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A history and description of the United States Army dependent schools program in Europe since the end of World War II

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A HISTORY AND DESCRIPTION OF THE UNITED STATES ARMY
DEPENDENT SCHOOLS PROGRAM IN EUROPE SINCE
THE END OF WORLD WAR II

A Thesis
Presented to
the Faculty of the School of Education
College of the Pacific

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

by
Jack Eugene Daseler
June 1956

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CHAPTER I

INTRODUCTION

The education of dependent children of military personnel has long been a problem of the Army, Navy, and in more recent years, the Air Force. With the United States armed forces stationed around the world, this particular problem becomes increasingly important as a morale factor. The serviceman who must spend upwards of three years on foreign soil or far-flung possessions must be allowed to bring his dependents with him. With the arrival of school-age dependents, the establishing of elementary and secondary schools by the armed forces becomes a necessity. Under present Defense Department policy, the establishment and maintenance of dependent schools command a priority second only to military defense orders.

As the United States Army enters its tenth year of operation of dependent elementary and secondary schools in Europe, it is important that a history of this organization together with a description of its operation be made available. The lack of official historical records by the organization makes the completion of this study much more important than had been originally anticipated.

I. THE PROBLEM

Statement of the purpose. It was the purpose of this study to provide an historical analysis of the United States Army's dependent school program in Europe in operation since the summer of 1946. A second, though equally important, purpose for the study was to provide a description of the organization and administration of these schools in an effort to acquaint educators and interested lay-personnel with the dependent schools program in operation today.

Importance of the study. The general lack of information about the history of the dependent schools in Europe coupled with the fact that these schools are now entering their tenth year of operation makes an historical study of the organization both interesting and valuable. Careful investigation has revealed that there have been no studies made in the areas covered.

Questions that arose prior to the beginning of the study were: How long have these schools been established? What made it necessary to establish dependent schools in Europe? What were some of the many problems met in establishing these schools? How are the schools organized and administered? What means are used for financial

support of these schools? These are only a few of the many questions considered by the investigator. As the study progressed, additional problems arose.

II. DEFINITIONS OF TERMS USED

Appropriated Funds (AF). Those funds appropriated by Congress for specific purposes.

COMNAVGER. Commander Naval Forces Germany.

COM Z. United States Army Communications Zone, a chain of military establishments stretching across France.

D.E.G. Dependents Education Group. The central headquarters to which all schools are responsible.

D.E.O. Dependents Education Organization. The civilian-staffed branch of D.E.G. responsible for the administration of the schools and supervision of all professional personnel.

D.S.D. Dependents School Detachment. The military supporting unit for the dependents school system. Primary function of this unit is to provide logistical and material support and to budget funds for operation.

D.S.S. Dependents Schools Service. The organization originally assigned the responsibility for the operation of

United States Army dependent schools in Europe.

EUCOM. European Command. A United States Army command.

G-1. The military designation for the personnel branch.

G.S. ratings. Ratings used throughout Civil Service to determine pay scale to be followed by the organization employing the individual.

Non-appropriated funds (NAF). Those funds raised by other than Congressional appropriation.

NATO. The North Atlantic Treaty Organization is referred to as NATO.

S-3. The military designation for that branch that concerns itself with plans and operations is S-3.

S-4. The military designation for that branch that concerns itself with supply is S-4.

SHAPE. The abbreviated form of Supreme Headquarters Allied Powers Europe is SHAPE.

TRAW. A branch of D.E.O. responsible for teacher recruitment, assignment, and welfare is TRAW.

USAFE. The designation for United States Air Force Europe is USAFE.

USAREUR. The designation for United States Army Europe is USAREUR.

III. PROCEDURES, METHODS, AND TECHNIQUES USED

Historical records. The most complete source of historical information available in compiling the history of the dependent schools program was the Report of Operations covering the periods from 1946 through 1948. These records were made available by the Headquarters, Dependents Education Organization in Karlsruhe, Germany, and were very useful in providing accurate information about the initial organization of the program and of the many problems encountered.

