was synonymous with propaganda; it was meant to serve the constant manipulation and mobilization of the masses. Hitler's political success and rapid rise to absolute leadership depended to a large extent on his oratory skills and his instinctive sense of effective staging (Kriegsideologie, Propaganda und Massenkultur, 2015). According to Kurt Bauer, what set Hitler apart from the average speaker was his modern understanding of effective political agitation. The glorification of national leaders, heroes, martyrs, and other great men was not entirely new in Prussia; it had already begun with the rise of modern nationalism in the early 19th century. This coming together around a charismatic figure had both secular and religious premises (BPB, 2012).

In National Socialism, all authority in the party and state was supposed to emanate from a central leader figure who was confirmed by the masses through acclamation (approval) and spread in a pyramid-like structure downward. Propaganda used all available means to convey this order. Bauer writes that the increasingly dense pseudo-religious aura around Hitler, as the "Leader of the coming Germany," proved to be the most effective propaganda for National Socialism from 1924 onwards (Bauer, 2008(a): 117).

In Nazi propaganda, everything was programmed to overwhelm the viewers with a plethora of sensory impressions and make them receptive to the political messages of the Nazis.

Much attention was paid to the elaborate protocol of events: military marches, flag parades, thundering martial music, and notably, a deliberately delayed arrival of Hitler as the main speaker, possibly to increase anticipation. This carefully orchestrated protocol contributed to the creation of a pseudo-religious aura around Hitler and the mobilization of the masses (Bauer, 2008(b): 115). Another element for the complete establishment of the cult of the leader and thus for strengthening internal stability was the Hitler salute, which was sporadically used since 1923 and became mandatory for party members from 1926 onwards.

The National Socialists fundamentally rejected pluralism, majority rule, parliamentarism, and democracy, and instead advocated for the unrestricted leadership principle, also known as the "Führerprinzip" or "Führer principle" (Bauer, 2008(c): 112). According to Bauer, such charismatic leaders fulfilled a significant role in providing identification for young nations. In his assessment, many of those who were drawn to the

National Socialist movement were former members of youth a fundamental trust movements who, after the defeat in World War I, the collapse of the monarchy, and the establishment of a democratic republic that was not internally accepted, sought an object for their unfulfilled longing for a strong leader and national savior. The Führerprinzip, with its absolute hegemony of the military in the internal and external structure of the Nazi Party, corresponded to the charismatic rule of Hitler and gained paramount importance in the power structure of the National Socialist regime as it developed. Fabian Morger also emphasizes the role of propaganda during the interwar period. He points out that after World War I, propaganda was a relatively new phenomenon that fascinated the public (Morger, 2010 (b): 5). Hitler was heavily inspired by British wartime propaganda during his participation in World War I. He saw it as a model for later implementation of propaganda in his own Reich. He argued that British propaganda had a decisive impact on Germany's defeat in 1918. In the later adoption of propaganda methods, it became a central task to establish between the people and the Nazi leadership (Bauer, 2008(d): 109). According to Bauer, individuals lost their personality and critical thinking ability in the mass, becoming gullible. And he explains, "It is part of the well-calculated ambiguity and contradictions of National Socialism that it could stage archaic peasant mythology using state-of-the-art technical and psychological propaganda methods without losing credibility among its followers (Bauer, 2008 (c): 113)."

Before examining the propaganda activities of Nazis in the fields of education and media, Morger's four-phase classification of Nazi propaganda strategies discussed in this section will be useful for the coherence of the study overall.

1. In the initial years of Hitler's rise to power (1933-36), there was a predominance of outwardly-oriented peace propaganda, along with simultaneous camouflage of military rearmament. Propaganda aimed at generating sympathy for the armed forces (Wehrmacht) within the population, with the aim of increasing the population's willingness to defend the nation.

2. During the phase of power consolidation (1936-39), propaganda was increasingly used for internal mobilization. Nationalistic and racist ideologies were spread, emphasizing the superiority of the German race and aiming to strengthen unity and loyalty within the population. War preparations were also propagated to prepare the population for an upcoming war

3. During World War II (1939-45), propaganda was used for wartime mobilization and manipulation of public opinion. It aimed to promote patriotism, demonize enemies, and justify

Nazi aggression. Propaganda was used to maintain support for the war effort, boost morale, and suppress dissent. During the harsh winters of 1941/42 and 1942/43, propaganda in Nazi Germany took on a darker character. Propagandists called for greater "harshness" and the implementation of "total war" on the home front (ZBE, 2004). The propaganda increasingly relied on the creation of enemy images, with the "Bolshevik" (Soviet Union) on one side and the capitalist "plutocrat" (USA) on the other, both of which were associated with Jews. However, this fear-based propaganda became less effective as the war situation deteriorated.

