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The United States Army Dependents Schools in Germany

Edward L. Treick
Central Washington University

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THE UNITED STATES ARMY DEPENDENTS SCHOOLS IN GERMANY

A Thesis
Presented to
the Graduate Faculty
Central Washington College of Education

In Partial Fulfillment
of the Requirements for the Degree
Master of Education

by
Edward L. Treick
August 1957

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APPROVED FOR THE GRADUATE FACULTY

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Ernest L. Muzzall

Lillian M. Bloomer

ACKNOWLEDGMENT

Grateful acknowledgment is extended Dr. Ernest Muzzall who saw the inherent worth of this paper and suggested the topic as a problem.

The writer wishes to express his sincere appreciation to Miss Mary Simpson for encouragement, guidance, and direction in the completion of this study which was done while in residence in Germany, with the communications and corrections being done by Air Mail between Germany and the United States.

Acknowledgment is given to Miss Lillian Bloomer for her patience, understanding and approval of this paper.

Special acknowledgment is made to Miss Hilda Jones, Principal, Augsburg American Elementary School who has been a source of guidance and strength to the writer.

To Mr. Rex Gleason, Principal, Munich American High School; Mr. Morris C. Crum, Principal, Kaufbeuren American Elementary School; and Mrs. Rose Koenig, special thanks are extended.

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INTRODUCTION

While attending the 1956 Summer Session at Central Washington College of Education, I was asked again and again about my experiences as a teacher in the United States Army Dependents School in Augsburg, Germany. What are the schools like? What are the teacher qualifications? How do you apply for such a unique experience? In what countries are there schools? These questions and many more were asked of me.

I could only speak from my own very limited experience. I knew there were service schools in many other countries, but when I looked in the libraries for information about these schools, there was none available.

Many other people were asked questions and could not answer them. It was suggested, and I readily accepted, that I write my Master's Degree Thesis on the schools and on my own experiences in the dependents schools. As far as is known there have been no books written on this subject. Therefore, this paper is a compilation of many guides, pamphlets, directives, and letters written, published, or mimeographed by the headquarters of the Dependents Schools.

Several principals and other educational leaders have been interviewed and their statements and experiences

have helped greatly in preparing this paper.

My assignment placed me in Augsburg, Germany, one of the oldest cities north of the Alps. During the Middle Ages, Augsburg was the financial capital of the known world. Her merchants owned fleets of ships, financed many of the ruling monarchs of the day. One merchant, Fugger, is reputed to have loaned Queen Isabella of Spain the money to outfit the ships for Christopher Columbus.

Augsburg was the capital for all of the lands north of the Alps ruled by the Roman Legions.

My assignment in 1954-55 was in the Junior High School. I taught two classes each of seventh grade Science and Math, one class of seventh grade Social Studies, and one eighth grade Math class. As a climax to the Social Studies class, the entire class of twenty-four pupils, two mothers, and the teacher took a four day combination field trip and sightseeing tour down the Rhine River by boat. It was a truly unique and wonderful trip that will never be forgotten.

During the summer of 1955, I was the summer school teacher-principal.

In the 1955-56 school year, I taught a sixth grade self-contained classroom.

As mentioned above, I spent the summer of 1956 in

attendance at C.W.C.E.

While teaching the sixth grade, I applied for the Assistant Principal position in Augsburg because the person holding that position was transferring to Okinawa. While at summer school, I was officially notified that my application had been accepted. I assumed the duties of Assistant Principal of the elementary school for the year 1956-57.

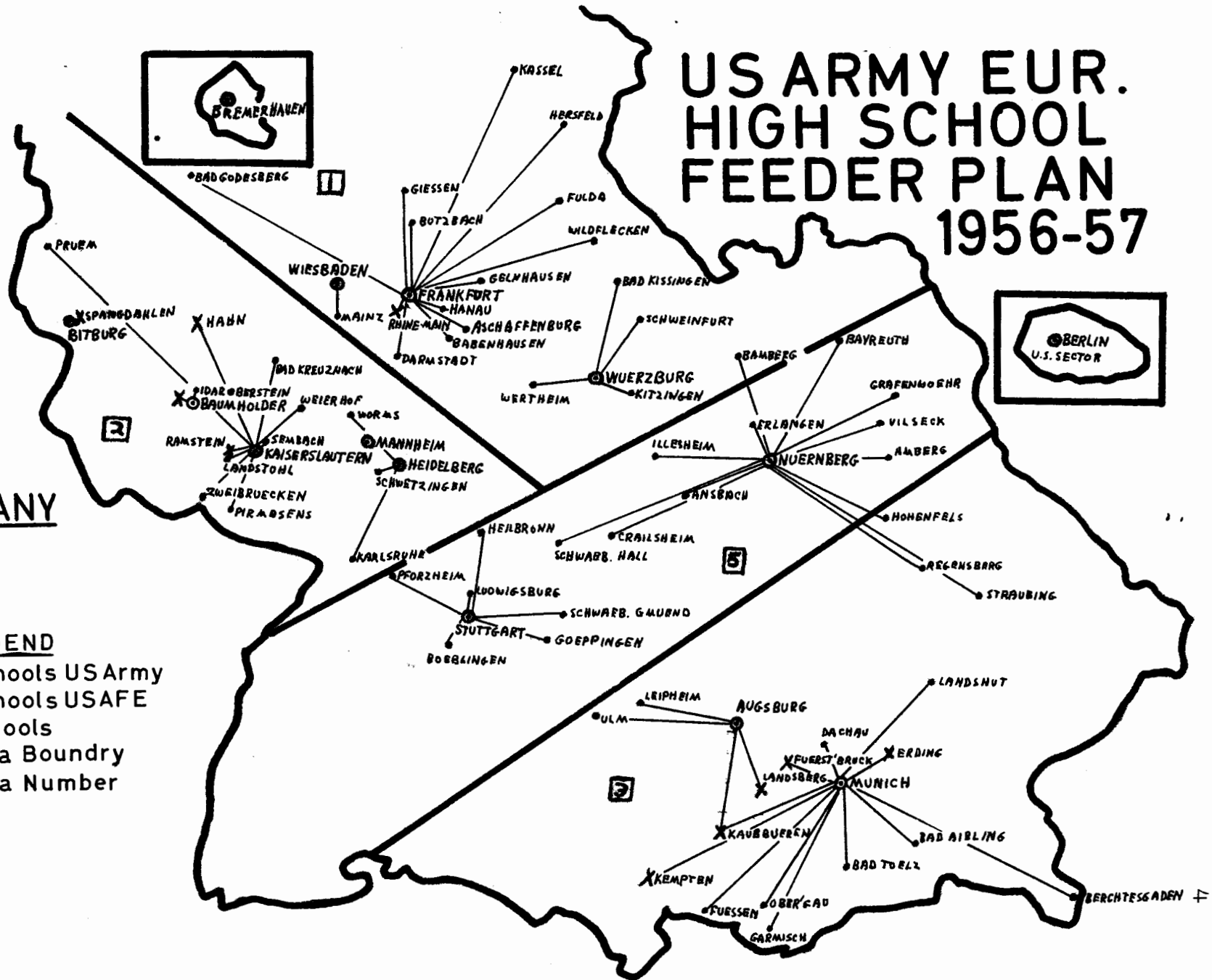
With this limited background, I have attempted to compile and digest pertinent data and information. This paper has helped me to organize and utilize heretofore random information that will undoubtedly make me a better teacher and administrator. It is hoped that it may also be of some use to others interested in Army Dependents Schools.

US ARMY EUR. HIGH SCHOOL FEEDER PLAN 1956-57

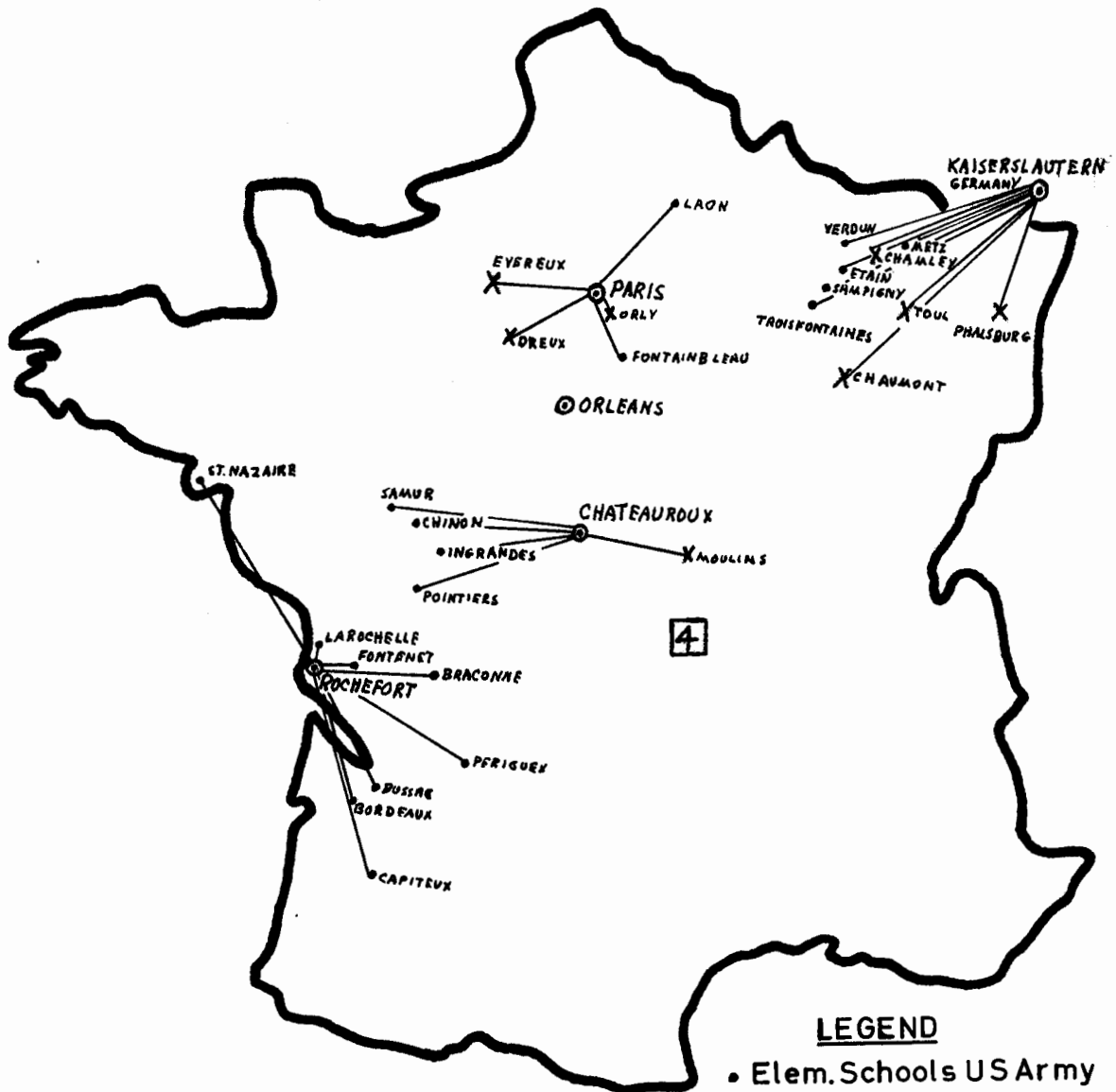


GERMANY

- LEGEND**
- Elem. Schools US Army
 - x Elem. Schools USAFE
 - ⊙ High Schools
 - Supt. Area Boundry
 - Supt. Area Number



US ARMY EUROPE HIGH SCHOOL FEEDER PLAN 1956-57



FRANCE

LEGEND

- Elem. Schools US Army
- x Elem. Schools USAFE
- ⊙ High Schools
- Supt. Area Number

CHAPTER I

HISTORY AND NEEDS OF THE DEPENDENTS SCHOOLS

The cessation of hostilities of World War II in 1945 brought about a governmental decision to allow service personnel to bring their families overseas at government expense. It has always been the policy of the United States to allow families of peacetime service men to accompany their sponsors to duty stations outside the limits of the United States. Soon after the shooting stopped it became apparent that America must maintain a large peacetime force for occupational duties and for the maintenance of peace. Never before in time of peace had the United States maintained such large forces overseas. This included such numbers of school children that an educational program had to be instituted to serve these dependents of the Army of Occupation. In order to hold trained men in the service, concessions as to pay and living accommodations had to be made. The dependent schools are an outgrowth of these concessions. German buildings were requisitioned and a campaign commenced in the United States to interest qualified teachers in accepting appointments to teach overseas.

GROWTH AND DEVELOPMENT

The first dependent schools in Europe opened in 1946, the costs of operation being covered from the general funds allocated to the Army by Congress. Reparation monies from Germany were also diverted to cover costs of construction of school buildings and to purchase expendable supplies in the occupied area. It was not until 1948 that the United States Congress finally adopted legislation recognizing the need for dependent schools and appropriating the necessary funds for their upkeep.

Authority for the dependent school program is contained in Public Law 434 (Section 625) of the 81st Congress and in Public Law 327 of the same congress.¹

The first dependent schools were opened in buildings requisitioned from the Germans as a part of reparations. Large houses, office buildings, and castles made up the type of school buildings for this new Adventure in Education.

New teachers were confronted with many types of problems. Desks were makeshift, blackboards were rare, and supplies were a scarcity. As the management of the

¹Charles A. Quattlebaum, Federal Educational Activities, Vol. II, Part 3, "Survey of Federal Educational Activities," July, 1951, pp. 38-39, 76.

Army of Occupation stabilized and supply channels were established, these problems were solved.

Most of the first schools were in the occupied areas but as pacts of mutual defense were formed the United States Air Force emerged as the main striking force of the Western Powers. Many air bases were constructed in free countries of Europe. As these bases took shape, the need arose for the Air Force to take control of their schools from the Army.

In 1954, control over schools on air bases and schools whose student population were comprised primarily of children of Air Force personnel was placed in the hands of the Air Force Office of Dependent Education with headquarters in Wiesbaden, Germany.²

That is the reason for the two main systems of schools in Germany and France. This paper will deal with the Army Dependent Schools but the writer wanted to make this short explanation of the reason for the two systems in Europe.

During the school year 1946-47, the first year American schools were in operation in Europe, there were approximately one hundred thirty permanent American personnel employed in the dependent schools. The schools were

²United States Air Force, Europe Policy Letter dated August 2, 1954.

located in Germany and Austria. Soon more and more families accompanied their sponsors to Europe. It became necessary to open more and more schools. This resulted in a greater need for qualified personnel to staff the rapidly growing American school system of Europe.

During the year 1956-57, there were approximately sixteen hundred permanent American educational employees in Germany and France and approximately four hundred thirty German or French teachers. These figures include all Army and Air Force schools in these countries.

There are more than two hundred fifty elementary and secondary schools now operating outside the continental United States in Europe, Africa, the Far East, the Azores, and Newfoundland. These schools are attended by about sixty thousand American boys and girls. About ninety per cent of these students are in the elementary grades.

As of September 1956, the USAREUR school system consisted of fifty-eight kindergartens, ninety elementary schools, five junior high schools, and fifteen high schools. These schools were staffed with a total of 1329 American teachers and administrators and 261 German/French teachers. There were 3842 children enrolled in kindergarten, 29,540 in grades 1-8, and 3820 in grades 9-12 -- a grand total of 37,202.³

³Dependent Education Group Bulletin No. 19 dated 12 October 1956.

The backgrounds and heritages of the students are varied and regional as are the United States. Problems of adjustment are everywhere, due to the frequent transfers and changes of Army personnel. At the same time, according to Dr. Norman Lange, Chief, Instructional Services, Dependents Education Group, USAREUR, it has been found that these students generally are more easily acclimated to the environmental changes.

For the purpose of providing these children with a satisfactory and continuous American type of an educational program, these schools have been established and maintained with the most capable instructor and administrative staff personnel which could be recruited from within the United States.

If an educator is interested in working in a professional status abroad, many possibilities with the State Department and the Department of Defense are available. This will be discussed fully in Chapter Four.

ABBREVIATIONS

The period for using abbreviations has been with us for some time. The United States Army finds it necessary to designate their offices and officers by abbreviations. It is said that the Army could not exist were it not for the fact that it has an abbreviation for everything. The

Dependents Education Group (DEG), a part of the United States Army, is no exception.

Following are a few of the most frequent abbreviations used by the school personnel in Europe. They are printed without periods and will be so used in this paper.

ADSEC	- Advance Section (a United States Army area in France)
AF	- Appropriated Funds (money allotted by Congress)
AFN	- American Forces Network (U. S. Army radio)
AGO Card	- Officially known as WD AGO Form 65, it is the identification card issued to all American military and civilian employees of USAREUR.
AL	- Annual Leave
APO	- Army (or) Air Force Post Office
AR	- Army Regulation (Those governing dependent schools are known as AR 350-290)
BASEC	- Base Section (a United States Army area in France)
BC	- Berlin Command
BOQ	- Bachelor Officers' Quarters
CO	- Commanding Officer
COMZ	- Communications Zone (a United States Army area in France)
DAC	- Dependent of the Army Civilian (teachers)

DAF - Dependent of the Air Force Civilian

DEG - Dependents Education Group (Dependent School Headquarters)

ELEM - Elementary

EUCOM - European Command

HACOM - Headquarters Area Command (A United States Army area in Germany)

HS - High School

IG - Inspector General

LWOP - Leave Without Pay

MATS - Military Air Transport Service

MP - Military Police

MPG - Military Payment Certificate (Script, and teachers are paid in this)

MSTS - Military Sea Transportation Service

NACOM - Northern Area Command (a United States Army area in Germany)

NAF - Non-appropriated Funds - or an employee not paid from congressional funds

NATO - North Atlantic Treaty Organization

PX - Army Post Exchange

QM - Quartermaster

SACOM - Southern Area Command (a United States Army area in Germany)

SUPT - Area Superintendent of Schools

SR - Special Regulations (Those governing the dependent schools are known as SR 350-950-1)

TDY	-	Temporary Duty Station
TP	-	Teacher-Principal of a School
TRAW	-	Teacher Recruitment, Assignment, and Welfare
USAF	-	United States Air Force
USAREUR	-	United States Army, Europe
USN	-	United States Navy
WAC	-	Womens Army Corps
WACOM	-	Western Area Command (a United States area in Germany)
ZI	-	Zone of Interior (Good old United States)

CALENDAR 1956-57 revised*

1. The school calendar for American dependent schools of the United States Army, Europe, is announced below.

2. Schools will not be in session on national holidays or special holidays of the United States Army, Europe. Information regarding such holidays not included in the following calendar will be announced as it becomes available.

3. This calendar is effective until 30 June 1957 unless sooner rescinded or superseded.⁴

⁴Dependents Education Group, A Teachers' Tour In USAREUR (APO 164, New York: Dependents Education Detachment, 1956), pp. 8-10.

- 2 July-10 August - Summer schools and workshops in session
- 1 August - Superintendents return to duty
- 10 August - All principals and teacher-principals on duty
- 15-17 August - Orientation conference at Berchtesgaden, Germany
- 27 August - Teachers return to duty
- 3 September - Labor Day - Holiday
- 4 September - Local teachers' meetings

FIRST SEMESTER

- 5 September - Schools open
- 10 September - Enrollment report as of 10 September
- 15 October - Roster of non-Army students due at DEG
- 19 October - End of first marking period for elementary schools (33 days)
- 1-15 November - School officers submit requisitions for second semester expendable supplies
- 9 November - Mid-semester for high schools (48 days)
- 12 November - Veterans' Day - Holiday
- 22 November - Thanksgiving Day - Holiday
- 23 November - Thanksgiving vacation
- 7 December - End of second marking period for elementary schools (32 days)
- 21 December - Schools close 1530 hours for Christmas vacation
- 24 December-1 January - Christmas vacation
- 2 January - Schools reopen
- 25 January - End of third marking period for elementary schools (28 days)
- End of first semester for high schools (93 days)

SECOND SEMESTER

- | | |
|-------------|---|
| 22 February | - Washington's Birthday - Holiday |
| 8 March | - End of fourth marking period for elementary schools (29 days) |
| 29 March | - Mid-semester for high schools (44 days) |
| 17 April | - End of fifth marking period for elementary schools (28 days) |
| | - Schools close 1530 hours for Easter vacation |
| 18-28 April | - Easter vacation |
| 29 April | - Schools reopen |
| 30 May | - Memorial Day - Holiday |
| 7 June | - End of sixth marking period for elementary schools (29 days) |
| | - End of second semester for high schools (86 days) |
| | - End of school year (179 days) |
| 11 June | - Teachers complete reports to the principals |
| 14 June | - Principals' reports due to the SUPT |

*The second semester was revised by letter AEUE 352.9 dated 2 January 1957 and signed by Earl R. Sifert, Director, DEG.

PHILOSOPHY

The philosophy of the Dependent Schools in Germany and in France is stated in paragraph 301, Administrative Regulations of Dependents Education Organization.

All schools will attempt to provide educational opportunities for all students in accordance with their needs as American citizens. Educational activities will not be confined solely to academic classroom instruction but will also encourage student participation in the opportunities existing in a foreign land

for broadening experiences. The distinctive characteristics of the community, such as its social, economic, religious, recreational, and educational institutions should be emphasized. The schools must also be concerned with an understanding of the social, political, economic, and other forces of the world community and with the development of the ability of⁵ all people to live together peacefully in one world.

ESTABLISHMENT AND LOCATION OF SCHOOLS

The following extraction from the Army regulations governs the establishment and locations of schools.

Major overseas commanders may establish an Army dependents' school when an enrollment of at least twenty eligible dependents is assured in an elementary school, or where an enrollment of at least forty eligible dependents is assured in any secondary school. The foregoing limitations do not apply to schools established for education of children by use of⁶ correspondence, extension, or home-study courses.

Schools have been established in accordance with the above regulations and in the locations indicated on the maps on pages 4 and 5. These maps will give an idea of the vast network of American dependent schools in Germany and France. They will also serve as a guide for determining the distances and the large areas the high schools serve.

⁵Dependents Education Organization, Administrative Regulations (APO 164, New York: Dependents Education Organization, 1954), p. 25.

⁶Department of the Army, Education and Training, Special Regulations, SR 350-950-1 (Washington, D. C.: Department of the Army Publications, 28 November 1952), p. 3.

CHAPTER II

ORGANIZATION OF THE DEPENDENTS SCHOOLS

I. DIRECTOR OF DEPENDENTS EDUCATION GROUP

The manager in the Army Dependents school is Dr. Earl R. Sifert. He has served in a dual capacity as Director DEG and Director DEO. He has served as the director since July 1954.

Dr. Sifert is a highly respected educator and was formerly chairman of the North Central Association of Colleges and Secondary Schools. He has labored very conscientiously to improve the educational system for dependents in USAREUR. He and his staff have been most instrumental in seeing that the educational standards in the American schools have met and surpassed the standards of the best school systems in the United States.

The responsibilities of the Director are stated in SR 350-950-1 and are as follows:

The Director has been charged with the responsibility for the establishment, continued development, and supervision of the educational program, to include the following:

- A. Curriculum - Constant supervision of the adoption and development of an adequate curriculum for the Army dependents school, utilizing all available resources.

- B. Pupil Activity Program - Pupil participation through student councils or similar organizations in the administration of school functions which especially concern the interest and welfare of pupils. The activity program will provide opportunity for developing leadership ability and stimulate active participation of all pupils in appropriate school organizations and community activities.
- C. Library Service - A school library easily accessible to pupils, adequate in size, attractive in appearance, and including:
1. An efficient, trained librarian.
 2. Suitable books and periodicals for reference, research, and cultural and inspirational reading.
 3. Provisions for keeping all materials fully catalogued and well organized.
 4. Encouragement of pupils in the development of the habit of reading and enjoying books and periodicals of good quality and real value.
 5. Continuous and systematic use of the library by teachers.
- D. Guidance Service - Assistance and guidance given to pupils in making adjustments to educational, vocational, health, moral, social, civic, and personal types of problems. Guidance activities organized into a definite program in which each staff member is a responsible participant. Providing counselors when available, who will be responsible not only for specific student personnel matters, but also for aiding teachers in guidance activities.
- E. Instruction - The instructional program providing for:
1. A level of academic attainment to the degree of development of pupils, and in keeping with the standards of the better American public schools.
 2. The selections and use of a varied type of teaching and learning materials and experiences.