The files of the USAREUR Historical Division, also located in Karlsruhe, were made available for source material. While no separate historical reports were made, much interesting information was present, particularly in the Annual Narrative Reports for Headquarters EUCOM/USAREUR.

Periodicals and publications. Several articles that had appeared in professional journals were referred to, together with items appearing in the Army newspaper, Stars

and Stripes, European Edition. Primary source of material used was the TRAW branch of Headquarters, D.E.O. and the Civilian Personnel Branch of the United States Army. Recruitment booklets and orientation brochures were used from both of the above branches.

Personal interviews. Probably the most valuable source of information was personal interviews. Many of the original pioneer faculty that arrived in 1946 are still in Europe, either with the Army Dependent Schools, or with the Air Force Schools. Richard Meyering, who helped organize the Army Dependent Schools Program, provided much valuable information and material for this study. He is now Chief of Secondary Schools for USAFE.

During the course of this investigation the investigator interviewed several members of D.E.O. staff, school principals, and teachers who had been working with dependent schools from its beginning, or who had arrived one to three years after the organization commenced operation. Because of the subjective nature of parts of the thesis, individuals interviewed were asked to verify, refute, or add to information gathered from the study. This was particularly valuable in providing a composite picture of the early operations of the dependent schools.

Personal experiences. Supplementing personal interviews as a valuable source of information, the investigator's experiences obtained while principal of the Metz (France) American School during the school year 1953-1954 provided an opportunity to learn of the problems that are encountered in schools located in France which seldom arise in schools located in Germany. The Metz American School comprised grades kindergarten through eighth, and had an enrollment of two hundred.

The assignment of the investigator to the Kaiserslautern American High School as assistant principal during the school years 1954-1956 provided an opportunity to study the operation of Kaiserslautern junior-senior high school during its fourth year of operation in the dependent schools. Resident halls for boarding students are in operation at this school. The enrollment approximates six hundred fifty students, grades seven through twelve.

Administrative experience in schools in the States, which was valuable in providing comparisons, included an assistant principalship, working directly under the superintendent at the Fruitridge Elementary School in Sacramento, and two years as the principal and district superintendent of the Waverly Elementary School District in Stockton, California. Both of these schools were

kindergarten through eighth-grade schools, the former having an enrollment of approximately twelve hundred students, while the latter had about three hundred seventy-five students.

IV. SUMMARY OF THE THESIS

The thesis will cover the history of the United States Army dependent schools in Germany and France; the organization and administration of the dependent schools; a description of the programs offered by the dependent schools with information concerning school personnel; and a final chapter of Summary, Conclusions, and Recommendations.

CHAPTER II

A HISTORY OF THE DEPENDENT SCHOOLS IN GERMANY AND FRANCE

I. MILITARY ORGANIZATION IN EUROPE

In order to understand better the dependent schools system in Germany and France, it becomes necessary to have some knowledge of the reasons for the establishment of military bases in Germany and France. The location of American forces in Germany was, of course, a direct result of the defeat of Germany and the Axis Powers in World War II. Constabulary and occupation forces provided the majority of dependent children for the school system, while other governmental agencies, such as the State Department, Information Service, Justice Department, and Graves Registration Division, contributed students to the newly formed school system.

In the summer of 1950, United States Forces in France began the organization of a new line of communications for the purpose of furnishing additional supply channels for the forces in Germany and for the purpose of providing an alternate supply line in the event that the North German Communications Line (Bremerhaven Port of Embarkation) were to become unavailable. The USARBUR COM Z (United States

Army Europe Communications Zone) headquarters are in Orleans, about seventy miles south of Paris. There are four subordinate commands: Advance Section in the Northeastern Part of France with Headquarters at Verdun, Base Section in the Southwest of France with Headquarters at La Rochelle, Orleans Area Command in Central France with Headquarters in Orleans and Seine Area Command with Headquarters in Paris. The United States armed forces components in Europe are under the command of the Commander-in-Chief United States European Command. This command comprises the three services, Army, Air Force, and Navy. The Headquarters of the United States Forces in Europe (EUCOM) is located in Paris, while the Headquarters of the United States Army in Europe (USAREUR) is located in Heidelberg.¹ SHAPE (Supreme Headquarters Allied Powers Europe) have technical control over EUCOM in the defense of Europe. Figure 1 shows the lines of organization.