4. In the final years of the Nazi regime (1945), propaganda efforts were focused on deflecting blame, preserving the image of National Socialism, and maintaining control despite the deteriorating military and political situation. However, as the Allies advanced and the regime collapsed, propaganda became less effective, and the Nazi propaganda machine ultimately crumbled with the defeat of the Third Reich.

4. PROPAGANDA IN SCHOOL EDUCATION

After Hitler took power in Germany in 1933, one of the top goals of the National Socialist German Workers' Party (NSDAP) was to transmit the National Socialist ideology and worldview to the entire population (Çakı, 2019(b): 204). Propaganda Minister Goebbels was also aware of the necessity of creating a society that was permanently devoted to Nazism, rather than just short-term manipulation and persuasion through the media. The way to do this was to establish the national education system on the adopted ideological values. To achieve this goal, the regime attempted to indoctrinate the German and later Austrian population with the idea of the national socialist "Volksgemeinschaft" (People's Community), which aimed to create a certain behavior and sense of solidarity. One of the most important target groups for this was the youth, as they were considered the easiest group to influence due to their age, and according to Hitler, they should secure the future of the national socialist Reich. The NSDAP aimed to achieve this by establishing a National Socialist Teachers League (NSLB) in 1927, even before coming to power, to create an education system aligned with Nazi ideology (Der Nationalsozialistische Lehrerbund (NSLB), 2023).

The integration of German children and youth into the Hitler Youth (Hitlerjugend) was of great importance, especially since national socialist indoctrination and the cultivation of a "Volksgemeinschaft" could only work if the regime could influence and control the living space

of children and youth accordingly. Thus, the Hitler Youth was to serve as an educational instrument that bound girls and boys to the regime and motivated them to act in accordance with the principles of the national socialist "Volksgemeinschaft" through physical training and ideological education.

According to Hitler's perspective, schools were primarily seen as a preparatory stage for military service. This militaristic approach to education had a significant impact on the daily school life. Topics such as war, combat, and enmity became primary themes in almost all subjects. Starting from 1934, the Reich Ministry of the Interior took over parts of the responsibility for education from the states (Länder) and began centralizing and standardizing the education system (Kollmann, 2006(a): 32). To mobilize German youth for the "Volksgemeinschaft" and to implement educational goals, the Hitler Youth was constantly engaged in a mix of offers and rewards to bind young German boys and girls to the regime. The attention that the Nazi regime devoted to German youth was also a particularity, as children and adolescents had never been courted in this way in German history prior to 1933-1945. In addition, the mass organization Hitler Youth also served the racially based selection of its members, as the offers and rewards as well as participation in the "Volksgemeinschaft" were only intended for those German youths who met the "racial" criteria of the National Socialists (Klönne, 1960: 12-15).

According to Kollmann, the ultimate goal of Nazi propaganda in educational indoctrination was to shape the so-called "Aryan" youth into "racially conscious comrades of the nation", focusing on strengthening their youthful bodies and raising them as committed National Socialists (Kollmann, 2006(b): 21). The ideology of Volksgemeinschaft, or the "people's community," promoted by the Nazi regime aimed to downplay social differences among the "Aryan" Germans and fostered hatred against perceived inferior groups or "subhumans. One of the first concrete step of this doctrinal change was the removal of Jewish teachers from their positions in the education system (Çakı, 2019 (a): 207). Besides, at the same time, the Minister of Education of that period, Bernhard Rust, included the Aryan race in the curriculum and removed the religious education from the program of schools in 1939. The textbooks for all subjects were edited to align with the Nazi worldview. For example, in the subject of geography ("geopolitics"), the "Volk ohne Raum" or "people without space" ideology was taught, which promoted the expansion of German territory. In history, revanchism (seeking

revenge for the Treaty of Versailles) and racial superiority were taught, promoting the belief in the superiority of the "Aryan" race (Flessau, 1987: 122).