3. The adjustment of methods and organization to conditions and needs of pupils as a group and as individuals.
4. The use of the most reliable means available in the evaluation of scholastic progress and quality of instruction.
5. A professional relationship of confidence, respect, and helpfulness between teachers and pupils, resulting in similar relationships between school and community.
6. Provisions for all necessary types of instruction.

F. Evaluation - Major attention given to attaining maximum benefits from the educational process, and to the various indications that desired results are or are not being realized. The desired results of the learning process normally include:

1. Possession of factual information or knowledge.
2. Ability to comprehend and communicate thoughts.
3. Proficiency in certain skills.
4. Formation of sound character, good habits, and desirable attitudes -- scientific, sound, moral, civil, and others.
5. Worthy ideals, purposes, appreciations, and interests.
6. The capacity to enjoy and participate intelligently in life activities.

G. School Staff -

1. Instructional Staff - Staff members with broad and general scholarship, thorough preparation in his special field, professional competence, reasonable social development, teaching ability, personality, health, and character. Sufficient staff members for the curriculum offered, the school's enrollment, and the special needs of the pupils arranging the teaching load and the total working load such as not to endanger the special needs of the pupils.

2. Librarian - Librarians who have the training and ability to work effectively with teachers in finding and using suitable library materials and aids in teaching and learning, who work agreeably and effectively with pupils and can teach them to find and use library materials readily and effectively.
3. Other professional staff - Provide services of such personnel as physicians, dentists, nurses, psychiatrists, and psychologists.
4. Clerical staff - The clerical assistance necessary for an effective program of instruction, administration, and supervision.
5. Custodial staff - Provide custodial staff members adequate to keep the school plant in sanitary and efficient operation.¹

II. THE AREA SUPERINTENDENT

Each area superintendent will be responsible for the execution and the improvement of every phase of the Dependents Schools' educational program. This includes organizing programs of study, the curriculum, instructional procedures, pupil programs, and supervising the non-instructional activities of the staff members in his office.

The area superintendent supervises on an average of eighteen schools. He is directly responsible to the Director of the DEO for the progress and the activities of the schools under his supervision.

The area superintendents in USAREUR for the school

¹Department of the Army, Education and Training, Special Regulations, SR 350-950-1 Washington, D.C.: Department of the Army Publications, 28 November 1952), p. 10.

year 1956-57 are as follows:

Area I	NACOM	Mr. Ralph H. Stutzman
Area II	DEO	Mr. Walter L. Ingram
Area III	SACOM	Mr. Addison E. Ruby
Area IV	COMZ	Mr. Walter J. Waters
Area V		Mr. Frank DeMartine

The area superintendent has an assistant known as the Administrative Assistant Superintendent. They are as follows:

Area I	NACOM	Mr. Paul F. LeBrun, Jr.
Area II	DEO	Mr. Howard W. Shults
Area III	SACOM	Mr. Thomas J. Gallagher
Area IV	COMZ	Miss Nita Finney
Area V		Miss Marjorie T. Jones

III. THE PRINCIPAL

The principal of a USAREUR school is responsible to the area superintendent. He will act as the responsible head of the school. He is charged with the responsibility to exercise full control over the admission and grade placement of the individual pupils, the making of pupils' reports, the promotion or retention of pupils, the length of the school day, and the hours of opening and closing of school.

The principal has been charged with such obligations

as supervision of instruction, methods of teaching, pupil activities, guidance, health and safety, vocational training in high school, personnel records and reports, and all phases of child accounting.

He is responsible for the supervision of the cafeteria during all meals. He may delegate this duty as he may have such other duties as playground, bus loading, and hall duties.

The local principal is responsible for interviewing, selecting, and supervising local personnel to serve as language teachers, librarians, and office secretaries and clerks.

The principal must arrange for the proper display of the United States flags on the school grounds, in the auditorium, and within the classrooms.

Processing the applications of the tuition-paying students has been and continues to be a major responsibility of the principal.

Holding necessary fire drills once a month and other drills such as evacuation drills are his responsibility.

Discipline is his major responsibility. From the moment the pupils step off the school bus onto the school ground and until they board their buses to leave for home, their conduct is his responsibility.

The principal is expected to keep his teachers

informed on the latest developments or changes in policies and regulations. He must keep a close contact with the local or nearest civilian personnel office. Keeping the area superintendent informed and up to date on the local school events and happenings are among his assignments.

In larger high schools which have dormitory students the principal is responsible for all activities of those students during school and non-school hours, while they are in residence. There are six such high schools that operate Residence Halls for students who live in such remote areas that daily commuting to a high school is impractical, if not impossible.

The teacher-principal has these same responsibilities plus a class to teach. His is usually a very small school so the responsibilities are proportionally reduced, but he still has them assigned to him.

The assistant principal, in either high school or elementary school, assists the principal in the way the principal sees fit.

IV. THE DEPENDENTS SCHOOL OFFICER

The Army Commander of the local installation appoints an army officer to act as a liaison between the Dependents School and the army post. He is for all practical purposes the supply officer.

He has a Supply Sergeant and a Mess Sergeant (Mess Steward) under his supervision.

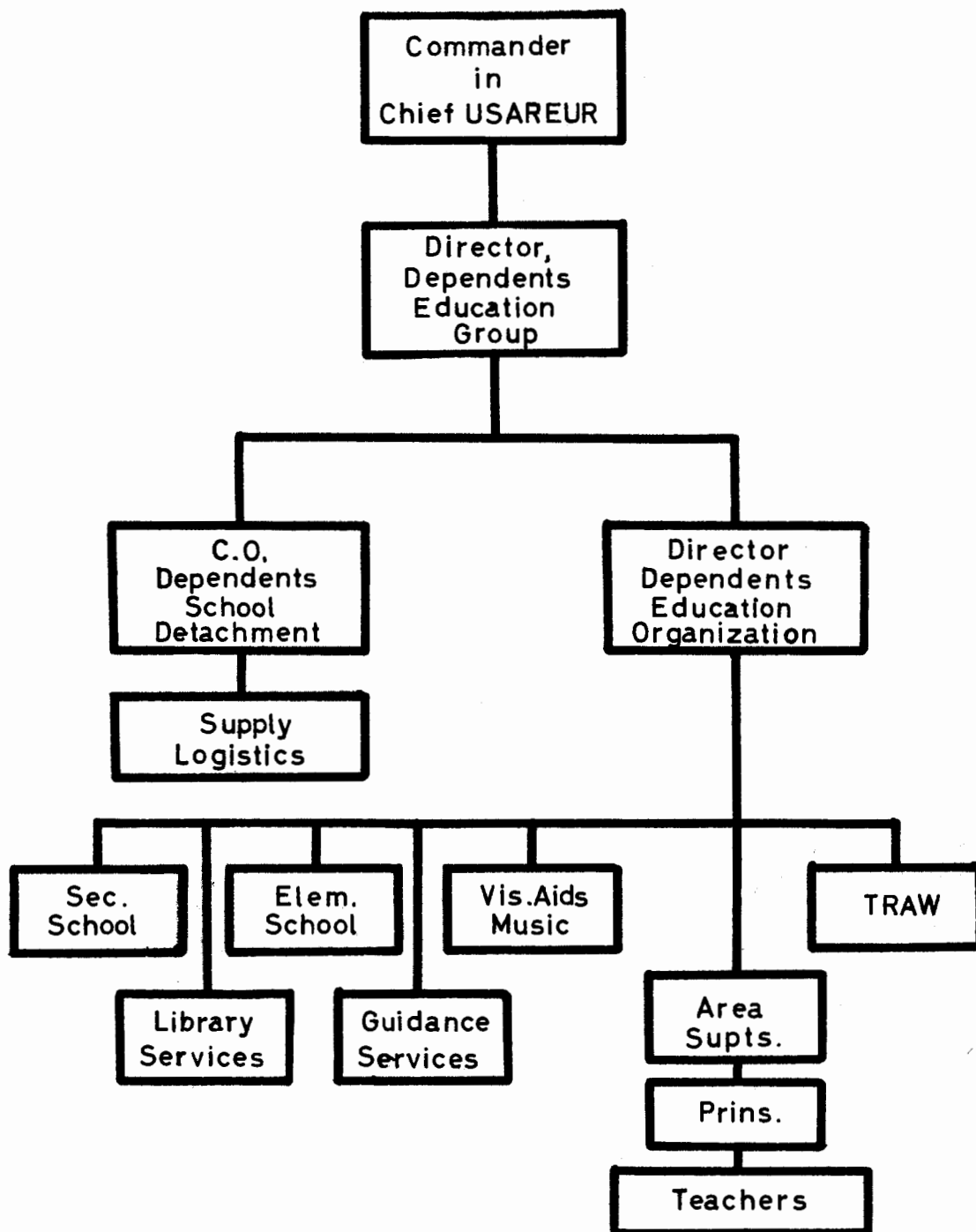
The School Officer is in control of and responsible for the school supplies and equipment. He must establish and maintain records of quantities of supplies and equipment on hand. He must requisition supplies and equipment authorized by the DSD catalog in accordance with schedules and procedures published by the Commanding Officer, DSD.

A big job of the School Officer is the supervising of the janitorial personnel employed other than those supplied by the responsible engineers.

The School Officer is responsible for all arrangements necessary for the bus transportation of pupils, including planning with the local transportation officer for regular and special bus routes and schedules. He is responsible, with the principal, for supervising the loading and unloading of the buses and for the maintaining of proper safety measures related to pupil activity.

The School Officer is the civilian's (DAD's) "Army Channel" to transact business with the United States Army.

Organization of Dependent Education Group



CHAPTER III

FINANCE

There are two sources of money used to finance the program of educating dependents in overseas areas. After figuring and tabulating the annual budget, a request is made to Congress, by the Comptroller of the Army, to appropriate the funds necessary to continue the operation of the schools. The main source of funds used for the overseas schools are obtained from appropriated funds.

Appropriated funds are funds that Congress annually appropriates for certain specific functions to be performed by an official agency of the United States Government. One of the functions that Congress appropriated money for is the Education of Dependents Program. That money may be used only for the duly constituted duties involved in the program of educating eligible children, grades 1-12.¹

The second source of money used in defraying the expenses of the Dependents Education Program is known as nonappropriated funds, NAF.

Nonappropriated funds are the funds derived from sources other than appropriations by Congress. For USAREUR dependent schools, nonappropriated funds are derived from the Armed Forces Germany Welfare Fund, tuition collections, PTA Funds, etc. Monies from the Armed Forces Germany Welfare Fund may be spent only as Headquarters USAREUR designates and are not interchangeable. Nonappropriated funds are used for the

¹SR 350-950-1, p. 7.

kindergartens, the foreign language program in the elementary schools, and for any necessary expenditures when the allocation of appropriated funds from Congress proves inadequate. There are several categories of nonappropriated fund personnel employed by USAREUR dependent schools.²

In the event appropriated funds provided for this program are inadequate, they may, at the discretion of the commander concerned, be supplemented with nonappropriated funds, if they are available.

As a last resort, charges against individual parents will be considered and these will be held to a minimum.

During the school year 1955-56, the DEO found that they would not have sufficient funds to finish the school year. There were several things they could do.

1. Resort to nonappropriated funds. There were not available.
2. Charge the dependent parents a tuition. This would be too hard to administer.
3. Shorten the school year by two weeks. This would save several hundred thousands of dollars.

They decided to do number three.

When the decision was announced there were strong pressures applied on the Department of Defense through letters written to Congressmen to allocate funds for the

²Ibid.

schools. The United States Army made \$500,000 available to USAREUR schools. With these monies, the dependents schools in Europe were able to finish the regular school year and the financial crisis was over, for another year.

CHAPTER IV

RECRUITMENT OF TEACHERS

All candidates for teaching in the Dependents Education Program must be American citizens who are currently teaching or have not been out of the profession for more than one year. That year should have been spent in furthering their academic or educational background.

All candidates must be fully acceptable from the standpoint of personality, physical well-being, adjustability, and self reliance, as well as meeting the specific requirements of any position.

Qualifications of Superintendent. For the position of Area Superintendent, there are six area superintendents in USAREUR, the applicant must possess all the requirements of either an elementary or secondary principal. He must have had a minimum of seven years of professional education experience, and he must have a valid administrative certificate for the elementary and secondary school.

Qualifications of Principal. A full time elementary principal or assistant principal needs all the requirements of an elementary teacher plus a Master's degree including

twelve semester hours in courses in school administration and/or supervision. The applicant must have a valid Elementary Administrative Certificate and an additional three years successful public elementary school experience, two years of which has been administrative.

A teacher-principal must have all the requirements of a teacher, either elementary or secondary, depending upon the position for which he has been considered. He should have one year of successful public school experience in an administrative capacity, and he should have a minimum of six semester hours in school administration and/or supervision. A Master's degree is desired but not mandatory.

A full time secondary school principal or assistant principal must meet all the requirements of a secondary teacher. He must have a Master's degree in Education including twelve semester hours in courses in school administration and/or supervision. He must possess a valid teaching and administrative certificate. He should have an additional three years successful public high school experience, two years of which has been administrative.

Qualifications of the Secondary Teacher. To be hired for a secondary position, the applicant must possess at least a Bachelor's degree from an accredited institution

of higher learning with a minimum of twenty-four semester hours of education subjects and supplemented by fifteen semester hours in each subject field to be taught. He must have completed two years of successful and satisfactory public school teaching experience in the teaching field in which the applicant has applied for a position. Secondary applicants are normally required to have certification and experience in teaching in two or more subject fields.

The applicant for a secondary teaching position must possess a valid teaching certificate for the level or subject field in which experience has been gained and he must present satisfactory employer recommendations.

The teacher must be at least twenty-five years of age and the maximum age limit is forty-five for women and fifty-five for men.

Qualifications of the Elementary Teacher. Elementary school teachers must possess at least a Bachelor's degree from an accredited institution with a minimum of twenty-four semester hours in education courses. They must have completed two years' satisfactory teaching experience. The candidates must have valid teaching certificates for their grade level and they must present three satisfactory recommendations from former employers or associates.

The application. When a teacher has decided he would like to teach in an American school in Germany or France, he should write to the following address:

Office of Civilian Personnel
Overseas Affairs Branch
Department of the Army
Old Post Office Building
Washington 25, D. C.

When writing to that address, ask for the necessary application forms for overseas teaching.

If a person wishes to teach in one of the United States Air Force in Europe or Army or USAF schools in the Far East, he should write to the same address. On the application is a place to specify which area is desired. It is very important to fill out the application in detail and return them in ample time for them to be on file in the Washington Personnel Office prior to January of the school year before the applicant wishes to go abroad to teach.

In the State of Washington, the applicant may apply to the following address for the application forms and other information:

Superintendent of Public Instruction
Olympia
Washington

The interview. The recruiters, who will interview prospective applicants, start to review the applications

in January.

If the recruiters are interested in the applicant he will be mailed the recruitment itinerary. If the teacher is still interested he will have to be free to travel to the recruitment station on the announced day and time of his appointment. The recruiters meet the applicants from Washington State in the Old Courthouse Building in Olympia, Washington.

The recruiters will give the prospective employees many of the instructions concerning many of the problems he will want to know about. Only a few will be mentioned here in the next part.

Assignment in Europe. The following is an excerpt from the Administrative Regulations of DEO.

Assignment within the command is confirmed after arrival of employee overseas. Teachers recruited for USAREUR are subject to assignment to any USAREUR school. Shifting school populations may require the transfer of teachers from one post to another, or from one country to another, during the school year. Such reassignments are held to the absolute¹ minimum consistent with adequate staffing of the schools.¹

Billeting (housing). Housing of the educational personnel will vary. The teachers assigned to the American schools in France have been given an additional living

¹Dependents Education Organization, Administrative Regulations (APO 164, New York: DEO, 1954), p. 9.

allowance on top of their salary. It has been their responsibility to rent their living quarters and pay their utilities. Some have chosen rooms while others have rented suites or apartments. Each Army post has its own peculiar problems in regard to the availability of houses, apartments, and rooms.

The teachers assigned to schools in Germany do not receive any additional living allowance since they are furnished housing by the military installation where they are assigned. Utilities, bedding, and furniture are supplied in Germany. Families are supplied with china, silverware, and kitchen ware.

Teachers are billeted in single hotel rooms, BOQ's, in apartments, or houses depending upon what is available on the military installation.

Teachers with families assigned to schools in Germany are assigned apartments of a size corresponding to their family needs.

Department of the Army Civilian. All regularly recruited and permanently employed school personnel are known as Department of the Army Civilian Personnel, DAC's.

Department of the Army Civilian Personnel (appropriated fund employees) are those American citizens who are appointed under Civil Service regulations and receive payment for services from funds appropriated by the Congress of the United States. They are administered

by Civilian Personnel Offices at or near schools of assignment, and may be assigned only within DAC spaces given this organization by Headquarters USAREUR for the Education of Dependents Program and sub-allotted to the individual area commands.²

Salaries and grades. One of the most important considerations to any position is the salary of the position. The salaries of all teachers in overseas dependent schools are based on the Civil Service pay schedules. These salaries are paid on a schedule according to grade and position. Grade refers to the Civil Service classification and not to the grade the teacher teaches.

All teachers, librarians, coaches, Resident Hall advisers, and part-time counselors are grade GS-7 rating and start with a salary of \$4525 annually or for twelve months.

Full time counselors and teacher-principals have a grade GS-8 rating and start with a salary of \$4970 for twelve months.

Full time principals in the smaller schools and assistant principals have GS-9 ratings and begin with a salary of \$5440 annually.

Each of the above grades receive an increase or step in grade promotion at the completion of twelve months

²Ibid., p. 7.

satisfactory service. This increment is \$135 annually.

Full time principals in the larger schools are GS-11 or 12. The salary for GS-11 starts at \$6390 annually and for the GS-12, the beginning salary is \$7570 annually. Each of these two ratings receives an increase of \$215 annually after the completion of each eighteen months of satisfactory service.

The grades of the headquarters staff of the DEG and DEO range from GS-8 to GS-15 ratings.

The salaries quoted here and listed on the Civil Service General Schedule chart are based on a twelve months' basis or a twelve months' work period. Therefore, if a teacher should want to work nine months and then take leave during the summer months when school is not in session, the salary he would receive would be approximately three-fourths of the quoted salary or some fractional part of the quoted salary. If he decides to return to the ZI at the end of the school year, he will receive pay for about ten months work or five-sixths of the quoted Civil Service salary.

Usually during the months of June, July, and August, school teachers are allowed to work if they so desire. They can teach in a six weeks summer school; they can work in educational workshops, guidance programs, or do other worthwhile school or educational activities.

As mentioned above, the teacher may decide to take annual leave or leave without pay to tour Europe. In this case, the employee will not be on the payroll, but they will keep their quarters and their other privileges as long as they have signified that they will return to their teaching assignment for the next school year.

The following table gives the pay schedule for Civil Service employees. Those in grades GS-5 through GS-10 receive increases of \$135 annually. Those above GS-10 receive increases of \$215 at the end of each eighteen months of satisfactory service. This schedule went into effect on 1 March 1955. To read the schedule, pick out the Grade (GS rating) you are interested in and read across the schedule from left to right.

GENERAL SCHEDULE

1 March 1955

Per Annum Rates

Grade

1	\$2,690	\$2,775	\$2,860	\$2,945	\$3,030	\$3,115	\$3,200
2	2,960	3,045	3,130	3,215	3,300	3,385	3,470
3	3,175	3,260	3,345	3,430	3,515	3,600	3,685
4	3,415	3,500	3,585	3,670	3,755	3,840	3,925
5	3,670	3,805	3,940	4,075	4,210	4,345	4,480
6	4,080	4,215	4,350	4,485	4,620	4,755	4,890
7	4,525	4,660	4,795	4,930	5,065	5,200	5,335
8	4,970	5,105	5,240	5,375	5,510	5,645	5,780
9	5,440	5,575	5,710	5,845	5,980	6,115	6,250
10	5,915	6,050	6,185	6,320	6,455	6,590	6,725
11	6,390	6,605	6,820	7,035	7,250	7,465	
12	7,570	7,785	8,000	8,215	8,430	8,645	
13	8,990	9,205	9,420	9,635	9,850	10,065	
14	10,320	10,535	10,750	10,960	11,180	11,395	
15	11,610	11,880	12,150	12,420	12,690		
16	12,900	13,115	13,330	13,545	13,760		
17	13,975	14,190	14,405	14,620			
18	14,800						

Fringe benefits. In addition to the salary that is paid the Civil Service employee in the Dependents Education Program USAREUR, he will receive other advantages known in the Army lingo as Fringe Benefits. These include billets (housing or quarters) or a billet allowance, Post Exchange privileges, Army or Air Force commissary privileges, annual leave, sick leave, compensatory time, overtime pay in some instances as coaching, transportation privileges on Army or Air Force buses, and transportation from point of hire to his assignment in Europe. At the completion of his contract, the employee will be returned to his point of hire. If the teacher has a family, the members of his family will also receive these fringe benefits.

There are several types of leave time such as annual leave and sick leave mentioned above. A short explanation will help in understanding these terms:

Annual leave: A graduated leave system is prescribed which places the accrual of annual or vacation leave on the basis of service as follows: one half day of annual leave per bi-weekly pay period for employees with up to three years of service; three fourths day of annual leave per bi-weekly pay period for employees with three but less than fifteen years service. . . .Maximum accumulation of annual leave is restricted to forty-five days.

The basic leave policy established for teachers is that leave will be granted only when school is not in session, namely, during extended vacations and holidays. In addition regional superintendents may approve up to four days of annual leave during

scheduled school periods for emergency or compassionate reasons.

Sick leave: Sick leave is accrued on the basis of one half day for each bi-weekly pay period. There is no limit to the amount of sick leave that may be accumulated. Sick leave will be credited after the first pay period of employment. Absences for more than three days due to sickness requires a medical certificate from an Army medical officer or a German physician recognized by the local US Army authorities, or in the case of employees assigned outside of Germany, from a physician who is duly authorized by the country in which he practices. For illness of three days or less, no medical certificate is necessary. However, application for leave form (SF-71) will be prepared and submitted immediately upon return to duty. Teachers will notify the principal immediately when they will not be able to report for duty because of illness.

Military leave: Military leave is absence from a civilian position without charge to annual leave or loss of basic salary, for those employees who are members of specific Armed Forces reserve organizations, on days on which they are engaged in active duty training. Such periods of absence with pay are limited to the periods of annual training, as distinguished from extended active duty.

Fifteen (15) calendar days is the maximum during each school year which can be authorized as military leave, without charge to annual leave or loss of basic salary. Reservists may have military leave only while actually engaged³ in training duty under competent military orders.

Every employee must have in his possession a valid United States passport documented before leaving the United States. The passport is issued gratis to a school employee.

Up to date inoculations for small pox, typhus,

³Ibid., pp. 11-13.

typhoid, and tetanus are required as well as a complete physical examination. These are usually given at the nearest Army or Air Force installation to the home and at no cost to the employee.

If services of the family physician are used, the employee will be expected to pay his own prescribed fees.

CHAPTER V

TYPES OF SCHOOLS IN USAREUR

You have read about how and where to apply for a teaching position in Europe. You know the salary and the benefits derived from this overseas teaching. Now you will want to know a little about the different kinds of schools you will find in USAREUR.

The majority of the dependents schools are small. Consequently, most elementary teachers may expect to teach several grades and to teach music, art, and physical education. Secondary teachers will be expected to teach all courses in at least one subject field and often in two major fields. They must be versatile also in such additional fields as art, vocal music, library, crafts, physical education, and commercial subjects, as each secondary teacher will be expected to conduct one or more extra-curricular activities. The average schedule for a secondary teacher will be a home room, five classes, a study hall, and at least one extra-curricular activity.