II. EARLY PREPARATIONS FOR DEPENDENT SCHOOLS

When the American Army and military government occupied Germany in the spring of 1945, it was recognized

¹United States Army, Civilian Personnel Branch, Communications Zone USAREUR, So You're New In France, Orientation publication, Orleans, France, p. 2.

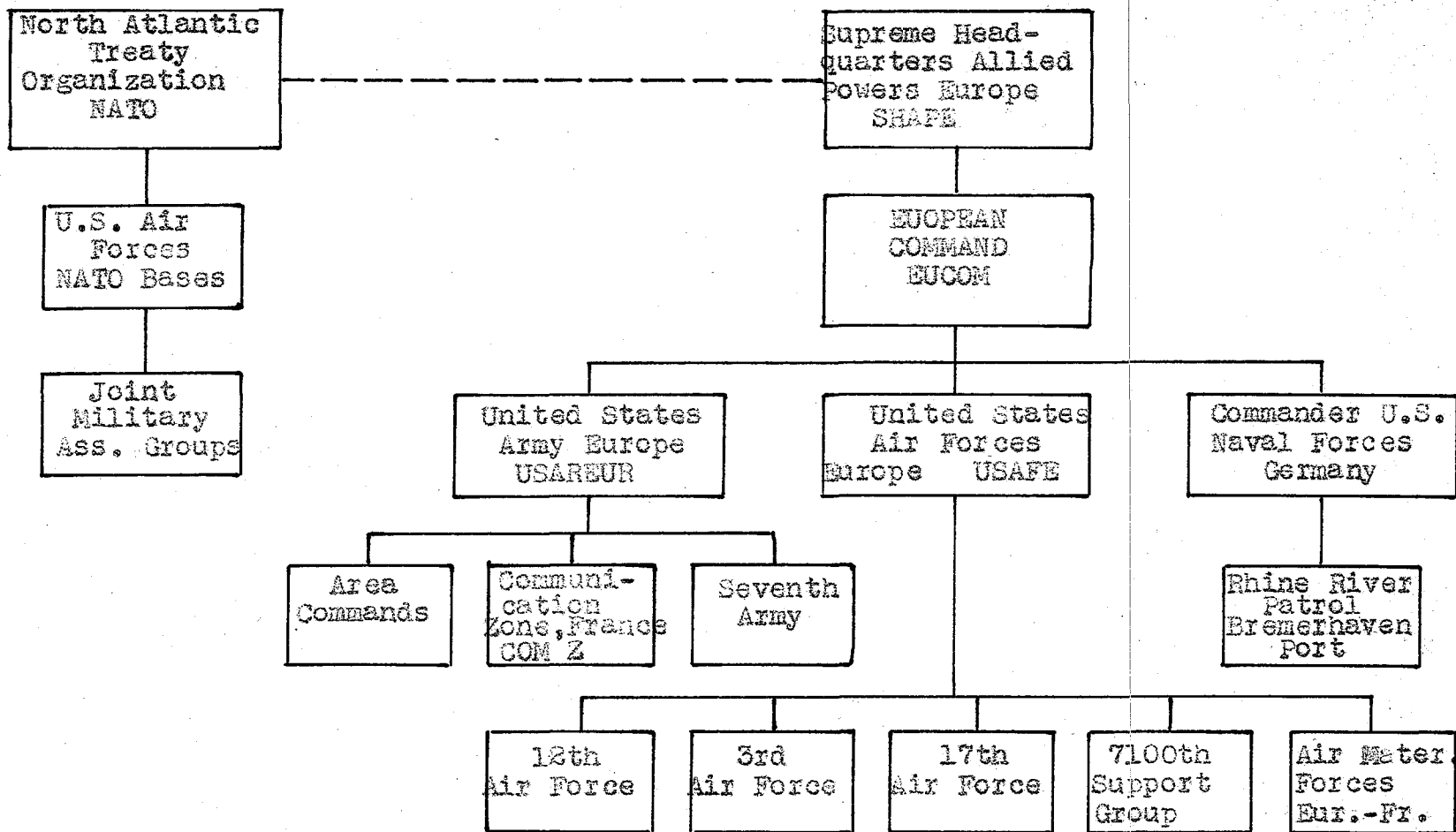


FIGURE 1

MILITARY ORGANIZATION CHART OF UNITED STATES FORCES IN EUROPE

that the occupation would be of long duration. Also recognized was the problem of bringing dependents of military personnel stationed in Germany to join their fathers during the fathers' tour of duty. The decision to admit families of members of the occupation forces to the United States Zone implied that educational facilities would be provided for minor dependents.

A survey made by an office of Morale Branch, G-1 (personnel) Division, Headquarters, United States Forces European Theater, in September 1945 indicated planning for a school system should be started at an early date and would encounter difficulties arising from lack of data upon which to base reliable estimates of number of pupils and cost of the program.² Nothing much was done to set up the program until February, 1946, when the responsibility for preliminary study was given to the Theater Chief of the Information and Education Program. This resulted in the first plan for the organization, curriculum, and function of dependent schools. By March of 1946 a small staff was at work under the I & E (Information and Education) Branch of the Theater producing the plan that would eventually be

²T/Sgt. Frizelle Gable, The Second Year, Vol. III, Occupation Forces in Europe Series, 1946-47, Office of the Chief Historian European Command, Frankfurt, Germany, 1947, Chapter 28.

accepted as the basic plan for the dependent schools. After the plan had been submitted to Headquarters United States Forces European Theater, it was generally agreed that further planning and operation of the dependent schools should be placed under a special staff of G-1 (Personnel) Division.³

Families began arriving in Europe in the spring of 1946. Many children were enrolled in private schools in Switzerland until the dependent schools opened. In October, 1946, the schools opened and have been functioning since that time. Virgil M. Rogers, in his report to the North Central Association of Colleges and Secondary Schools in May of 1947 summed up their beginning when he wrote:

These dependent schools were organized in a critical emergency to meet a peculiar educational need. The struggle to get personnel, staff, plant, instructional materials, including books, is a most interesting story and one filled with instances of overcoming insuperable difficulties.⁴