Over the years the Hitler Youth became the centerpiece of propaganda methods in the field of education. In 1936, the "Law on the Hitler Youth" was also passed, which legally established the Hitler Youth as the third most important institution of education, alongside the family and school. Consequently, it was also legally established that young people should be educated by the Hitler Youth to become physically and mentally healthy "Volksgenossen/Comrades" (Bernett, 2017: 359). By 1939, membership in the organization became mandatory for all Aryan youth.

To sum up, in the implemented system, children and youth were given a patriarchal education from an early age regarding their societal roles and responsibilities. Boys were raised to adhere to militaristic values, being ready for war at any moment for the continuity of their nation, and encouraged to be strong and willing to become heroes for their nation. On the other hand, girls were instilled with the duty of motherhood, aiming to raise generations who would embrace the ideology of Nazism and believe in the superiority of the German race. Ideologically, Nazism emphasized power and strength, with "Kraft" (Strength) and heroism being important concepts in the upbringing of young people. According to the education system of the Nazi state, the goal was to raise every young person through militarized physical education classes. Education, which was dominated by the Enlightenment understanding, was seen as an obstacle to the spread of the ideology by the Nazis. Therefore, the aim was to create a militarized mass obedient to the regime. Furthermore, in fairy tale books prepared to ensure the new generations embrace the ideology, anti-Semitism and depictions of the superior German race were supported with illustrations.

5. PROPAGANDA IN BROADCASTING

The propaganda of national socialism had a remarkably close and symbiotic relationship with new mass media technologies, particularly film and radio. The use of radio in Nazi propaganda was instrumental in shaping public opinion, influencing the masses, and promoting the ideals of the Nazi regime (Morger, 2010(c): 10). Joseph Goebbels, as part of his efforts to control the consciousness of the masses within the Ministry of Propaganda, established also the Reichskulturkammer in 1933 as the most important organization for

managing Nazi propaganda tools in various areas such as culture, censorship and homogenization. This organization, consisting of a total of seven different departments including radio, literature, music and film, functioned as a propaganda factory. Goebbels placed great emphasis on media and film operations, and as a result, the institution rapidly grew over the years, with the number of employees increasing by almost five times in just seven years (Donner, 1995(a): 14).

Reichskulturkammer worked as a censorship institution and all broadcasts and films had to pass through the approval of the institution before being published. Another task of the institution was to make visual products suitable for Nazi ideology available to the public and ensure their control over consciousness.

Goebbels' first move was to distribute radios to the public, as access to radios was necessary for successful radio propaganda. In 1933, on the initiative of the National Socialists, a domestically developed radio set called the "Volksempfänger" was introduced to the market to reach a broad spectrum of citizens. Initially, only speeches by Joseph Goebbels, who was then the Minister of Propaganda, were broadcasted, leading to the device being nicknamed "Goebbels' snout." Due to its low price of 76 Reichsmark (a fraction of the cost of a conventional radio, which ranged from 200 to 400 RM), this device was easily accessible to the majority of the population, and the radio indeed became a powerful medium for Nazi propaganda (Jacobsen, 1993: 11).

According to Morger, a total of 45 election broadcasts by the government parties, including several Hitler speeches, were aired for the 1933 election campaign. The music program was also used for propaganda purposes, with many marches, Nazi songs, and worker songs being broadcasted. Thus, the radio was overall politicized during this time (Morger, 2010d: 11). In addition, serious censorship was applied to unauthorized broadcasts and those deemed as enemies through this institution. Especially during the war, radio became the primary propaganda tool used by the regime to control the information flow and shape public sentiment. As predicted, Reichskulturkammer came into play precisely at this point (Wegner, 1983: 27).

Another medium with significant propaganda potential was the art of film. The German film industry, which dates back to 1906, has developed over the years and has become an industry. The number of cinemas in Germany has reached 1200. Although the sector was booming during the First World War, compared to other countries, Germany did not have a strong cinema industry at that time. However, Germans noticed the impact of anti-German films

during the war, and they aimed to further institutionalize the industry (Hoffman, 1996: 79). Hitler and Goebbels shared a common interest in cinema. Seeing the growth of the industry, Goebbels believed that propaganda would best take shape in the cinematic environment. He referred also to film as the "most modern means of influencing people." Hitler himself highlighted the strong and special effect of film on the viewer in his book "Mein Kampf." He believed that through the film, people could be manipulated on a subconscious and emotional level. Films that violated the "national socialist, religious, moral, or artistic sensibilities" (according to Goebbels) were banned.