I. KINDERGARTEN

There is a limited kindergarten program in the USAREUR schools. A kindergarten is organized in any installation that has an elementary school, and that has

an adequate number of families with children of kindergarten age. Twenty or more children must be enrolled. The teachers are hired locally and are under the supervision of the elementary school principal. Each kindergarten is financed from nonappropriated funds made available at the local installation. Each kindergarten class will be operated on a half-day basis. In the Augsburg American Elementary School, there are five kindergarten classes, employing two and one half teachers with an enrollment of 185 boys and girls.

Children who have or will have reached their fifth birthday on or before 31 December of a school year may be admitted to a kindergarten at any time during the school year.

There are no Nursery schools operated by the Dependents School Detachment. Installation commanders desiring to operate such schools may do so from funds available locally.

II. ELEMENTARY SCHOOLS

The ninety elementary schools in USAREUR range in size from one room schools to single schools employing more than seventy American teachers plus several German teachers and assistants.

Schools have been organized on an eight year elementary and four year high school basis or a six year elementary and six year secondary basis. A few locations have junior high schools separately. Much has depended upon the local building facilities and equipment.

Regardless of the breakdown in grades, the seventh and eighth grades have always been considered elementary grades and the study guide prescribed for use in the elementary schools includes these grades.

The requirements for admission to the first grade are found in the Army Regulations AR 350-290, paragraph sixteen.

Dependents otherwise eligible for admission, falling within one of the following categories may be admitted to the first grade:

1. At any time during the first month of school, children without prior enrollment in the first grade who will reach their sixth birthday on or before 31 December of the current school year.
2. At any time during the first month of school, children certified by other school authorities as being admissible to the first grade by reason of having completed 30 weeks of kindergarten, provided they will reach their sixth birthday prior to 1 March of the current school year.
3. After the first month, children eligible under (1) and (2) above may be admitted on trial during the succeeding 14 weeks.
4. At any time during the school year, children who have attended the first grade in another school system for at least half of the elapsed portion of the current school year.

The age of a pupil will be verified from the birth certificate or a certified statement of the parent or legal guardian.¹

In all other grade levels, all initial grade placements will be made on the basis of report cards in the elementary school and transcripts of credits, or other acceptable credentials, to be furnished by the parents for high school. It is the responsibility of the school principal to make the placement.

Elementary teachers should be prepared to teach their music, art, and physical education. However, some of the larger schools have special teachers to teach these special subjects.

III. HIGH SCHOOLS

High school operations have ranged from a small high school like the one in Berlin, Germany to those hiring approximately forty teachers like the one in Munich, Germany.

The admittance of pupils to these high schools is governed by the following regulations:

Normally, high school pupils will be admitted only to the high school serving the installation where they reside. Students who are preparing for colleges which require specific entrance subjects not taught in the high school serving their installations of residence

¹Department of the Army, Education and Training, Army Regulations, AR 350-290 (Washington, D. C.: Department of the Army Publications, 21 December 1955), pp. 11-12.

may, upon approval of the Director, DEO, be transferred to a high school which provides the subject matter.

Eligible high school pupils from outside Germany may enroll in any dependents high school which provides dormitory service seven days a week or any other dependents high school, if private housing arrangements are² made, or may be enrolled in home instruction courses.²

According to Mr. Rex L. Gleason, Principal of the Munich American High School:

Secondary school teachers generally are responsible for two complete subject fields and a class or two in minor fields of preparation. Assignment of extra-curricular activities has been on the basis of a regular assigned workload and the teacher's experience and ability. The variety of experiences which are shown on the teacher's application will be given full consideration.

²United States Army Manual, Education of Dependents Program, AE-M 710-1 (Heidelberg, Germany, 5 February 1954), p. 2.

CHAPTER VI

ACCREDITATION

North Central Association of Colleges and Secondary Schools. North Central Association of Colleges and Secondary Schools is a voluntary, non-incorporated association of secondary schools and higher institutions of learning, having a mutual interest in the improvement and extension of educational opportunity. At the present time the membership consists of over 3400 high schools and over 380 colleges and universities from the north central states and the Dependents Schools in the Far East, in Europe, and in other outlying American installations. There are six accrediting associations in the United States. They have mutually agreed that the North Central Association should do the accrediting for all six of the associations as far as the Dependents Schools are concerned.

The Association is composed of three main subdivisions or three commissions. One commission deals with colleges and universities, the second with secondary schools, and the third deals with research services. In the secondary commission, each state, including all of the Dependents Schools as one state, is represented by a special committee dealing with the schools of that state.

The term "accredited" or "approved" as used by the Association signifies a school or college which meets the criteria for membership as defined by the Association and whose application for membership has been approved. The Association membership is entirely voluntary. It does entail, however, the desire and willingness of its members to maintain and abide by its democratically approved criteria for membership.

Graduates of secondary schools accredited by the North Central Association are readily accepted when seeking admission to college in the States. Membership in the Association gives the high school the prestige which comes from recognition by this outstanding educational agency.

A school that desires to attain membership must first apply for membership and, after the school is in operation, it will be visited by a committee from the Association. Every two years an Association team from the States spends about two months in the schools in Europe. In the case of newly-established schools, a special visitation by a stateside committee is sometimes requested in order to accelerate accreditation.

The North Central Association accredits no high school until it is visited by official representatives from this stateside organization. This special visitation

applied to two USAREUR high schools this year, Berlin American High School and Mannheim American High School. Augsburg American High School was accredited during the last regular European visitation in 1956.

In addition to this accreditation, college preparatory, commercial and general curricula, are provided in the high schools. Also, recognized tests for determining special interests, aptitudes, and personality are given to aid the students in adjusting to his new life and environment and every effort is made to help him prepare for the years after high school graduation. This will be fully discussed in Chapter VIII.

CHAPTER VII

I. THE CURRICULUM

The curriculum of the elementary schools has been set forth in the Teachers' Guide. The objectives are stated for all grade levels and, because of the frequent transfer of students between USAREUR schools, the teachers should adhere to the instructions of the guide. Enrichment of the curriculum at all grade levels by use of supplementary reading and environmental activities is encouraged.

The objectives of the American Dependents Schools are quoted from the Teachers' Guide:

1. To teach basic subject matter skills on the various grade levels in accordance with the generally accepted standards common to American schools.
2. To help children understand and develop economic and social ideas.
3. To learn geographical, historical, governmental, and ethical facts essential for good citizenship.
4. To learn something about the historical, economic, and social development of many nations with special emphasis on Germany and France.
5. To develop an increased understanding and appreciation of the relationship between all human beings and the physical environment in which they live and work.¹

¹Dependents Education Organization, Teachers' Guide, Prepared by Fred L. Miller, Director of Elementary Education, APO 164, U. S. Army, Europe, 1955, p. 5.

The procedures prescribed in reaching these objectives are also stated in the Teachers' Guide.

1. By the use of approved and adopted basic textbooks and teaching aids for subject matter fields on all grade levels.
2. By the use of prepared manuals and teachers' guides for all subject matter fields and major school activities.
3. By the use of suggested teaching procedures set up on a unit area and pupil experience basis giving major objectives to be achieved within the school year on each grade level.
4. By the use of supplementary experience units cooperatively developed by teacher groups utilizing local environment and community facilities for curriculum enrichment.
5. By the use of well chosen films and filmstrips, musical recordings, and other audio-visual aids for classroom instruction.
6. By teaching children to respect the customs and traditions of German and French and other European peoples, and by giving every American school child an opportunity to learn to speak the German or French language.
7. By establishing school libraries consisting of carefully chosen books, periodicals, and current literature.
8. By planning guidance and the use of standardized achievement and ability tests administered periodically,² or on request, throughout the school year.

II. THE DAILY PROGRAM PLAN

Teachers in elementary schools where it is necessary

²Ibid.

to have pupils of two or more grades in the same classroom, are often faced with the problem of making subject matter groupings of pupils in different grade levels. The following suggested daily program can be used by such combination grade classrooms. These suggested daily program plans do not cover all possible grade combinations in the smaller Dependents schools. Teachers use these type schedules for reference in construction of their own daily program.

The daily schedule with day by day teaching procedures should be well thought out in advance. It is important that teachers have a clear plan of procedure through the day's classroom experiences in order to balance the children's activities and create continued interest in school experiences.

The length of a class period will, of course, vary according to the number of grades in the room and the number of necessary subjects and subject combinations. The length of time for a subject or a unit of work need not be the same every day.

Class combination grade groupings should be made only when it is necessary and practical for more efficient instruction.³

³Ibid., p. 8.

SUGGESTED PROGRAM PLAN⁴

GRADES 1-3

Time	Subjects and Grades
9:00	Opening Exercises - planning the day, with music.
9:10	Reading-grade 1, two or more ability groups. Reading-grades 2 and 3, ability groups. Spelling-grades 2 and 3, with phonics. German or French-grade 1.
10:15	Recess - Recreational Activities (15-20 minutes).
10:45	German or French-grades 2 and 3, advanced groups. German or French-grades 2 and 3, beginners group. Number stories-grade 2. Arithmetic-grade 3. Number concepts-grade 1. Language-Writing-grade 1, directed daily. Music-songs and music appreciation-grades 1, 2 and 3.
11:45	Lunch hour - Noon Intermission.
1:00	Social Studies, science, health and safety- grades 1 and 2. Social Studies and science-grade 3, alternate days. Social Studies and health-grade 3, alternate days. Writing-grades 2 and 3, ability groups. German or French-grades 2 and 3, advanced group.
2:15	Recess - Recreational Activities (15-20 minutes).
2:30	Science and Safety-grade 3. Language-grades 2 and 3, ability groups. Story hour with correlated language-grade 1. Art-correlated with art activities-grades 1-3. Library period; story hour-grades 1-3.
3:30	Dismissal.

⁴Ibid., p. 9.

SUGGESTED PROGRAM PLAN⁵

GRADES 4-8

Time	Subjects and Grades
9:00	Opening Exercises - planning the day.
9:10	Reading-grade 4. Reading-grades 5 and 6, conference on alternate days. Language-with writing-grades 7 and 8, conference on alternate days. Literature-grades 7 and 8, conference on alternate days. Science-grades 4 and 5, conference on alternate days. Science, Health, Accident Prevention-grade 6. Health and Accident Prevention-grades 4 and 5. German or French-beginner and advanced groups, grades 4-8. (2 groups)
10:30	Recess - Recreational Activities.
10:45	Science, Health, and Accident Prevention-grade 7. Science, Health, and Accident Prevention-grade 8. Arithmetic-grades 4 and 5, conference on alternate days. Arithmetic-grades 6 and 7, conference on alternate days. Arithmetic-grade 8, daily conference or study. Language-with writing-grade 6, daily.
12:00	Lunch hour - Noon Intermission
1:00	Social Studies-grade 4. Social Studies-geography-history-grade 5, unified or alternate subjects. Social Studies-geography-history-grade 6, unified or alternate subjects. Language-with writing-grades 4 and 5, conference on alternate days. Spelling-grade 6, daily. Spelling-grades 4 and 5, daily. Social Studies-history-government-grade 8, unified subjects.

- 2:30 Recess or Physical Education (Optional-20-40 minutes)
- 2:45 Spelling-grades 7 and 8, daily.
Social Studies-geography-history-grade 7, unified subjects.
Music-grades 4-8. Group combinations, songs and music appreciation.
Art-correlated art activities-grades 4-8.
Library period-Story hour-grades 4-8.
- 3:30 Dismissal.

⁵Ibid., p. 9-10.

SUGGESTED PROGRAM PLAN⁶

THE JUNIOR HIGH SCHOOL

Three Teacher Plan, Grades 7, 8, 9

Teacher A	Teacher B	Teacher C	Language Teacher D
English 7	Soc Studies 7	Science 7	(German Personnel)
English 8	Mathematics 7	Science 8	Beginning Germ
English 9	Mathematics 8	Gen Science 9	----7 and 8
Soc Studies 8	Algebra 7-9	World Geog 9	Advanced Germ
(Music 7-9)	PE (girls)	PE (boys)	----7 and 8
Art			German (I) 9

PERIODS

Time	A	B	C	D
08:45-09:00	Home Room-7	Home Room-8	Home Room-9	Office
09:00-09:45	Eng 7	Math 8	Gen Sci 9	Prep.
09:45-10:35	Eng 8	Soc St 7	Study Hall	Germ 9 (I)
10:35-11:25	Eng 9	Study Hall	Sci 8	Germ 7
11:25-12:35	NOON		LUNCH	HOOR
12:35-13:00	Music-M.W.F.		Activities-T.Th.	
13:00-13:45	Soc St 8	Alg 9 (I)	Sci 7	Library
13:45-14:30	Study Hall	Math 7	World Geog	Germ 8
14:30-15:15	Art 7-8	Girls PE	Boys PE	Library
		7-8 M.W.F.	7-8 M.W.F.	
		9 T.Th.	9 T.Th.	

⁶Ibid., p. 12.

WEEKLY PROGRAM TIME CHART⁷

Grades 1-8

The following time schedule gives the approximate average number of minutes pupils are expected to devote to each basic school subject matter field in each grade during the school week. This includes the teacher's classroom time in assisting pupils and guiding their study activities. More or less time may be devoted to each subject depending upon local conditions, children's needs, and correlated activities.

GRADES	I	II	III	IV	V	VI	VII	VIII
Arithmetic	75	100	150	200	200	225	225	225
Reading-Literature	350	300	300	250	200	200	200	200
Language	100	125	125	125	125	150	225	225
Spelling	-	75	75	75	100	100	75	75
Writing	75	100	100	75	75	75	75	75
Social Studies	100	125	150	150	200	200	225	225
German or French	75	75	100	125	125	125	150	150
Science, Health, Safety	75	75	100	100	150	150	175	175
Recess and Physical Education	150	150	150	150	150	150	125	125
Music	75	75	75	100	100	100	100	100
Art-Correlated Activities	125	125	125	150	150	150	150	150
Library Activities	30	30	40	45	45	45	45	45

⁷Ibid., p. 12.

READING

Learning to read is an educational process that is intimately related to all phases of a learner's personal development. Reading is a functional tool for use in every day intelligent reading. It is the most integrated of all subjects in the elementary school curriculum and the entire academic progress of a child is related to his efficiency as a reader.

GRADE I

The importance of reading in the elementary schools is recognized in the primary grades by spending more time and effort on teaching reading than on any other phase of the school program.

First Grade Reading Objectives

Because allowances must be made for individual rates of growth, not all children, at the end of the first year of school, will have attained the same objectives. It is more important to take each child only as far as he can readily and happily go rather than attempt to attain all of the following objectives:

- To develop reading readiness.
- To build favorable attitudes toward reading.
- To develop the habit of reading from left to right.

- To promote growth in word perception.
- To learn the habit of reading without finger pointing, lip movement, or head movement.
- To develop independence in word attack.
- To develop the ability to read aloud with fluency materials suited to first grades.
- To acquire the ability to recognize the letters.
- To promote growth in interpretation.

Phonics - First Grade Level

Studies made by Dolch and Bloomster recommend that the major part of phonics instruction should be placed in the second or third grades. They found that children whose mental ages were below seven years were able to do little or nothing on the phonics test. They concluded that the ability to learn and successfully apply phonic principles requires a higher degree of mental maturity and therefore should be postponed until a later time.⁸

Children are introduced to some work in phonics as outlined in the Basic Readers for Grade One. However, the emphasis on phonics is placed in the second and third grades.

GRADE II

Instruction in second grade reading should be guided

⁸Ibid., p. 24.

by certain underlying principles to assure progress in accordance with the child's ability and development.

1. Emphasis should be placed on reading for meaning and second grade children should learn that meaning lies behind printed symbols.
2. Emphasis is also placed on word identification and word recognition. A child finishing second grade should have acquired a reading vocabulary of at least 750 words.
3. Effective instruction in reading on the second grade level makes a beginning at teaching pupils to read with specific purposes in mind such as noticing details, etc.

Second Grade Reading Objectives

To be able to read at least 19 out of 20 running words in the book being read. (A second reader for the average or above average child.)

Ability to understand new words through similarities, phonic clues, context clues, and "sounding" of whole words.

Understanding of longer thought units (including paragraphs) as used in Second Readers.

Ability to follow sequence of a simple narrative.

Ability to follow a set of directions.

Phonics - Grade Two

At grade two level, children should associate proper sounds with two letter consonant symbols (fl, sh, ng, etc.), with vowel symbols and diphthongs such as ou, oo, oi, oy, au.

Children needing initial phonetic training on first grade level may well use "Eye and Ear Fun," Book I. These books are available to pupils on a one to three basis. Not all children need this additional phonetic drill.

GRADE III

This is a period of rapid progress in reading. Learning comes more easily and children read more rapidly silently than they do orally. A child in the third grade should be able to say the alphabet fairly rapidly.

A broad program of activities to provide motives for reading and to enrich vocabulary is important at this stage. A class newspaper may take the place of experience charts used on the primary level.

More time should be spent on silent reading than on oral. At this stage reading is a thought-getting process. Audience reading should continue and children should be encouraged to read suitable poetry aloud. Use of library books should supplement the reading program.

Third Grade Reading Objectives⁹

To read with fluency and understanding.

To make use of punctuation marks while reading orally.

⁹Ibid., p. 27.

To increase eye span and develop silent reading skills.

To eliminate vocalization.

To know consonants by ear and eye.

To know long and short vowel rules.

To know common blends and diphthongs.

To recognize prefixes and suffixes.

To find little words in big words.

To exercise care in handling books.

To make use of table of contents.

To read widely and independently.

Phonics - Grade Three

Good phonetic training at this level will help the child to learn to attack new words independently, to aid in certain aspects in spelling and to help in speech improvement. Good diction should constantly be encouraged. Simple work with prefixes and suffixes is a part of the program. The understanding of what a syllable is should be promoted and vowel principles applied to syllables. Training should be given in hearing accented and unaccented syllables. Careful use of the Teacher's Guidebook will provide all the necessary helps to achieve the foregoing objectives.

GRADES IV, V, VI

This is a period of exploration in reading and one in which basic skills to increase reading efficiency is stressed.

Oral reading in the intermediate grades should occupy but a fraction of the time devoted to the reading period but should not be neglected. Audience situation should be provided where the reader is trained to read to convey thought to listeners and listeners are trained to gain information from oral reading. Children may read aloud from magazines, books, or newspaper clippings. Favorite poems may be read in whole or part. Children enjoy reading their own stories to others. Dramatization of stories with reading of assigned parts is a popular and worthwhile activity at this level.

Intermediate Grades Reading

Objectives¹⁰

To increase the child's special skills in reading by:

- Finding the central thought.
- Finding the supporting ideas.
- Reading and following directions.
- Reading to fill out forms accurately.
- Reading rapidly for specific purposes.
- Reading to summarize

¹⁰Ibid., p. 28.

Reading to predict outcomes.
Learning to use the mechanical features of a book.
Learning to use the dictionary:
 To obtain definitions.
 To obtain correct spelling.
 To determine correct pronunciation.
To increase the ability of the child to recognize new words.
To increase the child's liking for books and to provide material for recreational reading.

Phonics - Intermediate Grades

Remedial work in reading on the intermediate grade level will require special work with phonics. Examination and careful reading of the Teachers' editions of the primary grade basic readers will provide many excellent phonics helps.

The primary objective of phonics teaching is to develop a general ear-eye sensitivity and a few general ways of reacting to printed words.

READING, BOOK CHART¹¹

Basic, Supplementary and Remedial, Grades 1-8

BASIC	SUPPLEMENTARY	REMEDIAL
GRADE 1-		
The New Before We Read	*Skip Along *Under the Sky	**Tip **Tip and Mitten
Pre-Primers: The New We Look and See The New We Work and Play The New We Come and Go	*Open the Door *High on a Hill	**The Big Show
Junior Primer: Guess Who, and Workbook	*The New Day In and Day Out	**With Jack and Janet **Up and Away
Primer: The New Fun With Dick and Jane	*The New Round About	
First Reader: The New Our New Friends	Science-Through the Year Health-Our Good Health, Book 1	
GRADE 2-		
We Three (For review) New Friends and Neighbors (2/1) The More Friends and Neighbors (2/2)	*The New Down the River Road Eye and Ear Fun, Book 1 We Three, Book I Arithmetic-Number Stories, Book I Science-Winter Comes and Goes	**Come Along **On We Go

¹¹Ibid., pp. 32-33.

BASIC	SUPPLEMENTARY	REMEDIAL
GRADE 3-		
What Next? (For Review) New Streets and Roads (3/1) New More Streets and Roads (2/2)	*The New Neighbors on the Hill (2/2) Our Little Neighbors at Work and Play Building Our Town Eye and Ear Fun, Book II	**Looking Ahead (3/1)
GRADE 4-		
Just Imagine, and Workbook (Review Materials) Times and Places, Basic Text	American Adventures Children of Our World	**Climbing Higher (3/2)
GRADE 5-		
Days and Deeds	New Stories of Life and Adventure Stories of Now and Long Ago	**High Roads
GRADE 6-		
People and Progress	Adventures Here and There	**Sky Lines (5)
GRADE 7-		
(Literature) Prose and Poetry-- Journeys		**Bright Peaks (6)
GRADE 8-		
(Literature) Prose and Poetry-- Adventures		The Way of Democracy (6) (Macmillan Co.)

*Row, Peterson Company books; **Houghton Mifflin Company books; Basic Readers--Scott-Foresman Company.

GRADES 7-8

Literature

The reading and literature objectives for seventh and eighth grade pupils are for refinement of specific reading attitudes, habits, and tastes. These objectives will lead to intelligent enjoyment of current events as well as to literary types of reading material.

Seventh and Eighth Grade Objectives¹²

To form good permanent reading habits based upon a love for reading.

To develop abilities in silent reading with particular emphasis on comprehension and speed, striving to teach a silent reading rate of from 200 to 250 words per minute.

To develop skill in making discriminating choices of reading materials.

To get a better understanding of the use of the library and to become acquainted with many reading fields including reports, books, charts, maps and current periodicals.

To develop an increasing skill in the use of tools for reading independently, including:

- a. The card catalog; Dewey Decimal System; importance of copyright date; and the use of library cards.
- b. Reference books and encyclopedias.
- c. Readers guides.
- d. The dictionary; atlas; almanac; and special reference books.
- e. The book index, and the table of contents.

¹²Ibid., p. 37.

SOCIAL STUDIES

Social studies in the dependents schools are divided up into Experience Areas. These are listed in the Teachers' Guide as follows¹³:

- Grade 1 Home and School Life
- Grade 2 Home, School, and Community Experiences.
- Grade 3 How Man Provides for His Needs - Food, Clothing, and Shelter. Interest in Neighborhood Stories.
- Grade 4 How Environment Affects the Life of People in Various Regions of the World. Interest in Other People - Visits in Other Lands.
- Grade 5 Development of the American Nation; History and Geography of the United States.
- Grade 6 Lands and Nations Overseas; Development of Civilization in Building Our World.
- Grade 7 The Old World Past and Present. Beginning of Civilization.
- Grade 8 The Story of American Democracy. Development of the History and Government of the United States.

Purpose of the Social Studies

There are four purposes listed for the teaching of social studies. They are mentioned here because they sum up the Dependents schools' purposes in having social

¹³Ibid., p. 58.

studies. They are taken from The Social Studies Curriculum 14th Yearbook.

One of the purposes of the social studies is to give to pupils the most realistic knowledge that is possible of the community, state, nation, and world, the social and physical setting-in which they live and are to live and make their way.

A second purpose of instruction in the social studies grows out of the first, namely, preparation of pupils for promoting a wiser and more effective cooperation among regions, areas, individuals, groups, communities, states and nations - a cooperation, inter-racial, inter-religious, and inter-economic.

A third purpose of instruction in the social studies is to develop character; to give the pupils a love of truth, appreciation of the beautiful, a bent toward the good, and a desire and will to use knowledge for beneficent social ends.