The military order activating the Dependents School Service (D.S.S.) on May 4, 1946, was General Orders Number

³Dependents School Service, Report of Operations, Period 1 July to 31 December 1946, p. 1.

⁴Virgil M. Rogers, "Report of Evaluation of American Dependent Secondary Schools in Germany," Report to North Central Association of Colleges and Secondary Schools, May, 1947.

132 of Headquarters, United States Forces, European Theater.⁵ In addition to elementary and secondary schools, the staff sections were responsible for planning kindergartens, school libraries, and a health service to supplement the educational program. A subsidiary function of the organization was to provide advisory service on private schools and colleges in Switzerland and other European countries. Another aim of the dependent schools was to supply German educators with a model American school system in action to be used in their efforts to reorganize and democratize the German educational program. For this reason, all schools for dependents were to be made available for observation by German teachers and administrators.⁶

Information available indicates that the small staff that made up the Dependents School Service did an outstanding job in setting up the original school system. The recruitment of teachers, their orientation, the support of the individual military post commanders proved to all that the program would be a success. In support of the above

⁵General Orders Number 132, United States Forces, European Theater, Appendix A, page 88.

⁶Oliver J. Frederiksen, The American Military Occupation of Germany 1945-53, Headquarters United States Army, Europe, Historical Division, 1953, p. 127.

statement, Virgil M. Rogers reported:

The instructional materials and equipment are adequate to meet the needs of instruction for all courses offered. It is true that for several months after school started the facilities were greatly limited, but the administration and faculties have shown great ingenuity in running down and improvising furniture, equipment and supplies. The Army has been most cooperative in all these undertakings. With the power to requisition from any source, both alien and domestic, the essential needs have been met.⁷

A publication by the USAREUR Historical Division⁸ listed the two particular achievements of the Dependents School Service as the creation of a German language text with materials for the elementary grades, and the ability to satisfy the demand for American-type school supplies and furniture, thus reducing costs and shipping space requirements.