One of the first and most important examples of this propaganda method was the film "Triumph of the Will," commissioned by Hitler to the filmmaker who would later become known as the director of the Nazis, Leni Riefenstahl. The film was created as a classic product of Nazi propaganda and aimed to increase belief in National Socialism (Narayanaswami, 2011: 2). By the way, two films directed by Karl Ritter, Adolf Hitler's personal friend and favorite film director, were at the center of Nazi propaganda activities: "Treasonous" and "Patriots". The film "Treasonous" portrayed the story of a spy. Its purpose was to narrate a possible war to the German people and persuade them. Additionally, it aimed to evoke a sense of defense enthusiasm among Germans and emphasize the necessity of rearmament in the face of the possibility of war. Ritter's second war propaganda film was "Patriots," released in 1936. The film's overarching background was the First World War. Ritter depicted the patriotic theme that the Nazis used as the opposite of the term "traitor." In this film, the patriotic Nazi character was depicted as ruthless, aggressive, and to some extent, childlike but ultimately a good man. In fact, the heroes in the film with a World War I theme bore little resemblance to the Germans of the 1914-1918 period. The hero in "Patriots" resembled more of an SS officer, meaning that the selected heroes were elite guards in black uniforms. The film presented the ideal characteristics of a hero within a love story. As a result, it showed how German values converged in terms of heroism and instilled in the audience the notion that heroism is more important than love (Altmann, 1959: 387-391).

But towards the end of World War II, the production conditions for the film industry deteriorated significantly. Due to Allied bombings and widespread occupation, cinemas and production facilities were destroyed. However, Goebbels made great efforts to keep the film

industry alive. Screens were hung between ruins, and even as Soviet troops approached Berlin, Goebbels planned a full-length film about a bombing night in Berlin titled "*Life Goes On*". The significance of the medium of film for the propaganda of the Third Reich can be even more clearly expressed through some numbers than through several pages of detailed film analysis. Between 1933 and 1945, approximately 1100 cinema films were produced. Only a small portion of these films were newsreels and documentaries, and even these were in an overt and aggressive propaganda style (Donner, 1995(b): 8). In summary, radio and cinema, as media communication tools, became the most effective and popular instruments for the Nazis to manipulate the masses. It is widely accepted as a scientific fact that the Nazi regime performed well in utilizing these tools.

CONCLUSIONS

Although propaganda appears to be a modern phenomenon conceptually, it is a term that can be discussed in conjunction with human existence. In the modern sense, propaganda can be traced back to the 17th-century activities of the Roman Catholic Church. It can even be said that the concept of propaganda is a term that has been in use from ancient times to the present day. Propaganda, which experienced a flourishing period during the First World War, became specialized and systematized during the Second World War, and in today's world, it has become fully divided, diversified, complicated, and even stronger. When it comes to propaganda, the first two names that come to mind are Adolf Hitler and Joseph Goebbels. In fact, Goebbels has been referred to as a propaganda genius in many works.

The main point to emphasize here is that the study begins with an overview of the historical development of propaganda and then characterizes the propaganda of the Third Reich, and specifically analyzes only their activities in education and media.

In this article, the propaganda methods used by the Nazis during the period of Nazi Germany are examined by analyzing the two areas where propaganda was most effective: the media and education sectors. The reason for this examination is that today's propaganda techniques are based on the Nazi propaganda methods mentioned above.

Under the intellectual leadership of Joseph Goebbels, the Nazis conducted their propaganda efforts primarily through the radio and film industry in the field of media. They realized that using the radio was the fastest way to reach the masses. Therefore, they initially placed great importance on the radio and aimed to have a radio in every home. Additionally, the Nazis conducted a serious propaganda campaign in the film industry, attempting to