A fourth purpose of the social studies, although it may come under the heading of method, is both a purpose and a pre-requisite to the attainment of other purposes; it is training in the intellectual processes indispensable to the functioning of society.¹⁴

¹⁴The Social Studies Curriculum 14th Yearbook, Department of N.E.A., 1201 16th Street, N.W., Washington, D. C., p. 57.

THE SOCIAL STUDIES IN THE PRIMARY GRADES

GRADES 1-2

Home, School, and Community Experiences

The objectives in social studies teaching are much the same for grades one and two. They can be taught either together or separately in each grade. The teacher should make every effort to develop interest activities that are related to the children's environment including health, safety, and the nature world around them. There are seven areas or experience levels that can be used for the year's planning of the primary grades social studies. Those areas or units are listed below:

- | | | |
|----------|---|---|
| Unit No. | 1 | Home and School Adjustment |
| | 2 | Work and Travel in the Home and the Community |
| | 3 | Food in the Home and Community |
| | 4 | Clothing in the Home and the Community |
| | 5 | Shelter in the Home and the Community |
| | 6 | Our Work in the Spring |
| | 7 | Holidays and Special Days |

Objectives for Primary Grades¹⁵

To establish good behavior.

To understand that love, obedience, kindness, courtesy, and good cheer are essential attributed both at home and at school.

¹⁵Dependents Education Organization, Teachers' Guide, Prepared by Fred L. Miller, Director of Elementary Education, APO 164, U. S. Army, Europe, 1955, p. 61.

- To practice habits of personal cleanliness and neatness in the care of the person.
- To learn to plan for and to share in the responsibilities of group living both at home and at school.
- To begin to understand the interrelationship of the school and the home.
- To understand that food, clothing, and shelter materials must be provided by many workers, including farm and factory workers.
- To develop an attitude of respect and appreciation for the different workers in the community and neighborhood.

SOCIAL STUDIES IN GRADE 3

How Man Provides for His Needs - Food, Clothing, and Shelter

The third grade program is built around eleven basic units in which the children get an understanding of their community and their activities outside of their own home environment. The text book - Neighborhood Stories - furnishes an abundance of information on how people obtain the necessities of life.

In the first two grades, the pupils studied the home, school and the community. In the third grade they receive a broader understanding about their community and the dependence of one community upon others for necessities and services. They will begin to understand how their town is affected by weather, seasons, transportation and communication facilities, and by its early history.

Social Studies Objectives - Grade 3¹⁶

To learn how people long ago built their houses when they had no modern tools for work.

To find how early man provided himself with food.

To develop an understanding of human interdependence in supplying the necessities of food, clothing, and shelter.

To find how transportation and communication are the result of man's ingenuity.

To develop the pupil's ability to read and understand many of the important uses of the globe and various types of maps, including production and distribution regions on the earth's surface.

The eleven basic units mentioned in the above paragraphs are listed below. The chart gives the basic text pages, supplementary text pages, and the name of each unit.

Unit Titles and References¹⁷

NEIGHBORHOOD STORIES (Basic Textbook)

OUR LITTLE NEIGHBORS AT WORK AND PLAY (Supplementary)

UNIT NO.	TEXT PAGES	SUPPLEMENTARY	UNIT TITLES
1	3-25	106-164	Our Homes and Where They Are
2	26-47	. . . .	Some Neighborhoods of Long Ago
3	48-71	. . . .	Some Things That People Have Always Needed
4	. . .	6-64	Life of the American Indians

¹⁶Ibid., p. 62.

¹⁷Ibid., p. 63.

5	72-101	75-86 165-201	Food From Plants and Trees
6	102-129	. . . .	Food From Animals
7	130-149	87-96	Our Clothing and How We Get It
8	150-169	65-74	Building Materials for Our Houses
9	170-193	. . . .	From Fire to Electricity
10	194-213	97-105	How We Get About
11	214-229	. . . .	Our Means of Communication

SOCIAL STUDIES IN GRADE 4

How Environment Affects the Life of People in the World

The children in the fourth grade will learn that natural conditions affect the lives of people living in various regions of the world. Pupils will learn how the climate influences the people in hot lands, cold lands, high land countries, and low land countries. They learn that food, clothing, shelter, and peoples' occupations are affected and influenced by the climate and the topography of the regions.

The purpose of the fourth grade social studies is to expand the children's ideas and knowledge of their community life, and to learn that their community is related to those of other cities, states, and nations. They learn that people are alike in many ways. The children

learn that the differences in people can be explained by the nature of the climate they live in, the neighbors they have, and what they have inherited from their forefathers.

The children start to use the globe and to study simple maps. The teachers are encouraged to plan field trips with their classes. The German or French environment provides many wonderful opportunities for such trips and should be used for the benefit of the American school children.

Social Studies Objectives - Grade 4¹⁸

To learn about some of the varied types of physical environment with which the earth as a whole challenges its people.

To learn to appreciate the problems of living in lands of extreme climatic conditions as in the Eskimo and Lapland countries in the north, and the hot dry lands in the African desert regions in the south.

To create a feeling of friendly fellowship with people who live differently than we do.

To demonstrate the fact that adaption to conditions of physical environment imposed on man by nature, underlies the life of all people, from those of the most primitive cultures to those of the most advanced.

To give simple, progressive training and the ability to read and interpret the globe and maps, and map symbols.

¹⁸Ibid., pp. 69-70.

Most of the units in the fourth grade social studies will require from three to four weeks' class time, depending upon the correlated activities with other subjects and the available additional reading and work materials. The following is a chart of a suggested plan for the basic textbook and the supplementary text.

Unit Titles and References¹⁹

VISITS IN OTHER LANDS (Basic textbook)

CHILDREN OF OUR WORLD (Supplementary)

UNIT NO.	TEXT PAGES	SUPPLEMENTARY	UNIT TITLES
1	1-19	1-60	Life in a Malayan Forest Region-Bungs, a Jungle Boy
2	20-43	61-75	Life in Cold North Lands-Netsook and Klaya in the Far North
3	44-64	. . .	Life in Cold Flat Lands-The Steppe-Suvan of the Steppe
4	65-72 187-193	49-60 . . .	Weather and Maps The Earth and Our Hemisphere
Supplementary		127-160	The Netherlands; Fishing Lands
5	73-93	76-92	Life in a Hot African Jungle Region - Simba, a boy of the Congo
6	94-110	110-126	Life in the Highland Countries-Pedro of the Andes
7	111-126	93-109	Life in the Hot Dry Lands-Abdul and Zakia in Egypt

¹⁹Ibid., p. 70.

8	127-143	.....	India, the Land of the Three Seasons-The Begalis and their Homeland
9	144-164	176-194	People in East Asia-China Sumai and Lotti in China
10	165-186	195-206	Norway, a Land of Five F's-Erik and Inger in Norway
11	194-211	207-216	Our Neighbors to the South

SOCIAL STUDIES IN GRADE 5

Development of the American Nations; History and Geography of the United States

The fifth grade pupil has learned many facts and formed many opinions about his community and the people in other lands. He is now ready to gain some knowledge about his own country. He will study the background of our United States, its origin, the first people to come to this country, their struggles against a natural background, and how these people and our forefathers made the country what it is today. He will get some understanding of the scientific and technological achievements which have affected our lives.

By the end of the fifth grade year, the pupils should have developed some positive attitudes and ideals relative to the importance of being a good citizen. He should have a fairly good understanding and appreciation of the meaning of patriotism and what his country is contributing to his own welfare.

Social Studies Objectives - Grade 5²⁰

To learn why the United States is divided into natural climatic and surface regions convenient for the study of each region.

To develop an appreciation of what it means to live in a democracy and to have many of the responsibilities of citizenship in a democracy.

To develop ideals of patriotism and conduct through stories of famous Americans.

To appreciate, respect, and honor the men and women who gave us the many rich inheritances which we are privileged to enjoy.

To find why the various regions of the United States are particularly fitted for the agricultural production of special types of food and livestock.

To lead pupils to appreciate the rights and privileges Americans are obligated to defend against those who may try to destroy them.

To understand why the lands north of the United States cannot produce the variety of products as in the United States.

To learn about the lands to the south of the United States and South American and their industrial and social relation to the welfare of the United States.

To learn to use and understand maps, globes, and other supplementary materials in the study of geography and history.

To develop an interest in further reading and study of history through reading history stories from supplementary readers and textbooks.

The social studies for grade five is made up mostly of geography and history of the United States. Other North

²⁰Ibid., pp. 71-72

American nations and islands contribute to this course of study.

The unified teaching plan suggested below should be followed as far as possible. The length of each unit should be determined by the teacher.

When separate geography and history classes are necessary, the social studies time should be divided or arranged for different periods. It is not mandatory that the reading matter be covered by all fifth grade classes in both textbooks.

Unit Titles and References²¹

THE AMERICAN NATIONS (Geography)

MY COUNTRY (History)

UNIT NO.	GEOG. PAGES	HISTORY PAGES	UNIT TITLES
1	1-29	1-62	The New World and the American Nations
2	30-52	63-144	The New England States
3	53-87	145-176	The Middle Atlantic States
4	. . .	177-228	How Our Nation, the United States, Was Begun
5	98-121	323-372	The Southern States
6	. . . .	229-266	The New Nation
7	122-158	267-322	The Central States

²¹Ibid., p. 73

8	159-207	373-416	The Western States
9	. . . .	417-464	Pioneers of Later Times
10	208-247	. . . .	Bordering Oceans and Outlying Lands of the United States
11	248-268	. . . .	Northern North America; Canada
12	269-302	. . . .	Latin America, Mexico, Central American and Islands of the South
13	303-375	. . . .	South America

SOCIAL STUDIES IN GRADE 6

Geography and History of Nations Overseas

The sixth grade social studies is probably the most interesting because the children are living right in the middle of what they are studying.

Two basic texts are used. The "Nations Overseas" geography text and "Building Our World" history book are the two texts. The extent to which both books are covered will depend on the class time and the interest pupils show for these subjects.

Social Studies Objectives - Grade 6²²

To get a better understanding of the peoples of the Eastern hemisphere through the study of geography and history, including the use of maps, globes, pictures, audio-visual aids, and other available supplementary materials.

²²Ibid., p. 76

To understand how the various countries of Europe began their development from the time of the first recorded history to the present.

To trace the western movements and development of European culture.

To learn more about ways in which the people of each region are dependent upon the people of other regions.

To contrast the ways of living between primitive or near primitive regions and highly complex social, economic, and industrial regions.

To appreciate the similarities and differences of living conditions, customs, and social and economic practices between American and European people.

To trace the historical background of various countries in relation to geographical factors.

To develop an attitude of understanding and respect for the personality and culture of all peoples regardless of race or creed.

To appreciate our rich heritage of American culture through a study of contributions made by other countries and other civilizations.

Following is the suggested unit by unit plan for a Unified Geography and History class.

Unit Titles and References²³

NATIONS OVERSEAS (Geography)

BUILDING OUR WORLD (History)

UNIT NO.	GEOG. PAGES	HISTORY PAGES	UNIT TITLES
1	1-20	. . . .	The Old World in Its Global Setting

²³Ibid., pp. 76-77

2	212-239	229-278	The Countries of Central Europe
3	240-279	*67-176	The Countries of Southern Europe
4	147-179	177-228	France and Its Empire
5	180-195	*257-266	The Low Countries, the Netherlands and Belgium
6	196-211	331-355	The Northern Countries, Denmark, Norway, Sweden and Finland
7	21-138	279-330	The British Commonwealth and Empire
8	281-299	*1-66	Southwest Asia and the Independent Countries of Africa
9	300-328	356-382	Russia-The Union of Soviet Socialist Republic
10	329-368	383-424	The Independent Countries of the Orient-China, Japan, Korea, Siam
11	. . . .	425-486	Our Neighbors - North and South
12	369-379	. . . .	The Polar Regions; Map Study and Review

If necessary because of limited time, the starred references () in units 3, 5, and 8 may be omitted.

SOCIAL STUDIES IN GRADE 7

Nations of the World - Past and Present

The social studies program for grade seven consists of the study of early world history combined with geography. The pupils receive an understanding of how the civilization of our world developed and progressed from the beginning of history to the present.

Social Studies Objectives - Grade 7²⁴

To help pupils acquire an understanding of our cultural beginnings in the old world, and to learn how they have been carried over to the present.

To acquire knowledge and an appreciation of cultural differences of nations in early and late history and to find how they have influenced modern civilization.

To develop an understanding of the historical and geographical environment of many nations and to learn how they contribute to modern social, economic, and political life.

To provide an understanding of the effects of the physical environment upon the economic, social and political life of people in Europe, Asia, Africa, Australia and other land areas of the eastern world.

The subject matter is divided up into twelve general units. The class work time for each unit, except units 4, 5, 8, 9, and 10, should require from two to three weeks. The five larger units should take four to five weeks each. The first seven units should be completed by all seventh grade classes. Beginning with the eighth unit, pupils will be receiving much the same materials which were studied during the sixth grade. If time does not permit the study of all units after unit seven, any of the remaining units except unit nine may be omitted.

Reference books, magazines, current literature,

²⁴Ibid., p. 78

films, filmstrips, field trips, and sightseeing trips should all become a part of the seventh grade geography-history study plan.

The twelve units are listed below in the following chart.

Unit Titles and References²⁵

BASIC TEXTBOOK UNITS: THE OLD WORLD, PAST AND PRESENT

UNIT NO.	TEXT PAGES	UNIT TITLES
1	1-45	The Valley of the Two Rivers - Egypt, Another Cradle of Civilization
2	44-76	Other Cradle Lands The Story of the Hebrews The Phoenicians Civilization Spreads The Desert Lands Today Nations of the Hilly Lands
3	77-109	Greece, First Civilizations in Europe
4	111-187	Rome, Mightiest of Mediterranean Empires
5	189-280	Our Civilization Begins The Middle Ages The Little Islands of Britain The Feudal Period The Church and the Crusaders
6	281-315	The Growth of Nations Under Strong Kings The Old World Begins to do Some Thinking
7	317-366	The Modern World Begins England in the Days of Queen Elizabeth The Growth of Other Nations The Industrial Revolution

²⁵Ibid., p. 79

- 8 367-411 The British People and Their Lands
France and Its People
Two Low Countries and a Mountainous One
Supplementary Units of this Teachers'
Guide:
a. The Netherlands; b. Switzerland;
c. France (See outlines)
- 9 412-426 The Young Nation of Germany
Germany, a supplementary unit, as given
in this Teachers' Guide (See outline)
- 10 427-476 Three Peninsula Countries
The Baltic Countries
The Soviet Union
The Middle Countries of Europe
The Danube Valley Countries
The Balkan Countries
- 11 477-539 Asia, India, China and Japan
- 12 540-566 Australia and the Pacific Islands
Africa - A Continent of Colonial Empire

SOCIAL STUDIES IN GRADE 8

The Progress of American Democracy

Basic Textbooks and Supplementary Materials:²⁶

- The Story of American Democracy (Basic textbook)
- The Way of Democracy (Supplementary for correlated reading)
- American Leaders (For teacher and pupil reference)
- The Standard Building of Our Nation (For teacher and pupil reference)
- Our America (For teacher and pupil reference)

²⁶Ibid., p. 80

Life in Early America (For pupil reference, fifth-sixth grade level)

Life in Modern America (For pupil reference, fifth-sixth grade level)

Teaching Tests to accompany - The Story of American Democracy (One booklet per student)

Key to Teaching Tests on The Story of American Democracy

The emphasis in the social studies in the eighth grade is on history and government rather than on geography. Geography, however, should be used constantly in the teaching of this history-government subject. History maps are a very important part of this class. Throughout this study emphasis should be placed on democratic living and practices by the pupils.

Social Studies Objectives - Grade 8²⁷

To get an understanding of the many problems American pioneers and early settlers confronted in establishing their rights to the American Continent.

To develop an appreciation of the hardships and sacrifices of the American people in the long struggle while establishing American independence.

To appreciate the true meaning of patriotism and to understand that a good citizen has many obligations and duties as well as privileges.

To understand the necessity for a strong central government as the supreme law of the land.

To understand the importance of honest and sincere governmental officials and their responsibility to the people.

²⁷Ibid., p. 81

To develop an appreciation of our democracy and the importance of maintaining the freedoms won by American people and the people of a free world.

Each history-government unit listed below will require from three to five weeks depending on the time spent in correlating this subject matter. The teacher should strive to complete all units during the school year.

Unit Titles and References²⁸

UNIT NO.	TEXT PAGES	UNIT TITLES
1	5-85	Europeans Acquire and Hold Lands in the New World
2	86-141	New World Colonies Win Their Independence and Become American Nations
3	142-193	Free Americans Organize a Strong Democratic Nation
4	194-245	American Life Becomes Better for the Common Man
5	246-309	American Democracy Grows Stronger as the Nation Expands Across the Continent
6	310-361	The Nation Divides and Reunites
7	362-413	The United States Uses Its Resources to Build a Well-Balanced Nation
8	414-457	The Power and Growth of the National Government
9	458-507	Knowledge and the Arts Enrich the Life of the American People

²⁸Ibid., p. 81.

- 10 508-624 The United States, Leading in World Affairs
11 625-636 The Constitution (Review)

Current Events

Time should be taken periodically to discuss current events in every social studies class group. Every Dependents school is provided with one copy of "My Weekly Reader" for grades 3-6 and one copy of "Current Events" for grades 7 and 8. These papers come directly to the school and are furnished by DEG. Every class is encouraged to provide their pupils with one copy per pupil, financed in some local way or by each pupil buying his own.

Each school library gets copies of Time, Life, and The National Geographic Magazine to help children keep abreast of the current events.

Uses of Audio-Visual Aids in Teaching Social Studies

Audio-visual education materials can do more than any medium to motivate learning. They speak any language. They have a force, impact, and power which no other medium can command.

These devices should not be overemphasized and used as substitutive educational devices. They are supplemental aids to learning and not substitutes for learning.

With that word of caution, we will attempt to explain the visual aids that are available to the Dependents schools in USAREUR.

Motion pictures - The Dependents Schools are supplied with 16 mm films by a central film library located at Headquarters, DEG, in Karlsruhe, Germany. The library has over 1000 films for distribution to the schools. They make an automatic shipment to each school each month. Films for the primary grades and special classes are usually sent in this issue of films.

In the larger army installations, the Army Signal Corps film library has many educational films that are good for social studies use. These are regular films that are used in school film libraries in the United States but they are primarily for use in teaching and training American soldiers. It is very important that these films be previewed before showing because, although 99 per cent may be all right for school use, that one per cent may give language or picture sequences that the school children are not normally expected to use, hear, or see.

There are commercial films available for use in the dependents schools. These companies, Pan-American World Airways, American Express, Air France, Trans World Airways, British Travel Centers, and some German commercial firms have excellent educational films with a minimum of

advertising and these films are available to schools free of charge. The Augsburg American Elementary and High Schools have used these films quite extensively and have found them very satisfactory.

Filmstrips - The central film library has over 6000 filmstrips available upon request. In addition, each large elementary school has a basic filmstrip library of approximately 140 strips.

Slides - Slides are becoming ever more popular, especially with teachers in Europe. Many of the teachers take advantage of the wonderful opportunity to take colored pictures of important buildings, mountains, bridges, waterways, plants, animals, people, and other subjects of interest. Such slides are of infinite value when used as teaching aids in the class room. Consequently, the 2" by 2" slide is becoming more popular than the 3¼" by 4" slide. The latter, however, is still used because it lends itself toward creativity, since it is possible for the teacher or student to make slides of this size for use in the classroom.

The central film library has nine slide collections of German fairy tales that are available upon request.

The Opaque Projector - The opaque projector is a very valuable piece of visual aid equipment. Any picture in a text, a magazine, newspaper, map, or any printed matter or

object can be projected on a screen for class study. The school libraries have limited picture files for teachers to use and the opaque has proved to be very useful in showing these pictures.

Every school has an opaque projector issued by DSD.

Record player - Every library has a collection of records for the classroom teacher to use. Every school has electric record players issued by DSD.

Tape Recorder - The Grundig (German model) tape recorder is furnished to schools in USAREUR. The uses the tape recorder can be put to are many but the use of a tape recorder by teachers is still very limited.

Bulletin Boards - When properly used, bulletin boards have almost as great a teaching value as textbooks. Bulletin boards are wonderful for use by social studies classes. It creates pupil interest and increases the retention of what is taught. It also can be used to encourage the students to observe and contribute to the class.

Blackboards - Blackboards are not often thought of as a visual aid but it is one of the best and most frequently used of all aids to teaching. All of the dependents schools have blackboards of varying sizes, shapes, and colors.

Field Trips

The field trip is an especially educationally worthwhile project in Germany or France. Within short distances from many schools are places of cultural, historical, musical, and scientific interest. Teachers should investigate the possibilities of arranging such trips and coordinate their planning with the principal and school officer. One day trips may be approved by the principal. When an overnight trip is planned, the trip must be approved by the area superintendent of schools and written permission must be obtained of the parents.

The Augsburg American Elementary School maintains a file of all field trips, planned and carried out in the past, for use of all teachers. Listed below are a few of the local trips that students and teachers have enjoyed together.

The Augsburg Tiergarten or Zoo is one trip all children enjoy. The entrance fee is twenty Pfennigs. This is a good place to picnic in the springtime.

A visit to the downtown Stadtmarkt or City Market while the children are studying units such as "Harvesting" and "Vegetables We Store For Winter" is very worthwhile. This trip will be more beneficial if the class is divided into small groups because there is so much to see in the

meat and wild game building, the fish house, and the dairy building. Small groups will give the children a chance to buy at the stalls with Deutsche marks.

One of the sights of Augsburg that school children of both countries enjoy watching occurs on September 29th. St. Michael comes out of a specially constructed window in the Perlach Tower, a bell tower for a small church next to the city hall, and kills the dragon that is so famous in mythology. A good time to see this is at 11:00 at which time the strikes of St. Michael's sword count out the hour. This occurs every hour on the hour during the day.

Visits to fire stations are easily arranged and the trip to a German fire station is quite interesting as the building was an old arsenal. Classes from the American school have always been welcomed by the fire department.

The American Army fire station, located in one of the four Army barracks in Augsburg, is interesting for the young pupils and the firemen are very helpful.

Small groups have visited a candle factory and have found the trip most interesting because the factory is small and all of the work is done by hand. The tour takes about forty-five minutes.

Augsburg has always been a textile center and there are several large textile factories that accommodate tours

of this nature. The guided tour shows all stages of the production of cloth from the cotton in the bale to the finished product. It is a half day trip and is good to coordinate with a unit of study of the textile factories in New England or the study of cotton raising in the South (U.S.A.).

Arrangements may be made to go through the huge MAN Diesel factory and museum. The museum has displays of diesels from the first few motors, which were invented and built in Augsburg, to the huge, modern engines manufactured today.

The first low-cost housing project in the world, the Fuggerei, is located in Augsburg. Built by the Fugger family over 400 years ago, it is exactly as it was then. Old people who are Catholic, who have never been in jail, and who will pray for the Fugger family may live in the project by paying one Mark and eighty Pfennigs a year, or about forty cents.

There are several trips that take one whole day to complete and are of extreme educational value.

The Deutsches Museum in Munich, Germany, has many wonderful displays including mining - iron, coal, and salt - electricity, transportation, geology, biology, chemistry, physics, and astronomy. Many classes go to this museum to see just one and possibly two of the displays.

One of the best displays of royal carriages in Europe is found at the Nymphenburg Castle in Munich. Tickets for fifty Pfennigs may be purchased to enter all the buildings and the gardens of this beautiful former home of Bavarian kings.

The famous Neuschwanstein Castle, the dream castle of Germany, built by King Ludwig II, is located south of Augsburg near ["]Füssen, Germany. This is an excellent trip for classes studying German or European history.

North of Augsburg on the Romantische Strasse are the two walled cities of Dinkelsbühl and Rothenburg. Both are good examples of the Middle Ages walled cities. The walls are still in good repair and may be walked upon just as the townspeople did several hundred years ago while fighting off the Swedes or some other would-be conqueror.