III. ADVISORY SERVICES FOR SWISS SCHOOLS

Realizing that many parents would wish to send their children to private schools with established reputations, the Dependents School Service prepared an information letter on June 27, 1946.⁹ This letter included a list of Swiss

⁷Rogers, op. cit., p. 2.

⁸Frederiksen, loc. cit.

⁹Letter, Headquarters, United States Forces European Theater, June 27, 1946, File AG 350 CAP-AGO, Subject: Educational Facilities in Switzerland, signed Peter Peters, Lt. Col., AGD, Asst. AG.

schools that accepted American students for admission. It included thirty-seven schools, with addresses and ages at which they would admit students. Entitled Educational Facilities in Switzerland, the letter stated in part:

Swiss public schools are not in a position to receive English-speaking students for want of English-speaking teachers and English text-books. However, over two hundred private schools exist in Switzerland for boarding students. . . .

The curricula of these schools range from those which are exclusively for kindergarten pupils, primary pupils, or secondary pupils, to curricula which include all of those categories.

In reasoning why the Army should set up their own dependent schools rather than educate their children in schools of foreign countries, it must be recognized that both France and Germany suffered severe damage and were handicapped in providing educational facilities for their own children.

IV. PLANS CONSIDERED FOR SUPPORT OF DEPENDENT SCHOOLS

During early planning, no problem gave greater difficulty than finance. Formal requests for funds were sent to the War Department by the Commander-in-Chief, United States Forces, European Theater in April, 1946, with the resulting reply that no Appropriated Funds were available (funds appropriated by Congress). The recommendation was made that funds be used from the Central Welfare Fund.

(This fund is Non-Appropriated money, or money derived from other than Congressional appropriations.) After careful investigation, it was decided to obtain the money from tuition charges and from profits obtained from the Class VI (sale of liquor) Fund. Thus, in the first two months of operation the Dependents School Service was placed on a feasible though temporary financial basis.¹⁰ Appropriated Funds have been available since the end of the first year of operation.

V. KINDS OF SCHOOLS AVAILABLE TO DEPENDENT CHILDREN

The type of school available to the majority of dependent children living in Germany and France is the elementary school. With the policy of establishing an elementary school where ten students of elementary age reside, this type of school is made available to almost all students.

Secondary schools are established in areas that can best serve relatively large numbers of students. In order to provide secondary education for all students, provisions are made to house students unable to commute, in resident

¹⁰Dependents Schools Service, Report of Operations, Period 1 January to 30 June 1947, p. 9.

halls at strategically located high schools. Figure 2 and Figure 3, page 20, show the secondary school feeder plan to indicate the secondary schools serving various areas in Germany and France.

Kindergarten training is available in most of the elementary schools; however, Congress does not appropriate funds for their operation, and the establishing of a kindergarten in an elementary school requires: availability of a locally hired teacher, availability of Non-Appropriated Funds, and sufficient number of kindergarten pupils.

Correspondence courses are provided for those students who are too distant from an elementary school, or who do not desire to reside in a resident hall at a high school. Calvert courses are used for elementary students, while the University of Nebraska furnishes correspondence courses for secondary school students. As of October 28, 1955, there were twenty-eight students in elementary and fourteen in secondary school correspondence course programs.¹¹

In addition to the above schools, a number of American elementary and secondary school students attend public and private schools in Europe. The USAREUR

¹¹Dependents Schools Detachment, 7755 Army Unit, USAREUR Schools Enrollment Report, October 25, 1955, p. 4.