influence the masses with their films and they were successful in doing so. For example, The Triumph of the Will -the most well-known of these propaganda films- has been described as the birth of the new Germany. The propaganda activities in the field of education were mainly conducted through the "Volksgemeinschaft" doctrine and the Hitler Youth organization. These activities aimed to create a uniform society under their own ideology and were successful at every level of the education system. Especially after 1936, the propaganda activities in this field were more institutionalized and increased their effectiveness. The propaganda activities carried out by the Nazis to raise a new generation obedient to the ruling power are clearly based on biopolitical elements. In this context, the Nazis saw the new generations as a political tool to ensure the continuity of their power. That is why the field of education holds great importance among the areas of propaganda. The form and function of propaganda changed completely during the National Socialist regime. In Nazi Germany, propaganda was seen as a weapon rather than a tool that could change the course of the war, and it became a total war effort that encompassed all production sectors. During this process, propaganda was used as an effective method to explain and promote Hitler's National Socialist ideology, to ensure its acceptance by the public, to push opponents outside of the system, to alienate and eliminate them. Goebbels' systematic work on this subject covers an area that is similar to the way of thinking in today's world. This study has once again demonstrated that the Nazis were skilled at creating propaganda elements and utilizing them.

GENİŞLETİLMİŞ ÖZET

İkinci Dünya Savaşı'nın tartışmasız baş aktörü olarak kabul edilen Nasyonal Sosyalist İşçi Partisi'nin (NSDAP) ülke yönetiminde oldukları yaklaşık 13 sene boyunca birçok alanda ilerleyen yıllarda öncü olarak sayılabilecek bazı siyasi durumlar ortaya çıkmıştır. Bunlardan biri çalışmanın da temelinde yer alan propaganda konusu olmuştur. Dönemin şartlarına göre halkı etkileme ve kontrol altına almada oldukça başarılı yöntemler kullanan Nazi'ler propagandayı etkili bir silah olarak kullanmışlardır. Nazi ideolojisinin temel fikri olan Aryan-Alman ırkının üstünlüğünü devletin bütün propaganda adımlarında bir mihenk taşı olmuş ve güçlü bir şekilde işlenmiştir. Bu dönemde propaganda'ya özel önem verilmiş, konuya bilimsel yaklaşımıştır. Dönemin propaganda Bakanı Joseph Gobbels'in yetenekleriyle de gelişen Nazi propagandası aracılığıyla eğitim ve medya başta olmak üzere birçok alanın propaganda aygıtına

dönüştüğü görülmüştür. Eğitimin alanında yapılan teorik çalışmalar sonucu üretilen Volksgenossen yani yoldaş tanımının çerçevesinde tek tip bir toplumun yaratılması hedeflenmiştir. Sinema sektöründe ise Almanya tarihi ve Nazi ideolojisini içeren, savaş sırasında ise kahramanlık hikâyelerinin anlatıldığı birçok film çekilmiş ve halk üzerinde tesirinin büyük olduğu gözlemlenmiştir. Buradan hareketle çalışmanın amacı Nazi Almanya'sının en önemli güçlerinden bir olan propaganda yönetiminin eğitim ve görsel yayın alanlarında nasıl kullanıldığının aydınlatılması üzerine kurulmuştur. Kaynak türlerine bakıldığında ise çalışmanın konusu Nazi Almanya'sından bir örneği içerdiğinden Almanca kaynak araştırması yapmaya oldukça açık bir nitelik taşımaktadır. Bu çalışma, gerek kaynak derinliği ve yukarıda da bahsedildiği gibi kaynak dili ve konu arasındaki konu geçen ülkenin dilinde yani Almanca kaynakların ağırlıklı kullanıldığı bir araştırma olması nedeniyle konu ile ilgili bilgiye ilk elden erişim sağlamaktadır. Özellikle Fabian Morger, Michaela Kollmann, Kurt Bauer gibi Almanca literatüründe konu ile ilgili ciddi araştırmaları olan yazarların çalışmaları, çalışmadaki temel kaynakların başında gelmektedir. Söz konusu özellik bilimsel çerçevede konuya araştırma anlamında derinlik kazandırmaktadır. Buna ek olarak John Altmann gibi isimlerin İngilizce ele aldığı kaynaklara da çalışmada yer verilmiştir. Kullanım geçmişine göre 17.yüzyıla kadar uzanan propaganda kavramı zamanla form değiştirmiş, gelişen dünya ile kullanım alanları da çeşitlenmiştir. Örnek olarak eski zamanlarda bazı kültürlerde şiir bir propaganda aracı olarak kullanılırken bazılarında ise resim veya taş yapıtlar halka bir mesaj aracı olarak kullanıldığı birçok durum tarihe geçmiştir. Öyle ki Joseph Gobbels günümüzde propaganda dehası olarak adlandırılmaktadır. Naziler eğitim alanında uyguladığı propaganda yöntemleriyle ideolojik yapıya uygun nesilleri başarılı bir şekilde yetiştirmiş, medya alanındaki kullanılan yöntemlerle ise halkta oluşan Nazi bilincini diri tutma ve gerekli durumlarda kamuoyunun ikna edilmesi amaçlanmıştır. Söz konusu yöntemler Üçüncü Reich propagandasının sıklıkla kullandığı yöntemlerden olmuş ve başarılı bir şekilde kullanılmıştır. Propaganda denildiğinde akla ilk gelen örneklerin başında gelen Nazi Almanya'sı zaten söz konusu kavramın açıklanabileceği en net örneklerinden biri olarak kabul edilmektedir. Çalışmada bu durum başlıklar halinde, güçlü verilerle analiz edilmiş ve okuyuculara aktarılmıştır. Çalışma propagandanın yöntemlerinin farklı alanlarda nasıl uygulandığının analiz edilmesi açısından önemli sonuçlar taşımaktadır. NSDAP iktidara geldikten sonra halkın sosyolojik durumunu sağlıklı şekilde gözlemleyip, o yapıya uygun olan bir propaganda yöntemi geliştirmiş ve ülke yönetiminde kontrolü sağlamıştır. Faşist bir diktatörlük olarak bilinen Nazi