There are two theaters in Augsburg that are visited by our classes, teachers, and parents. The Marionetten Theater, a European-wide known puppet theatre, produces plays especially for school children. There is a small fee and 150 to 200 children must attend. The elementary school usually sends all the classes of one grade level at one time.

The second theatre is the Augsburg Opera House. This beautiful building has been re-built since the war and had its grand opening in November, 1956. Many of

our children attend the performances in this opera house.

Every American School in USAREUR is located in, at, or near some famous city or place in European history. I have listed the main places the Augsburg American teachers visit with their classes but every school has just as interesting a selection.

Teaching social studies and history classes is ever so much more interesting because of the proximity of these historical sites. If no one else benefits from one of these field trips, the teacher certainly has the opportunity to learn and see a lot.

THE LANGUAGE ARTS

The overall purpose of teaching oral and written language to children of all ages and grade levels in the elementary school is to stimulate and encourage an appreciation of simple, correct, and colorful language expression and to inspire children with a desire for good language achievement.

As in all other school subjects, the language arts subjects offer the teacher many opportunities for developing character. Personal qualities such as neatness, courtesy, honesty, promptness, and cooperation can be outcomes from many experiences planned for pupils in language exercises.

Textbooks and Workbooks

The basic language textbooks for pupils in grades three through eight in the dependents schools, are the "McKee Language Series" books. The workbooks accompanying these texts are optional for use by schools with one hundred or less pupils. The larger schools will not be provided with these workbooks.

TEXTBOOKS²⁹

WORKBOOKS

Grade 3, Building Your Language	Practice for Building Language
Grade 4, Developing Your Language	Practice for Developing Language
Grade 5, Enriching Your Language	Practice for Enriching Language
Grade 6, Improving Your Language	Practice for Improving Language
Grade 7, Mastering Your Language	Practice for Mastering Language
Grade 8, Perfecting Your Language	Practice for Perfecting Language

Teachers' Guide and Keys³⁰

Grade 3, Teachers' Guide and Key for - Building Your Language; Key for - Practice for Building Language
Grade 4, Teachers' Guide and Key for - Developing Your Language; Key for - Practice for Developing Language
Grade 5, Teachers' Guide and Key for - Enriching Your Language; Key for - Practice for Enriching Your Language
Grade 6, Teachers' Guide and Key for - Improving Your Language; Key for - Practice for Improving Language
Grade 7, Teachers' Guide and Key for - Mastering Your Language; Key for - Practice for Mastering Language

²⁹Ibid., p. 41.

³⁰Ibid., p. 42.

Grade 8, Teachers' Guide and Key for - Perfecting Your Language; Key for - Practice for Perfecting Language

LANGUAGE IN THE PRIMARY GRADES

The Scott, Foresman Company books, "We Talk, Spell, and Write" are used to present a correlated program by which language, spelling, and writing may be taught to all children in these primary grades.

The first and second grade language program is an integrated series of activities, including reading, language, spelling, and writing. There is no method dictated by which the teacher must develop the language concepts. The Teachers' editions of "We Talk, Spell, and Write" provide necessary explanations and aids. Language, as such, is not taught as a subject but the teacher is reminded that it is taught incidentally. There are many language habits being formed in the first grade, so that the child's future facilities in speech and writing may well depend upon those habits.

The activity books, "We Talk, Spell, and Write", Book 2, first level, for teacher use, and Book 2, second level, for teacher and pupils use, constitutes the basic textbook materials for second grade language study.

Third grade pupils use the McKee Language textbook, "Building Your Language" with the accompanying workbook.

Teachers are given one copy of the workbook, "We Talk, Spell, and Write", Book 3, first level, which will help them correlate all the language arts subjects.

DSD also provides several supplementary language aids. For grades two, three, and four, the activity book, "Eye and Ear Fun" is available as an aid in teaching language and reading.

Language Objectives

The objectives given below for each grade level in oral and written language could be expanded to include many more than listed. The basic objectives, once stated, are not restated in the next advanced grade since the skills and fundamental mechanics are expected to be further developed in the advanced grade or grades.

Grade One Objectives³¹

1. Develop the ability and habit of talking in sentences.
2. Practice clear and distinct speech.
3. Create a desire to cooperate in group work.
4. Develop ability to give and follow simple directions.
5. Develop ability to recall events in proper sequence.
6. Develop a wide speaking vocabulary.
7. Develop ability to enunciate clearly and audibly.
8. Create a desire to talk and say something interesting.
9. Develop ability to do manuscript writing on large ruled paper.
10. Develop creative ability in written and oral expression.
11. Recognize the use of the capital, period, and

³¹Ibid., p. 44.

- question mark.
12. Develop an appreciation for many accepted child classics in prose and verse.

Grade Two Objectives³²

1. Relate experiences in two or three sequential sentences.
2. Compose and write simple sentences.
3. Continue the development of a sentence sense.
4. Fix certain uses of capitalization and punctuation.
5. Develop vocabulary through word analysis and discussion of the meaning of words.
6. Recognize and use opportunities for courteous behavior.
7. Memorize a few short poems of children's choice.
8. Develop ability to give directions.

Grade Three Objectives³³

1. The ability to write sentences correctly.
2. The ability to take part in group discussion.
3. The ability to distinguish between a sentence and a group of words - (sentence sense).
4. Some understanding of the importance of being able to express oneself well in writing.
5. The ability to speak clearly before an audience in making an announcement, relating a simple experience and dramatizing a story.
6. The ability to introduce correctly a child to an adult.
7. The ability to answer the telephone, and to use the telephone intelligently.
8. The ability to greet courteously visitors to the school and to the home.
9. The ability to use capital letters correctly.
10. Knowledge of how to address and stamp an envelope.

³²Ibid., p. 44.

³³Ibid., pp. 44-45.

Grade Four Objectives³⁴

1. Continued improvement in all skills achieved in the first three grades.
2. The ability to relate in four or more well organized sentences a familiar experience or story to an audience.
3. Some ability in writing simple business letters.
4. The ability to use the dictionary and continued progress in word usage.
5. The ability to make formal introductions with ease in various situations and to acknowledge an introduction.
6. Some ability in correct use of words such as: gone, went, is, are, have, got, come, and came, etc.
7. The ability to make a simple outline and give a report on some phase of work in social studies, science, etc.
8. The ability to recognize paragraph structure and to write direct quotations.
9. Form habits of observing courtesies in conversation and group discussion.
10. The ability to use a telephone directory; a knowledge of how to use the telephone to get help in emergency.
11. Have an interest in and appreciation of native fairy tales and folk tales.
12. The ability to dramatize stories and poems.

Grade Five Objectives³⁵

1. Increased skill in all objectives of the first four grades.
2. Eliminate speech errors through self-analysis and observation.
3. Write paragraphs on definite topics using clear complete sentences.
4. Write social and business letters.
5. Use correct punctuation and capitalization in contractions, possessives, abbreviations, direct quotations and titles.

³⁴Ibid., p. 45.

³⁵Ibid.

6. The ability to relate familiar experiences clearly and forcefully before an audience.
7. The ability to participate in both formal and informal discussions, observing all common courtesies and stick closely to the topic.
8. Organize and evaluate materials in related subjects.
9. Ability in the use of encyclopedias.
10. Some ability in using card and book indexes in libraries.
11. The ability to use an outline in planning for a talk or for written work.
12. Know and use some grammar forms, - subject and predicate, nouns, pronouns, and verbs.

Grade Six Objectives³⁶

1. Growth in all skills taught in previous grades.
2. Develop and enrich vocabulary through discussions, announcements, conversations, introductions, etc.
3. Eliminate errors in sentence structure and grammar.
4. The ability to conduct a meeting, act as a chairman or as any other officer.
5. The ability to use the dictionary to find synonyms and antonyms, etc.
6. Organize and evaluate oral compositions and recitations.
7. Know and use parts of speech and important grammar forms.
8. Organize materials in simple outline form.
9. Continue growth in the mastery of: possessives, contractions, direct quotations, etc.
10. Know and use subjects and predicates.

Grade Seven Objectives³⁷

1. Further development in all skills taught in previous grades.
2. The ability to write a short, forceful editorial.
3. The ability to speak extemporaneously for about a minute on a familiar subject.
4. Skill in classifying sentences as to form, use and meaning.

³⁶Ibid., p. 46.

³⁷Ibid., p. 46.

5. Skill in taking notes in outline form necessary in studying the content subjects.
6. The ability to construct sentences in which subject and predicate agree in number.
7. Ability to convince by reasoning and discussion.
8. Ability to write legibly, easily, and with somewhat greater speed.
9. Ability to spell correctly in regular written work.
10. A knowledge of the following grammar forms:
 - a. Compound subjects and predicates.
 - b. Compound sentences.
 - c. Transitive and intransitive verbs.
 - d. Nominative, accusative or objective, and possessive cases of pronouns.
 - e. Predicate nominative of pronouns.
 - f. Direct and indirect objects.
 - g. Indefinite pronouns.
 - h. Tenses of verbs.

Grade Eight Objectives³⁸

1. Skill in all fundamental mechanics taught in preceding grades.
2. Skill in writing a business and friendly letter correct as to form and content.
3. The ability to talk effectively for several minutes on a prepared topic.
4. Further growth in all other objectives listed in the grades.
5. The ability to take notes from a lecturer, a classmate's oral report, the discussion at a meeting, etc.
6. A knowledge of the most common figures of speech and of how to use them in speaking and writing.
7. A knowledge of the desired outcomes in grammar given in the seventh grade, and the following:
 - a. Gender; b. Voice; c. Mode; d. Gerund, infinitive and participle.
8. Pupils at this eighth grade level should have sufficient knowledge of grammar to detect and correct their own errors.

³⁸Ibid., p. 47.

Seventh and Eighth Grade Grammar Objectives

"The Plain English Handbook" provided for all seventh and eighth grade teachers and pupils is an excellent guide and reference book for establishing many of the important grammar and English forms.

The following is an outline of language and grammar objectives of the Dependents Elementary School.³⁹

I. The Sentence

1. Kinds of sentences as to form: a. Simple; b. Compound; c. Complex.
2. All compound elements in simple sentence.
3. Agreement of subject and verb.
4. Predicate adjective and predicate nominative.
5. Prepositional phrase.
6. Direct object and indirect object.

II. Parts of Speech

1. Nouns
 - a. Simple collective nouns.
 - b. Nouns plural in form but singular in meaning.
 - c. Formation of plurals.
 - (1) Nouns ending in y, o and f.
 - (2) Irregular plurals.
 - (3) Same form for singular and plural.
2. Pronouns
 - a. Objective form in compound objects.
 - b. Elimination of hisself and theirself.
3. Verbs
 - a. Agreement with subject modified by prepositional phrase.
 - b. Drill on forms of go, blow, burst, climb, fall, ride, throw, grow, know, speak, bring, take, ask.

³⁹Ibid., pp. 47-48.

4. Adverbs
 - a. Like, as if.
 - b. Almost, somewhat.
 - c. Comparison of adverbs.
5. Adjectives
 - a. This kind, these kinds.
 - b. That man, those men.
 - c. Them never used as a modifier.
6. Conjunctions
 - a. Coordinate.
 - b. Subordinate.

Spelling

The chief aim of spelling instruction is to acquire permanent ability to spell words correctly. The spelling program must emphasize word analysis, dictionary skills, and all the other elements which have proven to be effective in the classroom.

Spelling Objectives⁴⁰

- To develop the ability to spell easily and accurately the words they need to use in their writing.
- To develop a technique for the study of spelling and the pronunciation of unfamiliar words.
- To develop a spelling consciousness; that is, to recognize instantly correct and incorrect spelling.
- To develop clear accurate images of the words as they are related to correct motor response.
- To attain skill in word analysis in order to possess vivid images of the parts and the whole words.

⁴⁰Ibid., p. 49.

To realize the necessity of knowing the meaning, use, and pronunciation of a word before attempting to spell it.

To acquire the habit of using the dictionary in the middle and upper grades when in doubt as to meaning, pronunciation, and spelling.

Spelling in the First and Second Grades

The teacher can get excellent helps in teaching spelling in the Scott, Foresman Company books in the Basic Language Program. These books are provided as indicated.⁴¹

We Talk, Spell, and Write, book 1, level one, for teacher use.

We Talk, Spell, and Write, book 1, level two, for teacher use.

We Talk, Spell, and Write, book 2, level one, for teacher use.

We Talk, Spell and Write, book 2, level two, teachers and pupils use.

We Talk, Spell, and Write, book 3, level one, for teacher use.

Spelling in Grades Three Through Eight

"The New Stanford Spellers" are provided for third through eighth grades. The ultimate purpose of these books is to help each pupil in these grades develop basic spelling and word study techniques which will enable him to learn how to pronounce, use, and spell the words he needs whenever he needs to use them.

⁴¹Ibid., p. 50.

A Teachers' Manual and Answer Book for the new Stanford Spellers in each grade is also provided.

Time Allotment for Spelling

The recommended class time for spelling is 15 to 20 minutes a day, or an average of from 75 to 100 minutes a week.

Writing

Manuscript or printscript writing is taught in the first and second grades. At the end of the year, before the close of school, second grade children may be given an introduction into some free cursive writing.

Since primary pupil groups in the elementary schools are composed of pupils from all sections in the United States where handwriting is taught by various methods, many pupils in second grades may have had instruction in cursive writing before coming to our schools in Europe. Some third grade pupils may have had cursive writing instruction during their entire second grade year. Because of these conditions it is important that teachers do not ignore these pupil experiences but arrange and adjust the classroom writing instruction in such a way that these pupils do not lose any of the skills already developed in cursive writing.⁴²

Writing Activities for Primary Grades⁴³

Suggestions of things to do for correlating of

⁴²Ibid., p. 54.

⁴³Ibid., p. 55.

writing with other subjects in addition to regular writing periods.

1. List words in the basic Pre-primers, Primers, and readers.
2. List good foods.
3. List experience words.
4. List work father and mother do.
5. Make lists of boy's work and girl's work.
6. Number the pages of booklets.
7. Write about ways of transportation.
8. Make booklets of subjects studied in science.
9. Write safety rules.
10. Write simple invitations.
11. Write thank you notes.
12. Write original stories.
13. Write simple letters.
14. Write verses for Valentines and Easter cards.
15. Write letter to Santa Claus.
16. List vegetables, fruits, meats, etc.
17. Make a clothing booklet.
18. List types of materials used in building houses.
19. List workmen who help us build our homes.
20. Write short stories about community helpers.
21. Write original rhymes.
22. Use all writing materials for special days.

Objectives and Activities - Grades 4 and 5⁴⁴

Reduce the size of letter forms to the usual social forms.

Introduce and practice the use of pen and ink or the use of the fountain pen.

Begin using these when pupils have gained confidence in pencil writing; when letter forms are well established; and when reasonable speed in writing has been acquired.

Give attention to the use of correct letter forms.

Similar space between letters and words must be closely observed.

⁴⁴Ibid., p. 56.

Uniformity in height of capitals, small and stem letters is being observed.

Close attention is given to uniformity of slant letters.

Rhythm in writing is becoming more evident than at any time before.

There is an awareness of more similarity in the size in the stem and loop letters.

Reasonable speed in writing is now being demonstrated.

Observes correct posture while writing at blackboards and desk.

Observes correct position of papers, pencil or pen in writing.

Makes use of specific skills in handwriting as it is taught.

Observes more closely uniform height of small and capital letters.

Is more interested in handwriting and takes pride in writing well at all times.

Continues progress in written work; neatness, order, uniformity and speed.

Objectives and Activities - Grades 6, 7 and 8⁴⁵

Pupils in these grades are expected to observe all good practices in handwriting in all written work in school subjects. Continued daily emphasis is on handwriting skills as given in grades 4 and 5, with added improvements. Observe the following objectives:

To make good use of correct letter forms, small and capitals.

⁴⁵Ibid., p. 56.

To give more attention to required space between letters, words and lines.

To give more attention to crossing of t's and dotting of i's.

To develop ease of rhythm in all writing.

To develop reasonable speed and good letter formation in writing.

To show reasonable heaviness and uniformity in stroke of all written work.

ARITHMETIC

The objectives of the arithmetic program of studies for the American Dependents Schools are to develop accuracy and speed in both oral and written computation. It is taught through meaningful experiences which are expected to satisfy the present need of the child and prepare him for his future arithmetic needs. Arithmetic instruction is devoted chiefly to the development of concepts with different grade groups and with individuals or groups within a grade level. Special attention is given to developing and understanding new concepts before drill is given; drill is given to individuals when it is needed. Emphasis is continually placed on teaching children processes of problem solving through reasoning; as far as possible instruction is adapted to individual needs.⁴⁶

The textbooks and other helpful materials that are available are listed below:

Textbooks and Teaching Materials⁴⁷

Grade 1 -

Pupils' books:

Working With Numbers, Worktext, Book I.

⁴⁶Supplement to the Teachers' Guide for Elementary Schools, "Curriculum - Elementary Schools 1956-1957," DEG, APO 164, dated August, 1956, p. 2.

⁴⁷Dependents Education Organization, Teachers' Guide, Prepared by Fred L. Miller, Director of Elementary Education, APO 164, U. S. Army, Europe, 1955, p. 97.

Teachers' and Pupils' Materials:

Working With Numbers, Teachers' Edition, Book I.

Number Readiness Chart, With Guide Book.

Numbers as the Child Sees It, Counting Discs, set
No. 1 and 8.

Hectograph or ditto duplicating pads of master copy.

Grade 2 -

Pupils' Books:

Working With Numbers, Worktext, Book II.

Number Stories, Book I (For reading and number study
review).

Teachers' and Pupils' Materials:

Working With Numbers, Worktext, Teachers' Edition,
Book II.

Number Readiness Chart. (For use in first and second
grades.)

Hectograph or ditto duplicating pads of master copy.
(Used in first grade.)

Grade 3 -

Pupils' and Teachers' Books:

Working With Numbers, Worktext, Book III.

Study Arithmetic, Textbook, Book III.

Teachers' Guidebook for Study Arithmetic, Book III,
combined with answerbook.

Grade 4-8 -

Pupils' and Teachers' Books:

Study Arithmetic Textbooks, Books IV, V, VI, VII and
VIII.

Teachers' Guidebook, Study Arithmetic, for Books IV
to VIII, combined with answerbook.

In teaching arithmetic, the teacher must take into consideration the individual differences in pupils on various grade levels. In the primary grades the emphasis is placed on the building of concepts and meanings, in the middle grades on meaning and skills, while in the upper grades the emphasis is on mathematical processes.

Some of the general arithmetic objectives followed in the Dependents Schools are:⁴⁸

To develop an adequate mathematical vocabulary which will promote proficiency in intelligent application of mathematical knowledge and skill in practical situations.

To gain a knowledge of the meaning of numbers and meanings inherent in number relationships.

To provide challenging situations through activities involving numbers. The child should have opportunities to use knowledge and skills within the range of his interest and abilities.

To develop a high degree of accuracy and speed in the fundamental processes of mathematics; habits of neatness and orderly arrangement in solving problems.

To develop the habit of analyzing situations or problems that arise in other fields with a view of interpreting their quantitative aspects.

The main objectives for each grade in the Dependents Schools are mentioned below:

Grade One Objectives⁴⁹

1. Using of number knowledge in social situations.
Count numbers to 100.
2. Matching and counting concrete objects, counting by rote, and serially.
3. Read number to 100. Write numbers to 20.
4. Manipulate with blocks or other sensory materials.
5. Recognize number groups up to 10 as an entity.
6. Sense number size, i.e., that 10 is more than 1, or 5; that 50 is a larger number than 30, etc.

⁴⁸Ibid., p. 99.

⁴⁹Ibid., p. 101.

7. Ability to count by 5's and 10's to 100.
8. Learn simple addition and subtraction combinations.
9. Acquire ideas of measurement, placement, and comparison.
10. Acquire ideas of money.
11. Know the ordinals, first through fifth.
12. Understand the use of the calendar.
13. Understand the use of the clock.
14. Measuring the length; some liquid volume; money values.
15. Understanding the terms of size, quantity, and relationship as: big, bigger, little, large, small, smaller, tall, taller, high, higher, more, fewer, less, least, etc.

Grade Two Objectives⁵⁰

1. Review work of the first grade.
2. Ability to read and count numbers to 500.
3. Appreciation of the importance of number and its many uses in everyday living by making every possible use of knowledge which children already possess.
4. Ability to write numbers to 100.
5. Automatic control of basic addition facts with sums of 10 or less.
6. Automatic control of basic subtraction combinations to 18 from concrete experiences.
7. Provide experiences to develop concepts of time, shape, comparisons, location, measure.
8. Explain Roman numerals as needed.
9. Give practice in simple column addition, using not more than 2 columns and 3 addends involving no carrying.
10. Money concepts - ability to understand situations involving change for a quarter; be able to recognize penny, nickel, dime, quarter.
11. Develop in ability to use calendar and clock.

Grade Three Objectives⁵¹

1. Review first and second grade work, checking all objectives.

⁵⁰Ibid., pp. 101-102.

⁵¹Ibid., pp. 102-103.

2. Understand the effect of zero in computation, zero is a placeholder.
3. Know and use the terms of the fundamental processes.
4. Know how and appreciate the need to check answers.
5. Understand the relationships of the multiplication and division tables.
6. Recognize money denominations through the dollar, know addition and subtraction of money.
7. Read and write U. S. money up to \$100.00.
8. Tell time, using Arabic or Roman numerals; know terms: a.m., p.m., minute and hour.
9. Help the child see the need of desirable habits of neatness and accuracy and help him set up standards.
10. Develop automatic control of 100 basic addition and subtraction combinations.
11. Develop skill in using number facts in real situations - problem solving.
12. Enlarge concepts of size, value, and distance.
13. Read and write numbers to 1,000.
14. Read number words - twenty-one to one hundred.
15. Develop steps in addition, including not more than three-place numbers with carrying in units and tens places.
16. Develop steps in subtraction, including not more than three-place numbers with borrowing in units and tens.
17. Count by 1's, 2's, and 10's to 150.
18. Develop steps in multiplication by 1, 2, 3, with carrying, using multiplicand of 2 and 3 figure numbers.
19. Develop steps in division of two and three digit numbers by 2 and 3.
20. Develop in ability to find $\frac{1}{2}$, $\frac{1}{3}$, and $\frac{1}{4}$ of a unit.
21. Develop use of calendar and clock.
22. Develop concepts and vocabulary of liquid measure, linear measure and measure of weight.

Grade Four Objectives⁵²

1. Review the work of the third grade.
2. Using numbers; understanding comparison of numbers, reading and writing numbers to 100,000 Roman numbers I to XXX, different ways of expressing multiplication and division.

⁵²Ibid., p. 103.

3. Addition; as far as 3 digits wide and 3 or 4 digits high, including zero difficulties and irregular columns.
4. Subtraction up to and including five-place numbers; stressing zero difficulties.
5. Multiplication facts through 9, multiplication of three-place numbers with one-place multiplier.
6. Division with one-digit divisor by the long division method, with no carrying, stressing zero difficulties, limit to 4 digits in the dividend; later, including all difficulties, finding averages.
7. Fractions; understanding of fractional parts, stressing concrete and semi-concrete examples, meanings of $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{8}$, $\frac{1}{5}$, $\frac{1}{6}$, $\frac{1}{7}$, $\frac{1}{9}$ of numbers, finding $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$, $\frac{1}{6}$, etc., of numbers, introducing addition and subtraction of fractions of like denominators, fraction equivalents.
8. Decimals; reading and writing U. S. money in decimal form, using the four fundamental processes, placing the dollar sign and the decimal point, making change.
9. Measures; meaning of gallon, quart, yard, pair, etc., measures needed for solving everyday problems, changing measures to larger or smaller denominations, time measurements, etc.
10. Graphs and geometric figures; recognizing and naming such figures as rectangles, and circles, and simple graphs as needed.
11. Solving problems; estimating reasonable answers to problems, practicing on one- or two-step problems.
12. Develop in habits of: neatness, accuracy, and speed, checking work (at least mentally), and thinking clearly.