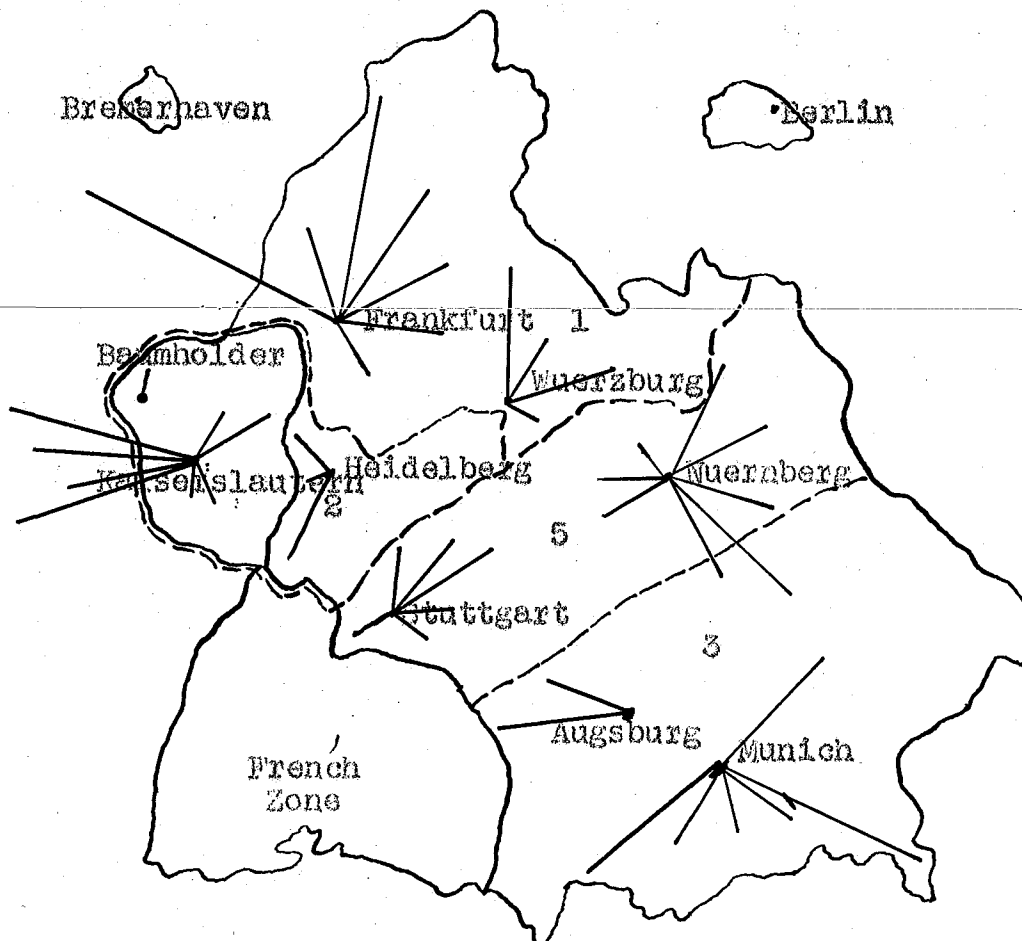


FIGURE 2

EDUCATION OF DEPENDENTS PROGRAM UNITED STATES ARMY EUROPE,
HIGH SCHOOL FEEDER PLAN 1955-1956 GERMANY

Legend

- High Schools--United States Army
- Area boundaries
- Boundaries
- 1 Area numbers