yönetiminin, bunun aksine demokratik yollardan başa geçmesi ve bunu sürdürmesi propaganda yöntemlerinin işlevselliğinin bir kanıtı olarak da görülmektedir. Ayrıca son yılların en güncel konularından biri olan popülizmin anlaşılmasında da bir nevi destekleyici ve yararlanıcı bir özellik taşımaktadır. Son olarak bu çalışma Nazi Almanya'sına ve propaganda yöntemlerine dikkat çekmesi açısından değerlidir. Nazi propaganda yöntemlerinin incelenmesi çağdaş örneklerin ele alınmasında da farklı bir perpektif kazandırmasından dolayı bilimsel literatüre önemli bir bakış açısı sunmaktadır. Bundan dolayıdır ki çalışmanın bulgularının, analizlerinin ve kaynaklarının bu konuda gelecekte yapılacak araştırmalar için faydalı olabilecek yeni anlayışlar geliştirmesi beklenmektedir.

REFERENCES

- Altmann, J. (1959). "The Technique and Content of Hitler's War Propaganda Films: Part I: Karl Ritter and His Early Films", *Hollywood Quarterly*, Vol. 4, No. 4, Summer, 385-391.
- Arnold, K. (2002). *Kalter Krieg im Äther: der Deutschlandsender und die Westpropaganda der DDR*. Münster [u.a.]: Lit.
- Arno K. (1960). *Hitlerjugend. Die Jugend und ihre Organisation im Dritten Reich*, Hannover / Frankfurt.
- Bauer, K. (2008). *Nationalsozialismus. Ursprünge, Anfänge, Aufstieg und Fall*. Wien u.a
- Bergsdorf, W. (1979). Zur Technik totalitärer Sprachlenkung. S. 102-127. In: Bergsdorf, Wolfgang: *Wörter als Waffen. Sprache als Mittel der Politik*. Stuttgart.
- Bernett, H. (2019). *Sport und Schulsport in der NS-Diktatur*, Paderborn 2017.
- Besch, W. (1998). *Deutsche Sprachgeschichte: Grundlagen, Methoden, Perspektiven*. Festschrift für Johannes Erben zu 65. Geburtstag. Frankfurt/Main [u.a.]: Walter de Gruyter.
- Bussemer, T. (2008). *Propaganda. Konzepte und Theorien*. Springer, Wiesbaden.
- BPB. (2015). *Kriegsideologie, Propaganda und Massenkultur*. Erişim adresi: <https://www.bpb.de/themen/nationalsozialismus-zweiter-weltkrieg/der-zweite-weltkrieg/199404/kriegsideologie-propaganda-und-massenkultur/> 5 Haziran 2023 tarihinde BPB veritabanından alınmıştır.