Grade Five Objectives⁵³

1. Review work of Grade Four.
2. Read numbers up to 999,999.
3. Add not more than 4 columns of addends.
4. Subtract not more than 5 figure numbers.

⁵³Ibid., p. 104.

5. Multiply with not more than a 4 digit multiplicand and a 3 digit multiplier, including zero difficulties.
6. Develop in speed and accuracy in multiplication and division facts.
7. Add and subtract, like and unlike, mixed numbers and whole numbers.
8. Use the common arithmetic terms as needed in multiplication, division, subtraction, and fractions.
9. Find the perimeter of circles.
10. Use U. S. money in problems in a functional way.
11. Apply the measure in everyday situations.
12. Apply arithmetical knowledge in solving 2-step problems.
13. Use economical methods of checking.
14. Use with understanding the common measures as dry, liquid, time, weight, temperature, etc.
15. Special attention should be given to the metric system of weights and measures used in the European Theater.

Grade Six Objectives⁵⁴

1. Review the work of Grade Five, teaching or providing for development of skill in use of fundamental addition, subtraction, multiplication, and division facts.
2. Use the four fundamental processes: a. Addition: not more than 5 columns of 6 addends. b. Subtraction: 6-digit numbers. c. Multiplication: 2- and 3-digit multipliers and not more than a 5-digit multiplicand. d. Division: not more than 5-digit dividends by 2- and 3-digit divisors.
3. Add, subtract, multiply, and divide fractions.
4. Add, subtract, multiply, and divide decimal fractions.
5. Change fractions to decimal equivalents and decimals to fraction equivalents.
6. Solve 2- and 3-step problems using meaningful situations.
7. Find area and volume.
8. Use common measurements.
9. Use economical methods of checking.

⁵⁴Ibid., p. 105.

10. Understand common arithmetical terms.
11. Special attention should be given to the metric system of weights and measures used in the European Theater.

Grade Seven Objectives⁵⁵

1. Review work of previous grades.
2. General ingenuity and resourcefulness in meeting everyday arithmetic situations.
3. The habit of sensing and understanding a problem situation before attempting the solution.
4. Awareness of quantitative aspects of the environment.
5. Insight into the Meaning of Numbers and the Computational Processes.
6. The ability to detect fallacies and absurdities in problem answers.
7. Understanding of measurement information, the ability to apply it.
8. Skill in Mental Computation frequently made possible by the use of computational short-cuts.
9. A sense of money relationships and the ability to handle money situations.
10. The ability to visualize partial relationships.

Grade Eight Objectives⁵⁶

1. To increase speed and acquire mastery in computation with whole numbers, common fractions, decimals, per cents, and common units of measure.
2. To develop a comprehension of the need and importance of arithmetic in the child's daily life so that he may set higher standards for mathematical achievements.
3. To give practice in solving practical problems of social-economic nature.
4. To develop skill in the ability to estimate answers for checking results.

⁵⁵Ibid., pp. 105-106.

⁵⁶Ibid., p. 106.

5. To develop the ability to use simple business forms.
6. To become acquainted with the need and nature of taxation and insurance.
7. To become acquainted with types of investments.
(Stocks, bonds, mortgages, real estate, etc.)
8. To acquire the ability to understand and solve a few simple formulas and equations.
9. To have acquired a development of habits of neatness, habits of accuracy and speed, habits of checking work, and habits of thinking clearly.
10. To be able to work problems involving any of the fundamental processes, learned in previous grades.

MUSIC

Music, as other arts, has much to contribute to the cultural development of the individual and provides him with a source of enjoyment throughout his life. Through the music program in the Dependents Schools, children may develop skills in singing, playing, and rhythm.

In the elementary school, the music teacher should be a helper and consultant for the classroom teacher. Through conferences and observations, she plans her work to correspond with the interests and activities of the classroom. She gives suggestions for songs, records, dances, and rhythmic activity to correlate with units of study.

She acquaints the classroom teacher with the various musical experiences and attainments for each grade level and helps her to gain confidence and security in bringing music to her children.

To the classroom teacher, the music teacher is a "helping" teacher. She instructs her teachers as well as her children.

The classroom teacher should remain in the room during the visit of the music teacher. She takes an active part in a natural activity within her classroom. She may be learning a new song along with her children, taking charge

of the record player, helping a group with a song game or a dance, or leading part of all of the group in singing. She should participate in all of the musical activities.⁵⁷

A balanced elementary school music program consists of listening, singing, playing, creating, and physical response to rhythm. The program begins where the child is and carries on. It offers music for all, the slow as well as the talented. The chief aim in music instruction is to stimulate in children a knowledge and a love and appreciation for good music.

Appreciation and love for music come as a result of the ability to sing without a technical knowledge of music. Because of the short period of two or three years while children attend schools in Europe, emphasis should be put on singing and on only such technical music instruction as is necessary to help in singing improvements. Children in all grade levels should be helped to sing with satisfaction and pleasure.

Music Objectives⁵⁸

Music teachers in the primary grades should strive to help children to:

⁵⁷USAREUR American Schools, "Elementary Teachers' Guide, Music," by Lucille Mitchell and Hester Templin, DEO, Karlsruhe, Germany, p. 1.

⁵⁸Dependents Education Organization, Teachers' Guide, Prepared by Fred L. Miller, Director of Elementary Education, APO 164, U. S. Army, Europe, 1955, pp. 149-150.

Enjoy singing at school and at home.
 Sing alone and with others.
 Carry simple tunes.
 Speak words clearly.
 Use light, head tones.
 Correct untrue voices.
 Share music with others.
 Listen.
 Sing songs of our national life.

In the middle grades 4-6, teachers should strive to increase the efficiency of the primary grade objectives and in addition strive to:

Increase their repertoire of songs.
 Get children to use smooth, light, head tones.
 Use natural expression in gay, sparkling lilt.
 Sing alone and with class or chorus groups.
 Enunciate words clearly.
 Sing in two-part songs.
 Carry tunes accurately.
 Be good listeners.
 Participate in community singing.
 Sing songs of our national life, including folk songs and patriotic songs.

In the seventh and eighth grades, teachers should strive to improve on the efficiency of the preceding grades and foster a desire for worthy music through the development of discriminating taste and to provide pleasure in self-expression through individual or group singing. They should strive to promote an appreciation of American life and citizenship through singing and understanding the folk, traditional, religious, and patriotic songs of America and other countries.

Books and Music Teaching Materials⁵⁹

Grade 1 -

No music books have been provided for first grade pupils. Teachers should plan their music instruction according to information and methods given in the books provided for first grade teachers. These books are:

⁵⁹Ibid., p. 151.

Rhythmic Activities for the World of Music
 Listen and Sing
 Play a Tune
 Rhythms and Rimes
 Sing a Song

Grade 2 -

American Singer - Book 2
 Listen and Sing (for teachers)
 Rhythmic Activities for the World of Music (for
 teachers)
 Rhythms and Rimes (for pupils and teachers)

Grade 3 -

American Singer - Book 3
 Rhythmic Activities for the World of Music (for
 teachers)
 *Songs of Many Lands (for pupils and teachers)
 On Wings of Song in the Classroom, A Book for Teachers

Grade 4 -

American Singer - Book 4
 On Wings of Song in the Classroom, A Book for Teachers
 *Songs of Many Lands (for pupils and teachers)

Grades 5 and 6 -

The American Singer - Books 5 and 6
 On Wings of Song in the Classroom, A Book for Teachers
 *On Wings of Song (for pupils)

Grade 7 -

The American Singer - Book 7 (for pupils)
 and Piano Accompaniment
 Guide to the American Singer, Book 7

Grade 8 -

The American Singer - Book 8 (for pupils)
 and Piano Accompaniment
 Guide to the American Singer, Book 8
 Piano Accompaniment, - Listen and Sing, Tuning Up, and
 Rhythms and Rimes. (for teachers in first and second
 grades.)

Piano Accompaniment, - Songs of Many Lands, Blending Voices, and Tunes and Harmonies. (for teachers in grades 3 to 6)

Rhythm band instruments are made available to children in the primary grades. The DSD supply catalogue gives the supply ratio allowed to pupils and teachers.

The starred (*) books are available to pupils on a ratio of one book for two or three pupils.

Time Allotment for Music

A minimum average of fifteen minutes a day or seventy-five minutes a week should be devoted to group singing and music instruction in the primary grades.

Twenty-five to thirty minutes a day should be devoted to middle and upper grades.

Equipment for Music Instruction

Music teachers must be provided with proper equipment to teach music satisfactorily. The simplest of these are a pitch pipe, a staff liner, and music writing paper. These are usually provided by DSD.

A good piano is indispensable in the teaching of vocal music. In small schools, the piano is still important in teaching music. The classroom teacher or some of the pupils can pick out melodies on a piano.

A phonograph is considered to be most important for teaching songs and music appreciation. An excellent selection of recordings is available through DSD. The Augsburg

School has a fine selection of records that are kept in the library. Phonographs are also provided through the DSD supply branch.

Singing in a Foreign Language

The German or French environment, in which the American school children find themselves, provides many opportunities for learning to sing some of the simplest native folk songs. Music teachers, American classroom teachers, and German or French language teachers should all cooperate in teaching the children these best known and easily sung native songs.

These songs can be learned and presented in special musical programs. The local P.T.A. always sets one meeting a year aside for a musical program. The children are always delighted to participate and to demonstrate their abilities to sing in a language other than their own.

On several occasions, the American children have invited German school children to their school for a party or an assembly. Music is the one language that both groups understand and therefore singing is their common language. Music makes the "get-together" a very informal visit and the children are more likely to overcome their natural hesitancy and mix together.

A fuller discussion of German-American visits and exchanges will follow in Part Six, The Foreign Language Program.

THE FOREIGN LANGUAGE PROGRAM

The primary purpose in teaching the German and French language in the Dependents Schools is to enable the American children to get the greatest good from their experiences while living in these two countries. It gives them an understanding and an appreciation of the cultural background and of the present living standards of the people in the foreign country as compared with those in their own country.

This instruction is provided for all elementary school children from the first through the eighth grades. To many of the children, this is the first organized foreign language instruction they have received.

The employment of German or French language teachers is the local school principal's duty. After they are employed, the language teachers are regarded in the same manner in supervision, program planning, and other school activities as American teachers in the school.

Children are more easily motivated in learning a foreign language when only native teachers direct the program. They learn to speak correctly and therefore understand better and can enjoy more the spoken language of native boys and girls. They also learn to understand some of the local customs and practices, many of which

are unfamiliar to their parents upon their arrival in Germany or France.

Primary pupils learn to speak a foreign language more quickly than any other grade group. They seem to learn without resistance, without analyzing it, and without comparing it with their own English language.

Children in the fourth through sixth grades, begin to lose much of that gift of learning a new language. From here on the language learning process seems to be more complicated by the application of rules in grammar, as they are used in English.

One U. S. Army Sergeant told the writer that while he was stationed in Arabia for one year, his six-year-old boy had fluently learned to speak the Arabic language. The parents had learned a very few of the most basic terms used in greeting people. His son was then in the sixth grade and was doing very nicely in the German language class, but this was his second year and he was far from fluent.

Teaching Time - Foreign Languages

The language class should be no longer than the child's interests can be retained on a high level. The following daily schedule is recommended in the Dependents Schools:

Primary Grades	1-3	15 to 20 minutes
Intermediate Grades	4-6	20 to 30 minutes
Upper Grades	7-8	30 to 40 minutes

Daily class periods may be lengthened or shortened according to the time available to language teachers in the school. The above schedule is far easier to follow in the larger schools when more than one foreign language teacher is employed.

Textbooks and Foreign Language Teaching Materials

Sufficient basic textbooks and language teaching materials for all levels are available for pupil and teacher use. Local German/French book stores often have easily read and attractive booklets for sale at small cost that can be used for interest and vocabulary building. These may be purchased by pupils, teachers, or the school with moneys such as the P.T.A. funds.

Following is a book chart listing the German Language Textbooks and other teaching aids that are available to the foreign language teacher.

German Language Textbooks and Teaching Aids⁶⁰

Grade Level	Titles	Basis for distribution and use
1-4	Jack and Jane in Germany, 1-4	1 per 3 pu., gr. 1-4

⁶⁰Ibid., p. 143.

Grade Level	Titles	Basis for distribution and use
2-4	Meine Welt	1 per 4 pu., gr. 2-4 (until supply exhausted)
3-5	Nun wollen wir singen	1 per 3 pu., gr. 3-5
5-8	Jack and Jane in Germany, 5-8	1 per 4 pu., gr. 5-8
5-8	Das tapfere Schneiderlein und Schneewittchen	1 per 2 pu., gr. 5-8
5-8	" Erzählungen und Anekdoten	1 per 4 pu., gr. 6-8
General - For Teacher Use - Grades 1-8		
	German, How to Speak and Write It	1 per German tea.
	Fifty German Folksongs with Airs	2 per German tea.
	Bayerisches Lesebuch für das 2. Schuljahr	1 per German tea. (for grades 4-6)
	Bayerisches Lesebuch für das 3. und 4. Schuljahr	1 per German tea. (for grades 7-8)
	Frohes Schaffen mit der Rechtschreibefibel	1 per German tea.
	Germany, People, Places, Culture and Customs	1 per elem. tea., gr. 4-8
	Lesebuch II	1 per German tea.
	Mimeographed copy of workbook - "Jack and Jane in German, Grades 1-4"	Supplied from DEO office upon request
	<u>Kinder-Lexikon, by Berger</u>	<u>1 per German tea.</u>

Implementing German-American Activities

The value and effectiveness of understanding between German and American people warrants an all-out effort by

the Dependents School.

A continuous improvement of German-American relationships has always been an objective of American educators in Germany. By increasing the opportunities for social interaction of American pupils and teachers with their peers in the German schools, a greater opportunity to establish better understanding will be afforded. The Dependents Schools are encouraged to continue successful programs and to explore new approaches.

Several activities have been suggested by a group of German teachers meeting in a Summer Workshop in Karlsruhe, Germany and compiled in a mimeographed report entitled, "Report of German-American Activities in Dependents' Education Group Schools 1955/56." Several of their recommendations will be reported here.

1. Maximum use should be made of common interests to bring the groups together. This step can easily be accomplished when both nationalities observe the same special occasions such as Christmas and Easter. Other common interests are art and music. Keep in mind that children of all nationalities are always eager to participate in games.

2. Do not limit the activities to those of common interests. Exchange visits could be arranged so that it will be possible to participate in an unfamiliar celebration or game.

3. Considerable success in student exchange of various types has been reported. A group of German pupils visiting an American school or a group of American pupils visiting a German school resulted in reports that the pupils have been outstanding ambassadors of

good will. Proper orientation of the participants is very important in this type of program.

A good example of this type of program was the visit of a German first grade class to the Augsburg American school. Following is a translation of an article that appeared in the German newspaper following this visit.

Children Come to an Understanding With the Aid of Crayons and Guessing Games

ABC pupils of the Birkenau School visit the American Elementary School

On Tuesday morning a bus unloaded an excited group of German children in front of the Elementary School at Centerville. Under the supervision of School Principal Deibel and the homeroom teacher Miss Dinkel the "ABC" pupils of the Birkenau School came to see the youngest ones of the American Elementary School. They had been invited by teachers and the Assistant Principal of the American School who had visited classes at the Birkenau School a week ago. Part of the German children went to Miss Nelson's first grade and the other part to Miss Sandberg's second grade. After the official welcome, each American child was entrusted with a German guest and had to take care of him all morning - pushing the guest's little chair next to his own, supplying him with drawing paper, crayons and picture books and watching that he would get his turn in the games they played. With the aid of arms, legs, and friendly pantomimes the mutual understanding of the children soon worked fine. Cheeks red from excitement, they drew cars and planes, printed their very best letters and studied the pictures in the gaily colored primer. The last handicaps vanished when they played merry circle-games and later during Frau Schwesinger's German class when everybody eagerly participated in the guessing game, sang German children's songs and counted from 1 to 10 in a contest. Don't think that during that contest the American boys and girls wanted to compete against the German boys and girls - no, it was boys against girls! The two teachers from the Birkenau School also took great interest in the American school books, teaching materials, daily schedules,

and teaching methods as well as the practice of group teaching practiced in the American schools.

When the small boys and girls from Lechhausen climbed into their bus a blond little chap stated happily, 'That was a swell school day!'

4. Visits of educators to the schools of the other nationality should be encouraged. American teachers are generally welcome in German schools but prior arrangements are necessary before a visit. German schools are in session Saturday morning. This experience is one every American teacher should have before returning to the United States. At all times there should be both a willingness to permit observations and discussions of American educational practices and an appreciation of the German educational system.

Following is another translated report of a visit by several American teachers to a German school. This report appeared in the "Schwäbische Landeszeitung."

Guests From Centerville in the Classroom

Teachers of the American Elementary School Visited the Birkenau School

Saturday morning the sixth grade boys of the Birkenau School had a big surprise. Right into their math class walked five American teachers and the Assistant Principal of the Elementary School in Centerville. The Superintendent of Augsburg schools had arranged this visit in order to give the American teachers a chance to observe teaching methods in a German Elementary School. School Principal, Friedrich Deibel was very pleased to welcome the colleagues from Centerville - who are a little spoiled as far as school comfort is concerned - to one of the model school buildings in Augsburg. The children who are used to visitors in their class - this school works very closely with the Augsburg Teachers' Educational Center - were not too much distracted from their work by the interesting American visitors and they showed off their most diligent and attentive side. The American teachers watched with interest the way Rektor Deibel solved percentage problems on the blackboard with his students, and how the children gave each other arithmetic problems to solve. In German class they

observed methods used by the teacher to familiarize his boys with grammar. The first graders obviously enjoyed reading the little verse "Hanskasperl Am Morgen" to their visitors.

After the class visit an interesting discussion ensued in the teachers' lounge about marking, grades, textbooks, teaching methods, daily programs, and home work. A German teacher from the American school acted as interpreter. The American first and second grade teachers were very much interested in the German readers and said with a little sigh that they think teaching their little Janes' and Johnnies' to read is more difficult as the words are pronounced differently from the way they are written.

To get better acquainted the American teachers invited the first grade class and their teacher for a return visit to the American Elementary School next week.

5. Planning on a school year basis or for a semester will give a greater assurance of an effective program. Activities can be spaced by such means as planning monthly events. By making German-American activities a part of the school program, interruptions will be greatly reduced.

Every year the Augsburg P.T.A. asks the German Language Department to present a program for a P.T.A. meeting. This year the sixth grade classes were studying a fairy tale, Grimm's "Rumpelstilzchen," and like it so much they decided to write a play and present it to their schoolmates. A script was prepared in German, scenery made and parts were assigned. This play was presented to the parents at the February P.T.A. meeting. It was well received.

Several German school teachers were invited and attended the P.T.A. meeting. They were very impressed with the German program. The school principal invited

them to bring their classes to see the play. This was readily accepted and the following is a newspaper report of this German-American experience.

Some 300 boys - dressed up for the occasion - of the upper grades of Adlhoch and St. Georg School filled the auditorium of the American Elementary School in Centerville. They had been invited by the school principal to attend a performance of the fairy tale "Rumpelstilzchen" presented in German by the sixth graders. The play had previously been shown to an American audience and found great response.

Mr. Treick, the Assistant Principal and FrI. Baerent, the German teacher welcomed their young guests.

Because good old Rumpelstilzchen had been somewhat adjusted to the special taste of Young America a nice blond teenage girl gave explanations in German before every act. The boys were very much impressed with the good German and the stage-proof appearance of their American fellow-students who did not seem to know stage fright and who really presented a nice performance.

Rektor Fischer of the Adlhochschule thanked the boys and girls of the American school for their hospitality and congratulated them on their good performance.

Of special importance is the annual American-German Friendship Week. This occasion is usually scheduled about the first week in May for the purpose of emphasizing the mutual understanding that has developed between Germans and Americans during the preceding years. Every effort should be made to have appropriate programs at this time in all American schools. Early planning for American-German Friendship Week programs should assure successful climactic school year experiences for American pupils and teachers with the German people.

ART

The teaching of art in the elementary school must be recognized as a fundamental part of the curriculum. Art in reality is not a special school subject but a basic subject much as reading, writing, spelling, and arithmetic.

Art is said to be the world's universal language. Cartoons, posters, and exhibits are means employed by school children for carrying messages more effectively than could be expressed by words.

Motivating Art Interests

The teacher shows respect for and enjoyment of the child's art through her reactions to his art expressions. A little praise and encouragement will give a great lift to a child's efforts even though his achievement may be little or almost nil.

Fantasy plays a big part in the life of a child. The teacher encourages and accepts the fantactic and the impossible in child art.

Practice is very important and necessary in drawing and other art activities. Good lines, colors, values, and a design sense are important and can be developed. Individuality should be encouraged. Do not praise a child too much if he can copy faithfully. Practice and praise

good rhythm, balance, color, harmony, and texture that is desired.

Study Areas in Creative Art Activities⁶¹

The fine arts program for our schools is an integrated series of correlated activities with elementary school subjects and the local environment. Teachers are expected to select the most suitable activities from a number of suggested subject interests given below. These are arranged according to appropriateness for lower and upper grade level activities. Where more than one grade is in a classroom, activities may frequently be selected that are basically appropriate to all pupils. Individual differences must be taken into consideration.

Lower Grades

Grades 1-4

I. Color Activities.

1. Use primary colors, - red, yellow, blue.
2. Use secondary colors, - orange, green, violet.
3. Use black, white, gray.
4. Recognize dark and light values, mix and blend.
5. Appreciate value of contrast.
6. Interpret moods and feeling in color.
7. Make monochromatic designs, one color with tint and shade.

II. Drawing and Painting.

1. Make use of water-color and tempera.
2. Control the amount of paint on a brush.
3. Learn to make different kinds of strokes.
4. Print all-over patterns on paper, cloth, dishes.
5. Learn uses of straight, curved, wavy, zig-zag lines; shapes of circles, squares, and triangles.

III. Construction, - Handicraft.

1. Clay - modeling and pottery.
2. Finger-painting.
3. Spatter work.
4. Wood-work, - learn to use and take care of wood-working implements.

⁶¹Ibid., pp. 162, 163, 164.

5. Learn to choose materials that are appropriate for the construction of the work planned.
6. Make border designs.
7. Make all-over designs.
8. Develop ability to measure and fold pages for bookmaking, assembling, and binding.

IV. Lettering - Making Designs.

1. Activities in printing and cutting.
2. Activities in making signs and labels.
3. Plan letters to fit into certain places.
4. Make orderly arrangements on bulletin boards.
5. Lettering with manuscript.
6. Make a scrap book.

V. Illustrations - Pictures that Tell a Story or Record Something.

1. Construct projects of story-telling nature.
2. Make a diorama, a frieze, murals, cartoons.
3. Show shapes in pictures in relation to one another.
4. Illustrate pictures from observation.
5. Illustrate pictures from memory and imagination.

VI. Appreciation.

1. Tell stories of articles and pictures.
2. Learn to identify a few paintings by well-known artists and tell why they are good.
3. Make booklets of artists and pictures.
4. Make flower arrangements in vases.
5. Discuss attractive classroom arrangements.
6. Discuss personal appearance and its value.
7. Make special holiday plans with decorations in art.

VII. Crafts.

1. Exercises and projects in cutting and pasting.
2. Projects in clay modeling and pottery.
3. Paper mache work.
4. Weaving activities.
5. Make silhouettes.

Upper Grades - Grades 5-8

Many of the suggested working activities listed for grades 1-4, may also be used by pupils in the upper grades. They are not repeated in the following list.

I. Color Activities.

1. Learn about the color wheel, 12 hues, stressing relative values.
2. Using pure and mixed colors; warm and cool colors.
3. Using neutrals with their combining and contrasting qualities.
4. Complementary colors and harmony.
5. Application of color to personal use.