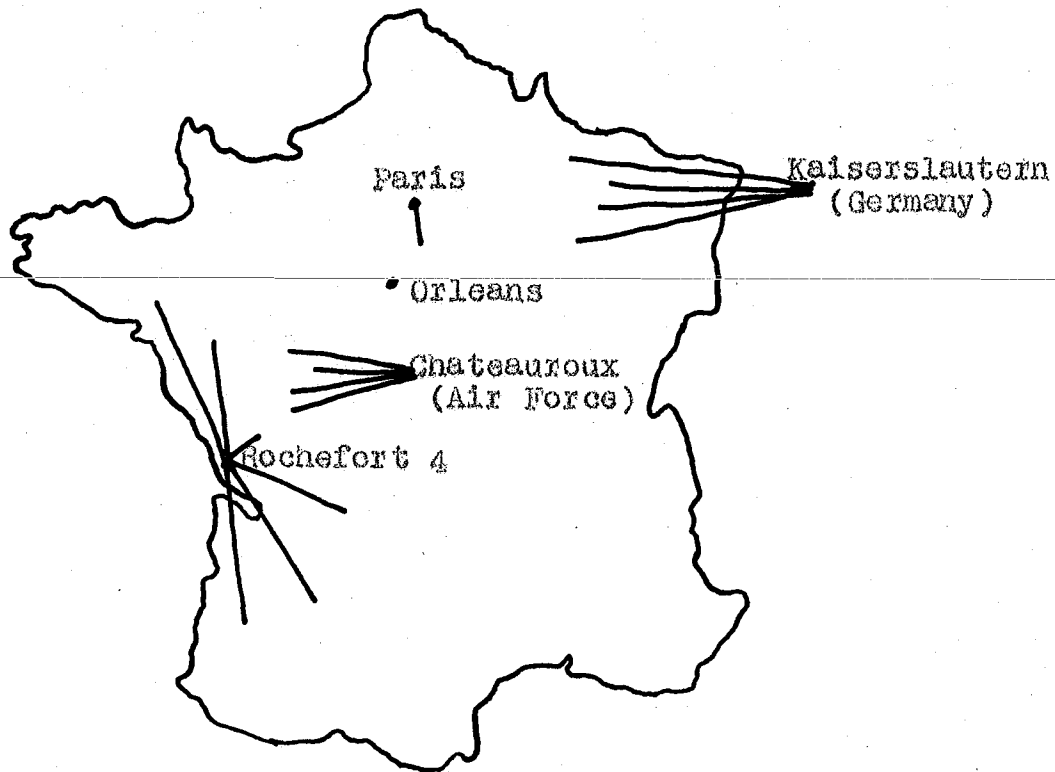


FIGURE 3

EDUCATION OF DEPENDENTS PROGRAM UNITED STATES ARMY EUROPE,
HIGH SCHOOL FEEDER PLAN 1955-1956
France

Legend

- High schools--United States Army
- Boundaries
- 4 Area numbers

Enrollment Report for October 28, 1955 listed one hundred fifty-five elementary and secondary students attending such institutions.

Summer opportunity schools are maintained at many elementary and a few secondary schools to enable those pupils who have been retarded in their work by being out of school for long periods to improve in their class work. Classes are kept small and only those students who can profit from this instruction may attend. The length of the session is six weeks. These have been in operation since 1951.¹²

VI. GROWTH OF THE DEPENDENT SCHOOLS PROGRAM 1946-1956

School year 1946-1947. After much hurried preparation and procurement of personnel, the schools in the occupied zone of Germany opened on October 14, 1946. Thirty-eight elementary schools and five high schools were in session on opening day. Other elementary schools were opened as the school population reached ten. The five high schools, located at Frankfurt, Heidelberg, Munich,

¹²Dependents Education Group-Dependents Education Organization, Erinnerungen (Secondary school annual for USAREUR high schools), 1953, p. 13.

Erlangen, and Berlin, served the entire United States Zone.¹³

It is noted that of the original thirty-eight elementary schools established, thirty-two were either one-or-two-teacher schools. Four others were operated with high schools.¹⁴ Kindergartens were established in Berlin, Erlangen, Hochst, Munich, and Regensburg after it was announced that funds were to be made available for their support.¹⁵ There were 2,781 pupils enrolled and 146 teachers, including kindergarten.¹⁶ During this first year of operation, teachers were employed on one-year contracts and all students paid tuition based upon the ranks or rate of their sponsor.

School year 1947-1948. Student enrollment and number of faculty continued to increase. By June of 1948

¹³Report of Operations, 1 January to 30 June, 1947, p. 7.

¹⁴Ibid., p. 8.

¹⁵Letter, Headquarters, United States Forces European Theater, November 14, 1946, AG 352, GAP-AGO, Subject: Kindergarten program.