- BPB. (2012). Das 19.Jahrhundert. Eriřim adresi: <https://www.bpb.de/shop/zeitschriften/izpb/das-19-jahrhundert-15/142117/1850-bis-1880/> 5 Haziran 2023 tarihinde BPB veritabanından alınmıřtır.
- Çakı, C. (2019). Antisemistist Mitlerin İnřasında Nazi Propagandasının Rolü. Karadeniz Teknik Üniversitesi Sosyal Bilimler Enstitüsü Sosyal Bilimler Dergisi, Yıl: 9 Sayı: 17, 203-219.
- Donner, W.(1995). Propaganda und Film im „Dritten Reich“. TIP Verlag, Berlin.
- Flessau, K.-I. (1987). Nationalsozialistisches Bildungswesen. Köln, Wien.
- Forschungsbereich, Bildung und Forschung. (2023). Der Nationalsozialistische Lehrerbund (NSLB). Erřim adresi <https://www.ns-akteure-in-tuebingen.de/bereiche/bildungsforschung/der-nslb> 12 Mayıs 2023 tarihinde Tübingen veritabanından alınmıřtır.
- Frind, S. (1964). Die Sprache als Propagandainstrument in der Publizistik des Dritten Reiches: Unters. An Hitlers „Mein Kampf“ u. den Kriegsjahrgängen des „Völkischen Beobachter“,Berlin.
- Goebbels, J. (2019). Büyük Yalanlar – Yalanın ve Çürümenin Kitabı (2. Baskı). (Bolut, D. Çev.), İstanbul: Zeplin yayınları.
- Hagemann, J. (1970). Die Presselenkung im Dritten Reich. Bonn: Bouvier.
- Hitler, A. (1925). Mein Kampf.
- Hoffman, H, (1996). The Triumph of Propaganda, Film and National Socialism, 1933-1945, John A. Broadwin/V.R. Berghahn(çev.), Frankfurt: Berghahn Books Inc.
- Jacobsen, H. / Hans-Adolf (Hrsg.) (1993). Deutschland 1933 bis 1945. Neue Studien zur nationalsozialistischen Herrschaft. Bundeszentrale für Politische Bildung, 1993. Schriftenreihe der Bundeszentrale für Politische Bildung Band 314. Paperbackausgabe.
- Kollmann, M. (2006). Schulbücher im Nationalsozialismus. NS-Propaganda, “Rassenhygiene“ und Manipulation. VDM-Verlag Müller, Saarbrücken.
- Kohlrausch, M. (2009). Medienskandale und Monarchie. Die Entwicklung der Massenpresse und die ›große Politik‹ im Kaiserreich (s. 116-129) içinde. Ateliers des Deutschen Historischen Instituts Paris: Deutsches Historisches Institut Paris Publications.
- Morger, F. (2010) :Propaganda im Nationalsozialismus. Hochschularbeit; Historische Untersuchung in FachGeschichte, April 2010
- Narayanaswami, K. (2011). Analysis of Propaganda: A Behavioral Study, Harvard University.

- Sarıtaş, İ. (2018). Nazi Döneminde Sinemanın Propaganda Aracı Olarak İşlevi. İletişim Kuram ve Araştırma Dergisi - Sayı 47, 330-350.
- Sternberger, D. (1970). Aus dem Wörterbuch des Unmenschen/ Sternberger; Storz; Süskind.- Neue erw. Ausg. mit Zeugnissen des Streites über die Sprachkritik. München: Dt. Taschenbuch-Verl. 1970.
- Wedel, H. (1962). Hasso von. Propagandatruppen. Die Wehrmacht im Kampf. Band 34. Neckargmünd.
- Wegner, B. (1983). Hitlers politische Soldaten. Die Waffen-SS 1933-1945. Leitbild, Struktur und Funktion einer nationalsozialistischen Elite. Schöningh, Paderborn/Wien.
- Wenzel, A. (1981). Tendenzielle Meinungsbildung mittels sprachlicher Manipulation in der rechtsradikalen Publizistik- eine kritische Untersuchung der Propagandamethoden der „Deutschen National-Zeitung“ im Vergleich zum NSDAPParteiorgan „Völkischer Beobachter“. Bochum, Univ., Diss.
- Zukunft braucht Erinnerung (2014). Totaler Krieg. Erişim adresi: <https://www.zukunft-braucht-erinnerung.de/totaler-krieg/> 25 Haziran 2023 tarihinde Zukunft braucht Erinnerung veritabanından alınmıştır.