II. Drawing and Painting.

1. Create original murals to cover an unsightly blackboard or wall space, or to beautify the halls.
2. Stained glass windows to illustrate nursery stories, fairy tales, or incidents from history. Use water color, wash or translucent paper.
3. Exercises in finger-painting, meaningful designs.
4. Make border design, all-over designs, and unit designs.

III. Crafts and Designs.

1. Exercises in block printing.
2. Stenciling.
3. Metal crafts.
4. Chip carving.
5. Binding.
6. Making film or simple movie machine by pasting or making rows of illustrations on a strip of paper.
7. Blue printing flowers, leaves, trees, etc.
8. Making light silhouettes with spatter work.
9. Stencil design on book covers, posters, cloth, greeting card, etc.
10. Carving with soap; paraffin wax, wood, and plaster of Paris.
11. Weaving belts, scarves, doll mats, etc.
12. Creating picture with crayolas, poster paint, water colors, charcoal and other media; mounting, framing, and hanging these pictures.
13. Binding and decorating various kinds of books.
14. Knitting scarves and sweaters.
15. Arranging model rooms with toy furniture to show proper room arrangement.
16. Making curtains, vases, and other objects to create an artistic room environment.
17. Making linoleum prints for Christmas or Easter cards and favors.

Art Appreciation

Teachers and children in the American schools in Europe are within easy travel distance of many art museums where the world's most famous paintings and sculptures can be seen first hand. Teachers and parents with school age children should take every advantage of the opportunities to visit as many of these fine museums as possible while living in Europe.

With this unusual privilege at our doorstep, classroom teachers and special art teachers will find scores of opportunities for teaching art appreciation through picture study in the classroom.

Picture Study Objectives⁶²

The work of art is said to be a combination of two people - he who makes it and he who looks at it. Since all people can't be artists but all people are consumers, some general objectives for art appreciation lessons for children are:

To awaken a love of beauty of the works of God and man.

To broaden their vision, sympathies, and understanding.

To enable them to make wise selections and arrangements both for their personal acquisitions and their communities.

To acquire some knowledge of names, nationalities, and interesting facts in the lives of artists.

⁶²Ibid., p. 166.

To develop an appreciation for the artist's color, design, perspective and power of expression.

Time Schedule

In the American elementary schools, art cannot be regulated by specific minutes during the day. Since full time art teachers are not provided, art activities are best correlated with many types of subject matter interests.

It is not possible to recommend art periods for elementary school grades of any specific length, since the nature of the art project and the subject interest will determine the length of time in a day to be used on the project and the length of the class periods that can be devoted to an art activity.⁶³

⁶³Supplement to the Teachers' Guide for Elementary Schools, "Curriculum - Elementary Schools 1956-1957," DEG, APO 164, dated August, 1956, p. 28.

SCIENCE

Elementary science interprets a child's relation to his environment. It broadens his interests, creates curiosity, and teaches boys and girls to think and reason. It creates an attitude of open-mindedness and a spirit of inquiry. By learning to understand things of the nature and science world and seeing the products of scientific discovery and invention, a child becomes more free from superstition, and life in and out of school becomes fuller and richer.

General Objectives⁶⁴

- To develop an intelligent appreciation of the natural and physical world.
- To develop an appreciation of the beauty of natural surroundings including plant and animal life.
- To develop skill in locating materials and using them.
- To develop scientific attitudes.
- To cultivate the scientific method of problem solving by making accurate observations, and relying upon evidence rather than upon propaganda, tradition, or superstitious beliefs.
- To help children acquire useful knowledge of scientific principles.

⁶⁴Dependents Education Organization, Teachers' Guide, Prepared by Fred L. Miller, Director of Elementary Education, APO 164, U. S. Army, Europe, 1955, p. 108.

To learn that all life is dependent upon other life.

To foster a desirable attitude of social responsibility for the preservation of wild flowers, trees, bird, and natural beauty spots.

Class Time for Science Instruction

Science can be easily correlated with other subjects, but it does have a definite place of its own in the daily program. Science is to be given a definite place and time in the daily program of studies in all but the first two grades where it is so well integrated with all other classroom interests. Daily science classes in grades two through six should be from twenty to thirty minutes. Seventh and eighth grade science classes should be from thirty to forty minutes a day or longer when demonstration or experiments require more time.

Science Textbooks⁶⁵

Grades 1-2 -

Correlated activities with books and materials available for reading, language, art, health and safety.
 Through The Years, - for first grade children.
 Winter Comes and Goes, - for second grade children.

Grade 3 -

The Seasons Pass, 1949 Editions.
 The Teacher's Manual for - The Seasons Pass.

⁶⁵Ibid., p. 109.

Grade 4 -

The How and Why Club, 1949 Editions.
Teacher's Manual for - How and Why Club.

Grade 5 -

How and Why Experiments, 1949 Editions.
Teacher's Manual for - How and Why Experiments.

Grade 6 -

How and Why Discoveries, 1949 Editions.
Teacher's Manual for - How and Why Discoveries.

Grade 7 -

Science Problems, Book I, 1951 Editions.
Teacher's Guide Book for - Science Problems, Book I.

Grade 8 -

Science Problems, Book II (Earlier Editions).
Teacher's Guide Book for - Science Problems, Book II.

Science Program in Elementary Schools

Science Grades 1 and 2

Science study for the first two grades must be placed on simplicity of concepts. The following subjects may be considered in planning a general study guide for primary science interests:

Science Concepts for First and Second Grades⁶⁶

1. Living things - animals, birds, chickens, moths, butterflies, toads and mammals. What animals eat and how they move about.
2. How animals and plants survive the changing seasons.

⁶⁶Ibid., p. 113.

3. Plants. How plants are affected by seasons.
4. How animals depend on plants for life.
5. The balance of nature. How plants and animals depend upon each other; the strongest survive.
6. The physical environment, weather and seasons. Rain, clouds, rivers, springs, wind and water.
7. The effect of approaching winter on weather; on the life of plants and animals. Winter activities.
8. The sky - the sun, stars and the moon.
9. Earth study. Good soil and how seeds grow; kinds of rocks and soil. People use rocks in many ways.
10. Forms of energy. The wind, magnets, electricity. How some things work - machines, water power, heat.
11. The air. What use is air? Fire needs air.
12. Spring activities. How are plants affected in the spring? What work is done in the spring?

Science - Grade 3

The main objectives are to present science and health interests through interesting stories and pictures.

Science - Grades 4, 5, 6

The science study interests in these three grades revolves around the unit titles as they are presented and discussed in "The Scientific Living Series" textbooks, The How and Why Club for grade four, How and Why

Experiments for grade five, and How and Why Discoveries for grade six.

Science - Grades 7 and 8

The two books of the "Science Problems" series, Book One for the seventh grade and Book Two for the eighth grade, continue to broaden and deepen the science concepts introduced in the primary and intermediate grades.

PHYSICAL EDUCATION

The primary objectives of a physical education program in the elementary schools are to develop bodily efficiency, to teach serviceable skills, to establish right attitudes of behavior, and to aid in mental, emotional, and physical health. Some other potentialities of a good physical education program are the development of character, good mental hygiene, and good personal adjustment.

The classroom teacher is responsible for the physical education instruction for her own group or class. Activities should be planned by the teacher except when a physical education director is in charge of such instruction for the entire school. These activities should then be planned cooperatively.

The all-inclusive physical education program will include team games and recreational games. It will include supervised free play, instruction in physical education, recreational activities that provide muscular activities, intramural games and athletics.

The most important activities are the instructional class group activities since that is where the skills of the children and the development of the children will be taught. The athletic phase of the physical education program is the least important, from the standpoint of the physical needs of elementary school children.

Physical Education Time Allotment

The local school situation and the available teaching personnel will determine the schools' physical education program. Recess periods of fifteen minutes should be scheduled in the morning for grades one through six. If the school has a physical education program, no recess is necessary in the afternoon, otherwise another recess is deemed necessary in the afternoon.

Suggested Time Schedule⁶⁷

Grades 1-2	-	A.M.	15 Minutes recess, daily
		P.M.	20 Minutes P.E. daily
Grades 3-4	-	A.M.	15 Minutes recess, daily
		P.M.	25 Minutes P.E, daily
Grades 5-6	-	A.M.	15 Minutes recess, daily
		P.M.	30 Minutes P.E., daily (Occasionally boys and girls in separate groups)
Grades 7-8	-	A.M.	No recesses
		P.M.	40 Minutes P.E., three times a week (Boys and girls separate groups)

Selecting Activities

Physical education should take into account the whole child in that it should strive to build a normal healthy body, physically, mentally, socially, and emotionally. It

⁶⁷Ibid., p. 127.

is recommended that there should be no organized program of interscholastic athletics in grades one through six; it will be permitted in grades seven and eight to a limited degree and under close supervision.

Listed below are activity guides that should be followed when choosing games, etc. for the physical education program.

Selecting Appropriate Activities⁶⁸

Activities should be chosen that require physical activity on the part of the majority of the children most of the time.

Activities should be provided to meet the needs and interests of each individual pupil.

They should be within the range of the abilities of the pupils so that each child may have opportunities for achieving a reasonable degree of success.

They should be chosen in order to carry-over and function during free play periods and in order to have some carry-over value during adult life as leisure time activities.

The activity should be physiologically wholesome and should contribute to the development needs of pupils.

Activities which can be taught with a minimum amount of equipment and supplies are preferable.

They should have educational value. No content should be included in the curriculum merely to provide variety or with the hope that some vague intangible values may come from the experiences.

⁶⁸Ibid., p. 128.

Selecting and Teaching Games

Playground and physical education teachers should be thoroughly familiar with the instruction for directing games and activities. In selecting and teaching games, teachers should be familiar with the following instructions.

Selecting and Teaching Games⁶⁹

1. Games should be selected and adapted to meet the need, strength, interest and ability of the children in a group.
2. Play materials should be ready before play-time.
3. Be sure to know the game thoroughly before attempting to teach it.
4. Be resourceful in adapting games to local conditions and groups.
5. Games should be selected which give the greatest activity for all.
6. Make explanations as brief as possible.
7. Fundamental skills should be practiced in small groups.
8. Watch the attention span which is very short in small children groups; change the activities accordingly.
9. Use pupil leaders whenever possible.
10. Guard against over-exertion and under-exertion.

⁶⁹Ibid., pp. 129-130.

11. Teachers should play with children at every opportunity, especially if they have some difficulty with discipline.
12. Make quick, accurate, and just decisions.
13. Do not permit certain children to monopolize the game. Discourage cliques and encourage the timid child.
14. Blow a whistle only when necessary and then only to stop activity.
15. Play out-of-doors whenever possible.
16. Watch your voice; it is important in controlling your group.
17. Do not crowd the play period too full of different activities.
18. See that each child has an opportunity to achieve success.
19. Stand so that the entire group can see and hear you.
20. Anticipate difficulties to avoid accidents and errors in the play.
21. There should be a minimum amount of noise; children should have a good time, but this does not necessitate yelling, cheering, over-excitement, etc.
22. When playing a running game, do not allow children to run to the wall. Use a line as a stopping or turning place.

Health and Safety

The classroom teacher is in a position where she may contribute most directly to the health and hygiene of the school children. Her attitude, opinion, and interest in

the physical, mental, and emotional welfare of her pupils in the school and in their immediate surroundings is of first importance to a successful health education program.

Health education concepts presented in textbooks and through stories, activities, and practices should, whenever possible, be correlated with other school subjects. Health and safety can be taught in social studies, science, music, art, and language subjects.

A minimum of two class periods a week of from fifteen to thirty minutes should be devoted to learning and practicing new health concepts.

Textbooks and Teachers' Guides

There are two textbooks supplied by DSD for use in the Dependents Schools. "The American Health Series," by Bobbs-Merrill Company, for grades one through eight and a new series, "The Health and Personal Development Series," by Scott, Foresman and Company. The teachers' editions of these books are well written with many guides and teacher aids that are most helpful to the health teacher.

Safety instruction in the Dependents Schools is correlated and continuously presented with other subjects. Accident prevention must constantly have a part in the teachers' daily classroom planning. A class discussion

period of no less than fifteen minutes once a week should be planned where in textbooks and all other available literature on this subject may be studied.

There are five instructional areas for classroom planning in safety instruction. They are:

1. Safety in the home.
2. Safety in the school.
3. Safety on highways and streets.
4. Safety in playrooms and on the playground.
5. Safety through health practices.

Safety Objectives⁷⁰

To develop habits of safety in walking on highways, crossing streets and on icy or slippery sidewalks.

To provide pupils with practical information concerning local traffic regulations and teach them how to meet traffic problems.

To teach children the safe use of equipment in and out of school buildings.

To develop habits and skills that are safeguards for individuals and that will protect others.

To appreciate the seriousness of safety problems everywhere in this modern world of machines.

To learn more of the damaging effect of fire on life and property.

To safeguard children in using electrical equipment and educate them to assume responsibilities in using it.

⁷⁰Ibid., p. 132.

SECONDARY SCHOOL CURRICULUM

The high school curriculum is organized on the semester basis and includes general academic and college preparatory courses.

To be graduated from a Dependents high school, a student must have successfully completed, in addition to any credit earned in physical education, sixteen units of credit, selected according to the following plan:

1. Two majors of three units each
 - a. First major - three units of English.
 - b. Second major - three units from remaining subject-matter fields.
2. Two minors of two units each
 - a. First minor - two units of social studies unless he has selected social studies as a second major. One unit of American History, one-half unit of American Government, and one-half unit of Senior Problems must be completed in the eleventh and twelfth grade.
 - b. Second minor - two units from subject fields not otherwise selected.
3. He may select his remaining units of credit from any other subjects, but he must include the following:
 - a. One unit of a laboratory science - biology, chemistry, or physics.
 - b. One unit of mathematics.
 - c. One unit of physical education (required only if you have attended American High Schools overseas for four years).
4. A student of a foreign language is urged to complete at least two units of the elected language. He may have a minor in a foreign language by completing two units of the same language. One unit in each language is not a minor.

A definition of the terms used in the above paragraphs will help in understanding the material.

A unit of credit is given for the successful completion of the study of any subject requiring preparation outside the class period for five periods per week for a full school year or not less than 36 weeks. One-half unit of credit is given for the successful completion of one semester of at least 18 weeks. A student will in general receive no credit toward graduation in a full-year course unless both semesters are completed.

A major is defined as three units completed in any high school subject matter field or three units in closely related fields.

A minor is defined as two units completed in any high school subject matter field or two units in closely related fields.

A student normally should carry four subjects of five periods per week every semester. In addition, physical education and a reasonable activity program is prescribed.

Activity programs provide an opportunity for the student to function in the student government, to contribute to the school newspaper, to participate in dramatics, to engage in music and artistic programs, and to find a satisfactory hobby.

A required subject is one that a high school pupil is

required to complete for graduation. An elective subject is not required but is one that may be selected, after a consultation with the homeroom advisor.

The length of class and laboratory periods is 55 minutes each.

The Program of Studies for USAREUR High Schools

Ninth Grade

Required Subjects:
 English I 1 unit
 Algebra I and II or General Mathematics 1 unit
 Physical Education $\frac{1}{4}$ unit

Elective Subjects:
 World Geography 1 unit
 General Science 1 unit
 Homemaking I 1 unit
 Woodworking I 1 unit
 Arts and Crafts $\frac{1}{2}$ unit
 German I 1 unit
 French I 1 unit
 Band $\frac{1}{2}$ or 1 unit
 Chorus $\frac{1}{2}$ unit

Eleventh Grade

Required Subjects:
 English III 1 unit
 American History 1 unit
 Physical Education $\frac{1}{4}$ unit

Tenth Grade

Required Subjects:
 English II 1 unit
 Physical Education $\frac{1}{4}$ unit

Elective Subjects:
 World History 1 unit
 Biology 1 unit
 Plane Geometry 1 unit
 Homemaking I or II 1 unit
 Woodworking I 1 unit
 Typing I 1 unit
 Mechanical Drawing 1 unit
 Arts and Crafts $\frac{1}{2}$ unit
 German I or II 1 unit
 French I or II 1 unit
 Band $\frac{1}{2}$ or 1 unit
 Chorus $\frac{1}{2}$ unit

Twelfth Grade

Required Subjects:
 American Government $\frac{1}{2}$ unit
 Senior Problems $\frac{1}{2}$ unit
 Physical Education $\frac{1}{4}$ unit

Eleventh Grade

Elective Subjects:	
Chemistry	1 unit
Algebra II or IV	1 unit
or	
Trigonometry	1 unit
Typing I	1 unit
Typing II	1 unit
Bookkeeping	1 unit
Shorthand I	1 unit
Homemaking I or II	1 unit
Woodworking I	1 unit
Mechanical	
Drawing	1 unit
Arts and	
Crafts	$\frac{1}{2}$ or 1 unit
German I or II	1 unit
French I or II	1 unit
Band	$\frac{1}{2}$ or 1 unit
Chorus	$\frac{1}{2}$ unit

Twelfth Grade

Elective Subjects:	
English IV	1 unit
Bookkeeping	1 unit
Physics	1 unit
Algebra II	
& IV	$\frac{1}{2}$ or 1 unit
Solid Geometry	$\frac{1}{2}$ unit
Trigonometry	$\frac{1}{2}$ unit
Shorthand I or II	1 unit
Typing I or II	1 unit
Homemaking I or II	1 unit
Woodworking I	1 unit
Mechanical	
Drawing	1 unit
Arts and	
Crafts	$\frac{1}{2}$ or 1 unit
German I or II	1 unit
French I or II	1 unit
Band	$\frac{1}{2}$ or 1 unit
Chorus	$\frac{1}{2}$ unit

The above courses may not be offered in every high school. Certain high schools may have additional offerings.

Course Offerings in USAREUR High Schools

Every attempt will be made to offer in each Dependents High School the following courses:

English	- English I, English II, English III, and English IV
Social Studies	- World Geography, World History, American History, American Government and Senior Problems
Mathematics	- General Mathematics, Algebra I and II, Plane Geometry, Algebra III and IV, Trigonometry, and Solid Geometry.
Science	- General Science, Biology, Chemistry and Physics.

- Commerce - Typing I and II, Shorthand I and II
- Industrial Arts - Woodworking I, Mechanical Drawing
- Homemaking - Homemaking I and II
- Foreign Language - German I and German II or French I and French II. No other foreign language will be offered without clearance by Director, Dependents Education Organization, and then only if qualified German or French teachers can be obtained and there is a sufficient number of students requesting the language. There will be no guarantee that students will be able to continue with a foreign language other than German or French in case the pupil transfers from one Dependents High School to another.
- Fine Arts - Arts and Crafts (one or one-half unit), Band (one-half or one unit), Chorus (one-half unit)
- Physical Education - Required subject for everyone except those excused by a medical certificate. One-fourth credit will be given for each year of Physical Education. Physical Education classes meet twice a week.

Teachers' guides and courses of study in all subject fields are available and prescribe the textbooks, student manuals, and supplementary materials required. The rate of progress that the student is expected to achieve is also mentioned.

In the foreign language field, the German language is taught in Germany and French is emphasized in France.

In most high schools, both are available.

The High School Library

The North Central Association has been very efficient and thorough in checking the libraries of the respective schools in Europe.

Trained full-time librarians have been recruited for the libraries of the larger schools. A chief of library services was added to the DEO headquarters staff several years ago. She has worked hard to build up good, workable libraries in all schools.

Teachers are given the opportunity to suggest books, magazines, and periodicals which they think should be in the libraries of the American schools. From all of these efforts have grown the good school libraries that are available to the boys and girls in USAREUR schools.

CHAPTER VIII

GUIDANCE AND COUNSELING

The purpose of a guidance program in the American Dependents Schools is to provide assistance in the educational development of the children to the greatest possible degree. This may be achieved by helping them develop better behavior patterns and proper attitudes leading to happiness and good citizenship.

A good guidance program recognizes the fundamental principle that each child must be provided and satisfied with certain basic needs, namely love, security, a feeling of belonging, and recognition of achievement.

The teacher plays a major role in the guidance program as in all good teacher-pupil relationships.

Guidance Program in the Elementary Schools

The guidance program is set up to include the following areas of personal services:

- a. Orientation
- b. Counseling services
- c. Individual analysis
- d. Clinical services
- e. Child accounting and attendance
- f. Health services
- g. Relationship to home and community
- h. Informational services

In the case that the teacher is unable to perform

one or more of the services, every school has a Guidance Committee made up of teachers of the school.

A guidance committee, made up of from five to eight teachers, is organized in each school. Their chairman coordinates and guides the committee to provide the most help possible to teachers.

The local school guidance committee has worked to provide more and better instruction for the above average children in the school. The chairman had a list of activities mimeographed and each teacher received a copy.

Another field or area in which the committee has done a great deal of work is with the psychiatrist and other clinical services.

Clinical services refers to special school services such as speech teachers, ungraded class teachers, and Stanford-Binet testers or Wechsler-Bellevue examiners. There are two elementary schools in DSD that have ungraded classrooms. The other schools may refer their special cases through the guidance committee, principal, and psychologist, to these schools and if there is a vacancy the Army will transfer the father to that city.

The guidance committee offers the classroom teacher help and if possible, guidance in a problem that needs more than the teacher can offer.

In the larger elementary schools, the U. S. Army Medical Corps makes their psychologist available to the school. If the doctor is interested in children and helping young folks, the guidance program of that school is very functional and worthwhile. It is also very interesting for the teachers associated with the committee and the psychologist.

It is the hope of the Neuropsychiatric Service of the U. S. Army that early detection of emotional maladjustment and cooperative therapy between Army and school officials will make it possible to help increased numbers of dependent children.¹

Psychiatric Services are usually available at each of the following U. S. Army hospitals:

Augsburg	Landstuhl	Orleans, France
Bad Kreuznach	LaRochelle, France	Stuttgart
Berlin	Munich	Verdun, France
Frankfurt	Neubrucke	Wurzburg
Heidelberg	Nurnberg	

Testing Program

The testing program in the Dependents schools is designated to achieve the following purposes:

- a. To diagnose individual pupil strength and weaknesses in academic achievement and scholastic aptitude.

¹Form letter numbered AEUE 352.9, "Use of Army Psychiatric Services As Referral Resources," dated 15 August 1956.

- b. To identify pupils with special aptitudes.
- c. To obtain data for curriculum change and improvement of instruction.
- d. To assist teachers evaluate their instructional methods.

A brief description of the tests used will follow to explain how DSD hopes to achieve the four purposes listed above.

Achievement tests are designed to help the teacher evaluate a pupil's academic background. To be of optimum benefit, the tests are to be given and scored early in the school year and not later than October first. The following achievement tests are used, starting with the third grade.

Grade 3	Metropolitan Achievement Tests, Primary II Battery
Grades 4 and 5	Iowa Every Pupil Tests of Basic Skills, Elementary Form N
Grades 6, 7, 8	Iowa Every Pupil Tests of Basic Skills, Advanced Form O

The Pintner-Cunningham Primary Test is designed to offer some evidence of the scholastic capabilities of the child in the primary grades. Because "intelligence" testing, especially through the group method, does not yield completely accurate results, the scores obtained on this test are interpreted with considerable caution. The test is probably most useful in the first grade, with

those children whose readiness for learning, especially in reading, appears doubtful. The test is given to first grade pupils only. It is recommended that this test be administered during the first semester at the discretion of the counselor or the guidance committee.

The Lorge-Thorndike Intelligence Test, like the Pintner-Cunningham, is also a group "intelligence" test for the primary grades. It is administered to the second and third grades at the start of the school year.

The Otis Quick Scoring Mental Ability Tests are designed to measure a pupil's scholastic aptitude. The Alpha Test is given to all pupils in the third and fourth grades who were not tested in the previous school grade. The Beta test is given all the pupils in the seventh grade who have not been tested in the sixth grade. All present fifth and sixth grade pupils, who were not tested in the fourth or fifth grades respectively the previous year, are tested. The Alpha and Beta Forms of the Otis Quick Scoring Mental Ability Tests are recorded in the pupil's cumulative file (known in the Army vocabulary as a 201 File) as a percentile rank and not as an IQ score. These percentile ranks are for the USAREUR schools and are USAREUR Norms. These percentile numbers are used when interpreting test results to parents and/or children. It is a USAREUR Dependents Schools policy that under no

condition should the parent or children be told an IQ score.

