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PARECER A

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EDITORIAL SUMMARY

The article presents a consistent historical and documentary analysis of eugenic ideologies and their culmination in the euthanasia policy implemented during the Nazi regime, with a particular focus on the educational implications for persons with disabilities. The introduction is well grounded and demonstrates familiarity with the relevant bibliographic sources, incorporating a comparative approach across different national contexts.

The manuscript reflects solid research and a coherent articulation of politics, science, and exclusionary practices. However, the argumentation lacks greater theoretical depth and analytical criticism. A predominantly descriptive approach, combined with limited engagement with contemporary educational policy, constitutes a significant limitation.

Nonetheless, the paper benefits from a strong dialogue with specialized scholars and offers a clear timeline of the events analyzed.

The text shows strong potential for publication, provided that mandatory revisions are implemented to deepen the theoretical discussion, expand critical analysis, and enhance the connection with current educational scenarios. All changes should be highlighted in yellow in the manuscript.

ARTICLE ANALYSIS

INTRODUCTION

The article explores the historical roots and evolution of eugenic ideologies, with particular attention to their impact on educational practices, attitudes, and policies concerning people with disabilities. It is technically sound, demonstrating mastery of historical and bibliographic sources, with clear references to specialized authors:

- The introduction provides excellent historical and bibliographic grounding;
- A relevant comparative approach is adopted, covering different countries and institutions.

CRITICAL ANALYSIS

The article demonstrates solid research based on a consistent historical and documentary foundation. The bibliography is robust, and the historical timeline is clearly structured. The topics are coherently connected, allowing the reader to understand the evolution of the eugenics ideology culminating in the systematic practice of euthanasia under the Nazi regime. The link between politics, science, and exclusion is evident throughout the text, though not always explored critically.

STRENGTH OF ARGUMENTATION

The text offers a moderately strong argument with potential for significant social and political impact. However, from a theoretical standpoint, it reveals weaknesses, particularly in its conceptual articulation within the proposed scope. It is recommended that the argument be strengthened with additional references, clear definitions of key concepts, and a more critical analysis connecting individual cases to broader structural dynamics in society.

LIMITATIONS AND OPPORTUNITIES

Although the article presents a well-structured and relevant proposal, several areas require enhancement:

- The approach is predominantly descriptive, with limited critical depth;
- The discussion of the lack of formal legal basis for euthanasia during the Nazi regime could be further developed;
- At times, the text is excessively descriptive;
- The link between the historical content and current educational practices could be reinforced with concrete examples of public policies or inclusive pedagogical methodologies.

ENGAGEMENT WITH OTHER AUTHORS

The authors cited in the article examine various aspects of eugenic practices and the euthanasia policy enacted under the Nazi regime. Šimůnek and Novák (2023) note that negative eugenics aimed to prevent the reproduction of individuals deemed genetically “inferior” or ill. They also report that Czech doctors were forced to close their clinics, which were then transferred to German physicians politically aligned with the Nazi Party (NSDAP). Ridley (2001) highlights that voluntary sterilization was promoted as a method of population control, encouraging individuals to consent to the procedure.

According to Šimůnek (2022), eugenics became part of modern social discourse after World War I, gaining space in public and institutional spheres. Scharsach (2001) adds that doctors would classify entire families as carriers of hereditary diseases, subjecting them to forced sterilization. Kyncl (2014) emphasizes that Nazi Germany never formally enacted a euthanasia law during the war. Husson (2009) further states that several execution methods were evaluated, but carbon monoxide gas chambers were chosen as a more “efficient” and “humane” method compared to lethal injections.

These contributions highlight the complexity and systematic nature of the measures implemented, revealing the entanglement of science, politics, and institutionalized violence.

CONTEMPORARY RELEVANCE

The article's main strength lies in its well-documented and critical articulation of eugenic discourse and medical practices during the Nazi regime. It clearly demonstrates how science was used as a tool to legitimize systematic policies of exclusion, sterilization, and extermination.

FINAL ASSESSMENT

The article provides a valuable contribution by addressing—through solid historical and documentary research—the origins and developments of eugenic practices, culminating in the Nazi euthanasia policy. The introduction is well substantiated, and the text is clearly structured, guiding the reader through the topic's evolution.

The strength of the argument is moderate: while the research is rigorous, the text lacks theoretical density, critical depth, and conceptual articulation. The approach remains primarily descriptive, and the link with contemporary educational practices is underdeveloped.

Nevertheless, the dialogue with specialized scholars is consistent and adds value to the discussion. Targeted revisions are recommended to strengthen the argumentative dimension and broaden the analytical critique, particularly regarding the historical impacts on the present.

This is a promising manuscript with publication potential, contingent upon revisions aligned with the observations above.

MANDATORY REVISIONS

Please highlight the following modifications in yellow in the manuscript:

- The approach is predominantly descriptive, with limited critical depth;
- The discussion of the lack of formal legal basis for euthanasia during the Nazi regime could be further developed;
- At times, the text is excessively descriptive;
- The link between the historical content and current educational practices could be reinforced with concrete examples of public policies or inclusive pedagogical methodologies.

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