The following are the Otis Quick Scoring Conversion Tables used by the Dependents Schools:

Otis Quick Scoring Mental Ability Test
Conversion Tables

ALPHA (Grades 3-4)		BETA (Grades 5-8)		GAMMA (Grade 9)	
IQ Score	%ile Rank	IQ Score	%ile Rank	IQ Score	%ile Rank
76 and below	1	70 and below	1	76-80 and below	1
77-79	2	71-76	2	81-82	2
80-81	3	77	3	83-85	3
82-83	4	78-79	4	86	4
84-85	5	80	5	87-88	5
86	6	81	6	89	6
87	8	82,83,84	7	90	8
88	9	85	9	91	9
89	10	86	10	92	11
90	11	87	11	93	12
91	13	88	13	94	14
92	15	89	14	95	15
93,94,95	20	90	15	96-98	20
96,97	25	91-93	20	99-100	25
98,99	30	94-95	25	101-102	30
100,101	35	96-98	30	103-104	35
102,103	40	99-100	35	105	40
104,105	45	101-102	40	106-107	45
106,107	50	103-104	45	108	50
108	55	105	50	109	55
109-110	60	106-107	55	110-111	60
111-112	65	108	60	112-113	65
113-114	70	109-110	65	114	70
115-116	75	111-112	70	115	75
117-118	80	113-114	75	116-117	80
119-120	85	115-116	80	118-119	85
121	87	117-118	85	120	86
122	88	119	86	121	88
123	89	120	88	122	90
124	90	121	90	123	91
125	91	122,123	92	124-125	92
126	93	124	94	126	94
127	94	125	95	127	95
128	95	126	96	128	96

ALPHA (Grades 3-4)			BETA (Grades 5-8)			GAMMA (Grade 9)		
IQ Score	%ile	Rank	IQ Score	%ile	Rank	IQ Score	%ile	Rank
129		96	127		97	129-130		97
130-131		97	128-132		98	131-132		98
132-133		98	133-136		99	133-134		99
134-138		99	137 and above		above 99	135 and above		above 99
139 and above		above 99						

The Stanford-Binet Intelligence Scale and the Wechsler-Bellevue Intelligence Scale are designed to measure a pupil's potential ability in various phases of the academic curriculum. The Wechsler-Bellevue Intelligence Scale are used only in the junior and senior high school.

These two scales are administered individually, and therefore provide a specific opportunity to observe the behavior of the child under standardized conditions. In addition to providing an IQ score, in the hands of a skilled examiner each shows strengths and weaknesses in specific areas necessary for school achievement.

Qualified USAREUR examiners are stationed in centrally located schools. These examiners are available to their own schools and also for schools within a reasonable commuting distance. Principals of these schools with an examiner are authorized to release the examiner to a maximum of twenty days per school year. Principals are authorized to employ substitutes only when an examiner is released for a full day. It is expected that the

examiner will devote most of this released time to testing within the local school.

Guidance and Counseling High School

The High School Counselor has two primary functions in the Dependents high school. They are both related to helping the student. Counseling and student guidance account for one-half to three-fourths of his time. The rest of his work is testing and evaluating.

In each high school there is a part-time or full-time counselor. The counselor is charged with coordinating a program of individual and group counseling on vocational and personal problems of the students. He maintains a case history of each student. The counselor orientates the faculty, students, parents, and community concerning the purposes and policies of guidance and counseling. He provides teachers with a variety of helpful information. The counselor arranges case conferences, conducts research studies, acts as chairman of the guidance committee in the high school, acts as a referral agent between school and psychiatric help, supervises and coordinates the standardized testing program, and does many other important functions in his field.

Most counselors have tried to maintain a follow-up of the graduates of the school. This phase of the

counselors' activities is new to the Augsburg High School because this is only the second year it has been in operation. According to Mr. Rex Gleason, Principal of the Munich American High School,

The follow-up of the USAREUR high schools reveals that the graduates have enrolled in some of the finest colleges and universities in the United States and in several foreign countries.

Graduates of the Munich American High School alone have attended such well known places of higher learning as Texas Christian University, U of Texas, U of Maryland, U of Minnesota, U of California, Notre Dame, Georgia Tech, Colgate University, Princeton, Rice, West Point, Annapolis, and many others. Several have received commissions in the Army, Air Force, and Navy.

It is difficult to do a satisfactory follow-up because of the mobility of the students. A student is very rarely in one school for more than three years.

The high school counselor is the administrator of the testing program. This high school testing program is designed to help teachers and counselors evaluate a student's achievement in selecting subject fields, his interests, his scholastic aptitude, certain specialized aptitudes, his personal and social adjustment, and his study habits. Because this program is designed to emphasize individual pupil diagnosis, certain achievement tests are given at the beginning of the school year. In addition, certain end of course tests are administered as an aid to the teacher in measuring student progress, to establish USAREUR norms for academic achievement, and for

research purposes.

Description of Tests Used in USAREUR High Schools

The following achievement tests are given at the beginning and end of courses. They may be used to analyze individual pupil achievement, as a basis for class grouping, and to provide data for planning a yearly course of study. At the end of the semester they may be used as an aid in evaluating student progress.

- a. Cooperative English Tests, Lower Level, measure grammatical facts such as punctuation and capitalization, preferred sentence structure, and reading comprehension. The tests are given to all ninth, tenth, and eleventh grade English classes.
- b. Cooperative English Tests, Higher Level, are similar in content and form to lower level tests, but provide a more adequate analysis for the more capable twelfth grade students. Tests are given to all twelfth grade students.
- c. Iowa Tests of Educational Development are used in the same way as the cooperative English Tests. These tests are designed to analyze a pupil's appreciation and understanding of literature. It is given to all last year English students before school begins.
- d. Cooperative Foreign Language Tests in French and in Latin measure grammatical skills and reading comprehension.
- e. USAREUR German Tests measure vocabulary and grammatical skills and understanding of written and spoken German.

The following prognostic tests will be given at the beginning of the course only. The Iowa Algebra Aptitude

Test is used as a basis for placement in Algebra and General Mathematics classes. It is given to all ninth grade students.

The following achievement tests are given at the end of the respective courses only:

- a. Mathematics - Cooperative Tests in Solid Geometry; in Plane Geometry; in Trigonometry; in Intermediate Algebra (Quadratics and Beyond); Lankton First Year Algebra Test.
- b. Science - Cooperative Tests in General Science; in Chemistry; in Physics; in Biology.
- c. Social Studies - Cooperative Tests in World History; in American Government; Crary American History Test.

The following group scholastic aptitude tests are designed to provide information concerning a pupil's potential school learning ability.

- a. Otis Quick Scoring Mental Ability Tests, Gamma Test, is given to all ninth graders. For the conversion to percentile rank refer to pages 164 and 165.
- b. The Ohio State University Psychological Test is administered to those twelfth graders who express their intention of attending college and to those pupils, who, in the teachers' opinions, should be encouraged to attend college.
- c. The Differential Aptitude Test Battery, Form A, measures three factors in scholastic aptitude: verbal reasoning, numerical ability, and abstract reasoning. It is used with senior high school students for whom counselors feel an additional evaluation is necessary.

There are several special aptitude tests that

counselors may give individually or in small groups as the need arises. A few of them are:

- a. The Minnesota Clerical Test.
- b. The Revised Minnesota Paper Form Board Test for space perception and used at beginning Plane Geometry.
- c. The Bennett Mechanical Comprehension Test for use in shop courses.
- d. The O'Connor Finger and Tweezer Dexterity Test attempts to analyze manual dexterity.
- e. The Meier Art Judgment Test designed to measure pupil's potential ability in art.

In addition to these two primary tasks, the high school counselor acts as a coordinator between the high school and the local AYA, American Youth Association. He clears high school functions so that those functions do not conflict with the AYA program or the "Teen Age Club" programs.

The counselor holds a pre-registration for the following year. During this time he visits the feeder schools to talk to all the eighth graders. These pupils are given an explanation about the high school they will attend. They are given the opportunity of asking questions about their school and other related problems.

The counselor also arranges for several special days. A "Career Day" is held in the spring. Various people in different fields or occupations are invited to the school to talk to interested pupils.

A counselor's position is interesting and varied, especially in the overseas schools. He is a valuable help and consultant in many types of problems peculiar to the American schools in Europe.

CHAPTER IX

Library Services

The school library is an integral part of each school. Every library has a full or part-time employee provided to maintain it.

A book collection is utilized by the small schools in whatever way is most workable for their individual programs and size, by being (1) divided into classroom collections, (2) collected into one central library, or (3) by a combination of classroom libraries and a central library.

The high school library is a central collection maintained by library assistants and supervised by an American teacher-librarian.

The library book collection is classified according to the Dewey Decimal System. Shelving is arranged in three sections. They are (1) "easy" book, i.e. books for grades 1-3; (2) fiction, and (3) nonfiction. Printed Wilson catalog cards are distributed for new books when they are available. The local library or the library depot will type catalog cards for all other new titles, whichever is applicable.

To increase the availability of books to students, vigorous steps are taken to discourage overtime retention

of books. Fines are not authorized and cannot be collected.

The DSD schools have a Staff Librarian who visits school libraries to give technical assistance in library procedures to assist in setting up and maintaining school library programs. She sees that library equipment and book collections meet standard requirements. She is responsible for the selection of library books and periodicals and for the training and staff supervision of the German and American librarians.

The principals will ensure that the libraries are efficiently operated, made attractive in appearance, and that their resources are utilized to the best advantage by students and faculty.

The teacher-librarian gives advice on vitalizing the library program based on her knowledge of American books and the ways of American children. She plans public relations, library exhibits and displays, and a program of teaching library skills. The librarian also sponsors programs for student staffs and library clubs. Insofar as possible, she should devote two periods a day to library affairs.

The responsibilities of the library assistants include maintenance of an attractive room with orderly shelves, maintenance of library records, and general library service to students and faculty.

CHAPTER X

STUDENT ACTIVITIES

Elementary School

Physical Education

An all-inclusive physical education program for an elementary school should include a variety of team games, recreational, and co-recreational activities. They should consist of classroom games, supervised free play, recreational activities that provide muscular activities, intramural simple team games, supervised play, and some types of athletics. Where a special physical education director is in charge of such all-school instruction, the activities should be planned with the teachers and the principal.

In the larger elementary school, a special teacher is in charge of all physical education activity except recess. This special teacher is free to set up the program to fit the individual school, pupil, and teacher needs. Each school has a different type of playground and different facilities so no one type of program can be used.

Very few schools have their own gymnasium. More than likely, to offer a well rounded physical education program, Army gyms and facilities must be used, if possible. This is very inconvenient, to say the least.

The special physical education teacher in Augsburg used the California State Department of Education's book, "Physical Education in the Elementary School," as a guide in setting up the program.

Weather permitting, the boys and girls in each grade class played softball in an intramural program. The winners of each grade level had the privilege of challenging the faculty to a game. Of course, all did and every team, fourth through sixth grades, defeated the teachers' team.

Volleyball is played but to a limited degree because of a lack of a convenient play area.

The Augsburg Elementary school fields a basketball team composed of boys in the grades six, seven, and eight. This team enters into interschool play with Munich, Ulm, Leipheim, and Kaufbeuren. They play six games during the season and participate in an all-elementary school tournament held in Garmisch, Germany, at the end of the season.

The girls have cheer leaders that lead the children in cheering their team on to victory. Several schools send their cheer leaders to the tournament. This adds color and much noise to the proceedings.

Basketball is the only team sport played on an interschool competition basis. The Air Force schools play soccer among their schools in addition to basketball.

Student Council

The student council is recommended for each school. The Augsburg school student council is set up and guided by a junior high school teacher. All grades from the third grade through eighth grade participate. The officers are junior high pupils elected by the seventh and eighth grades. The council consists of two pupils from each class in every grade level from the third grade up. The council members are elected for three months. The council meets two times a month.

School problems such as child discipline, playground safety, general school safety which includes walking on the right side of the hall, walking up and down the stairs and using the street underpass when coming to or leaving school, and many announcements are brought up and discussed.

The council officers then go to all of the first and second grade rooms to announce the decisions and policies decided upon in the meeting. The faculty leader feels this gives the young council officials good practice in organizing material and in speaking in front of groups.

Safety Patrol

Every USAREUR Dependents School is asked to form a student safety patrol in conjunction with the U. S. Army Military Police. The Military Police will have their men

stationed at street crossings and intersections. The school patrolmen help these men in some instances but their main task is the safety of the children in and around the school.

The patrol is usually handled and guided by the principal or assistant principal. Boys and girls in grades six through eight in the Augsburg school are members and may serve on the patrol as long as they have their teacher's permission. It may be very different in other schools.

Several times during the year, the patrol members organize swimming parties. These are held on a Saturday morning in the U. S. Army operated swimming pool.

The boys and girls, by doing their usual good job, actually relieve teachers of many duties the teachers would have to do otherwise.

High School

Physical Education

One of the requirements for graduation from high school is physical education. Physical education is required for all high school students unless the student has been physically examined and found unable to participate in the program.

The high school program is varied in every school

because of the local plant and facilities. Many share gymnasiums and playing fields with service personnel and, in some instances, German schools. Several high schools have large, adequate gymnasiums which allows them to carry out a well planned program for both boys and girls.

Because of the long and severe winters, most of the physical education program must be held indoors. In connection with the cold weather, transportation is often a problem. The German Federal Railways offer reduced rail fares for student groups that American schools may take advantage of. The reduced fare of one-half of a full fare will be paid for a minimum of five students and one teacher. The basketball teams are the ones that use this reduced fare to the school's advantage.

The high schools are able to carry out a successful program in the major sports. In the fall months, football is played. There are two leagues in USAREUR. The larger schools play eleven man football while the remaining small high schools play six man football.

Basketball reigns supreme from mid-December to March. Again there are two leagues composed of many of the same teams. The high schools in France have their own league. The annual climaxes of the basketball season are the tournaments. The Class A, large schools, tournament was held in Kaiserslautern with teams from Germany, France,

and Great Britain participating. The small schools' tournament was held in Mannheim with teams from Germany, France, England, and Italy entered. All high schools in these countries, Army and Air Force, participate.

In conjunction with the Class A tournament, a contest between the cheer leaders from the many schools has been held. The cheer leaders are closely observed during the tourney and the competition has been keen. Along with the tournament champions, the winning cheer leader team is presented to the crowd.

It has been noted by prominent Army and school personnel that there has been demonstrated an excellent spirit and attitude among both players and spectators while attending the tournaments.

In the spring, a regional track and field meet is followed by a EURCOM track meet. Any school may enter their athletes in the regional meet. The winners of the regional meets then participate in the European wide track and field meet.

Baseball is the fourth sport played in which interscholastic competition may take place. Only the larger schools field teams. These schools play a regular schedule with the winner declared the champion.

Several of the schools have been able to carry on a program of intramural sports in their respective schools.

This is quite successful in isolated and semi-isolated areas.

Parallel to the boys' physical education program is the girls' physical education program. They do not participate in many outdoor activities but do carry on quite an extensive indoor program.

Several high schools have a Girls Athletic Association. Frequently, these associations have held a "Play Day" and the member schools participated in a day of play and social activities.

Student Government

In nearly every USAREUR high school, regardless of size, an active student government organization may be found. With the help and guidance of a teacher sponsor, the student councils have served actively and have solved many of their social and school problems.

Every year, in the spring, the student councils in each high school send delegates to a USAREUR conference to discuss mutual problems and to plan for the future. Frequently a German speaker has addressed this conference. Many student councils have entertained German educators and students and have demonstrated democracy in action, at least on a small scale.

Clubs and Organizations

Many high schools have activity periods during which the students with their advisors form clubs or associations in which they are interested. A few of these clubs worthy of mention are the National Honor Society, Drama Club, International Club, Glee Club, Photography Club, Lettermen's Club, Science Club, Chess Club, French Club, Ski Club, and Stamp Club. Schools may have other clubs if there is an interest in the subject. These clubs have all done a great deal to stimulate interest and pupil growth.

Each high school publishes its own newspaper, and all schools publish a combined yearbook. Each high school is allotted so many pages of the yearbook depending upon its size.

CHAPTER XI

TEXTBOOKS AND SUPPLIES

There are two classifications of supplies in the Dependents Schools. They are administrative supplies and operational supplies.

Administrative supplies and equipment, both expendable and nonexpendable, are items authorized by applicable DA, AF, and USAREUR tables of allowances and are issued without reimbursement from military stocks. Items of this category would be used in the military office in the school, i.e., School Officer's desks and equipment, supply and Mess Steward's office equipment.

Operational supplies and equipment, expendable and nonexpendable, are items peculiar to the operation of the schools which are listed in the Dependents School Detachment Supply Catalog. The Commanding Officer of DSD will issue this catalog that will show the authorized allowances. Supplies and equipment in this category are all of the items used in the operation of the school from chalk to textbooks.

These supplies are procured in one of the following ways:

1. Requisitioned directly from the United States and paid for from appropriated funds.

2. Purchased directly from civilian sources in the United States or in nonoccupied countries.
3. Purchased from German sources.
4. Procured from the various supply services and from military stocks.

Expendable supplies are items that cannot be used over again. Paper (drawing, construction, and writing), ink, chalk, workbooks, etc., are expendable and may be taken from the supply room at any time.

Nonexpendable supplies are the many items that can be used over and over, year after year, such as the textbooks, blackboards, desks, and chairs. These supplies are checked out to each teacher and must be accounted for at the end of the year.

Every textbook is reissued to the individual pupil by the teacher. If a book is lost, the person that has the book checked out will be responsible for payment of the book.

The textbooks, supplementary texts, and related materials used in the Dependents Schools are selected from the best available standard American publications. Chapter VII has a complete list of the books used in each subject or grade level.

In many instances, the local Parent-Teacher Associations have purchased supplies and equipment which were not available through normal supply channels. Such items

as records, record players, public address systems, radios, projectors, screens, magazines, papers - especially German and/or French newspapers for the high school libraries, homemaking equipment, team uniforms, and many other sundry items which are needed by the schools are secured through the P.T.A..

CHAPTER XII

THE SCHOOL BOARD

The installation commander has the responsibility of appointing a representative school board made up of from three to seven official members. The School Officer must be on this board. The local principal is an ex-officio member of the board and is urged to attend all meetings.

The school board is an advisory group to the installation or post commander. It maintains liaison between the parents and the school as well as between the school and the post commander.

The members of the school board are military and civilian personnel representing the various Army groups in the area.

CHAPTER XIII

PARENT-TEACHER ASSOCIATION

The European Congress of American Parents and Teachers affiliated with the National Congress of Parents and Teachers in 1955. There are approximately 90 local associations in Germany, France, Italy, and England. These local associations have been encouraged to affiliate with the European Council and the National Council and many have joined.

The local Parent-Teacher Association serves a vital role in the American Community. In addition to the objectives of all P.T.A.'s to promote the welfare of the children and youth in home, school, church, and community; to bring into closer relation the home and the school; and to bring about closer cooperation between parents and teachers in training the child; the local P.T.A. of the Dependents Schools must provide many of the community functions that are normally afforded by local agencies in the United States.

The P.T.A. has accomplished many worthwhile objectives to help their school. They have received the new teachers and have given them a feeling of being welcome in the American community of Europe. The local associations

have purchased many items that are unobtainable through other sources such as record players, records, athletic uniforms and awards, and many sundry items as newspapers in the German or French language. In almost every instance, the P.T.A.s have worked diligently to support their respective schools.

CHAPTER XIV

THE OVERSEAS TEACHERS ASSOCIATION

The Overseas Teachers Association was formed in the spring of 1956. Several American schools in Europe had local organizations and as such had joined the N.E.A.. These local groups were small, scattered, and ineffective. In most instances, they were unaware that other groups had been formed. In the winter of 1956, it was felt that there was a need for a teachers organization for all United States Government sponsored schools.

In May 1956, a General Assembly was held in Frankfurt, Germany, to ratify the constitution of this new organization. Delegates from all over Europe attended this meeting attesting to the need of such an organization.

The purposes of the new association are stated in the preamble of the constitution and are as follows:

We, the teachers in U. S. Government overseas schools, in order to insure a professional teaching situation while serving in overseas commands, in order to facilitate the adjustment of new teachers to the conditions found in American schools maintained in areas outside the continental limits of the United States, and in order to achieve high educational goals in these schools, do hereby establish an organization of teachers which should be called the OVERSEAS TEACHERS ASSOCIATION.

There are three divisions in this teachers association. They are the Executive Branch, the Area Organization,

and the Local Organization. There is a General Assembly that meets twice a year, in October and in May.

The Executive Branch of the O.T.A. consists of a president, vice-president, secretary, treasurer, the chairman of each area, and the outgoing president, if geographical conditions permit him to attend. These officers constitute the Executive Committee whose purpose is to exercise the policies of the General Assembly. This Executive Committee meets every two months. Any member of O.T.A. may attend these meetings.

Whenever it is feasible, the Executive Committee will represent the Association. It is also empowered to issue and sanction any and all publicity emanating from the Association.

The Area Organization has a chairman who is responsible for calling area meetings at least twice a year, in March and prior to the October meeting of the General Assembly.

Each Area Organization will have a secretary who is responsible for all area correspondence and will keep a file of all correspondence and other pertinent information.

The Local Organization will be Association members in each American-European community and will form their own local unit or units. There is a chairman who will call a meeting as early as possible in September and as

often as is necessary thereafter. The secretary has the same duties as the area secretary and the local treasurer will collect dues for the O.T.A. and will remit the names and dues of all members to the Association treasurer by October first of that school year.

There are seven area organizations that coincide with the military command areas as much as is possible. They are as follows:

1. Command Z: ADSEC
2. Command Z: BASEC
3. Headquarters Area Command
4. Northern Area Command
5. Southern Area Command: Stuttgart
6. Southern Area Command: Munich
7. Western Area Command

The October meeting of the General Assembly was held in Munich, Germany, on October 6, 1956. This coincided with the closing day of the famous Munich OKTOBERFEST and the meeting was well attended. The May General Assembly is scheduled for Paris, France, on the four day Memorial Day week-end of May 30 through June 2, 1957.

There are over 900 members in this new organization that was affiliated with the National Education Association during the summer of 1956.

Although the Army Dependents school teachers were instrumental in starting this organization, teachers from the Navy school in Naples, Italy, and the Air Force schools

have joined. Close contact has been established with teacher associations in Japan and Okinawa so that this is really a world-wide organization.

CHAPTER XV

CONCLUSION

The first few years following World War II were pioneering years in this great American Educational experiment. Facilities and supplies were scarce. Times and conditions were bad. Trying to start and keep an education system operating and progressing was difficult. Today American servicemen and their families can be grateful to many hard working teachers and educators who have made this experiment successful.

Never before in the history of the world has one country spent so much time and money in an attempt to educate all of its citizens. The United States government realizes that the service personnel work better and are happier if their families can be with them. The men that make the laws also know that their children must be educated, hence this great overseas school system was initiated in the various services.

Many pages could be written on the benefits a teacher may receive from a tour of duty in Europe. The association with educators from all sections of the United States and several foreign countries is a unique experience. In the Augsburg American Elementary School there are

teachers representing every section of the United States. From Connecticut to Florida, Minnesota to Louisiana, and Washington to California, teachers have brought their methods and ideas and have joined together to make one faculty.

Very few school systems in the United States can say that all of their teachers have college degrees and at least two years teaching experience. Many of the teachers have Master's Degrees, many are Master Teachers, and in several instances, Doctor's Degrees.

In conclusion, the writer believes the children attending the Dependents Schools are quite fortunate to be living in a foreign country and receiving an American-type education. The opportunity is certainly there for these young people to broaden their experiences by living in close contact with people of different language and cultural backgrounds. They can see first hand and compare their way of life with the Nationals of the country in which they are living. It is a wonderful opportunity to become truly international in their thinking which will, in the long run, help our country because these pupils will be some of our leaders in the future.

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