¹⁶Report of Operations, 1 January to 30 June, 1947, p. 15.

the number of teachers had increased to 184 while the total number of students in kindergarten through twelfth grade increased to 3,825.¹⁷ The secondary schools were visited and inspected by a representative of the North Central Association of Colleges and Secondary Schools and accredited by that organization.¹⁸ The high school originally located in the university city of Erlangen was relocated in Nurnberg. The elementary schools numbered forty-one, while the secondary schools totaled six. The new high school was located in Bremen serving that city and the Port of Bremerhaven. This school began operation on November 17, 1947.¹⁹

By September, funds appropriated by Congress became available for the operation of dependent schools, Class VI funds were no longer required to run the schools, and tuition rates were substantially reduced. Teachers were placed under Civil Service and the year-by-year contract

¹⁷Dependents Schools Service, Report of Operations, Period 1 January to 30 June, 1948, p. 3.

¹⁸Ibid.

¹⁹Erinnerungen, op. cit., p. 32.

was eliminated.²⁰

With the opening of the academic year 1947-48, the increased number of children necessitated a reorganization of the educational system, resulting in the transformation of the Dependents School Service into a Dependents Schools Detachment.²¹

School year 1948-1949. During the third year of operations, the number of teachers increased to 251 with a total of 4,839 students in kindergarten through twelfth grade. Fifty-three elementary and seven secondary schools were in operation. Wiesbaden high school opened January 26, 1948.²² This year marked the first year that personnel were hired for the specific task of supervising dormitories.

The policy of opening schools where ten or more pupils were located, and closing them when the number dropped below ten, has affected elementary schools only. It is noted, however, that in September of 1948 the high school located in Bremen moved to the Port of Bremerhaven, some

²⁰Report of Operations, 1 January to 30 June, 1948, p. 7.

²¹Frederiksen, op. cit., p. 128.

²²Erinnerungen, op. cit., p. 344.

forty miles Northwest of Bremen. This was because the majority of students of high school age resided in Bremerhaven.

School year 1949-1950. A major increase in students and faculty came during the 1949-1950 school year when the number of elementary schools increased to fifty-seven and the high school number remained at seven. A total of 7,816 students were enrolled from kindergarten through twelfth grades. Teaching personnel numbered 319, while administrative staff numbered forty-seven persons.²³

School year 1950-1951. In the fall of 1950 the University of Maryland opened a small resident college in Munich in cooperation with the command.²⁴ This year was significant in the operation of dependent schools in Europe. With the newly formed Communications Zone stretching across France, the stationing of troops along this line and the arrival of their dependents necessitated the establishment of several elementary schools in France. The first two of these schools placed in operation were in Paris and

²³Dependents Schools Detachment, 7755 Army Unit, USAREUR Schools Enrollment Report, June, 1950.

²⁴Frederiksen, op. cit., p. 128.

Verdun. There were one hundred fifty students in France in 1950.²⁵

The total school enrollment in June of 1951 was 8,726. A total of sixty-five schools comprised the system, with fifty-nine of them being elementary schools. Three hundred sixty-six teachers were employed and some fifty-five persons were assigned in various administrative and specialist categories.²⁶

In 1951 there were forty-two Parent-Teacher Associations in operation in Germany and France with several of them holding membership in the National Congress of Parents and Teachers. The European Command Parent-Teacher Council was organized in 1951.²⁷

Summer opportunity schools were established in June of 1951 for the purpose of providing an opportunity for those children who missed an excessive number of school days through involuntary moving with their parents, to bring their work up to satisfactory level. This also

²⁵Headquarters European Command/United States Army Europe, Annual Narrative Report 1950, USAREUR Historical Division, European Command, March 10, 1950, p. 25.

²⁶Dependents Schools Detachment, 7755 Army Unit, USAREUR Schools Enrollment Report, June, 1951.

²⁷Erinnerungen, op. cit., p. 415.

provided an opportunity for teachers to work during a part of the summer. Other teachers had the opportunity to attend workshops as summer duty.²⁸ Approximately five hundred German teachers visited the schools during the year.²⁹

School year 1951-1952. During this fiscal year all Department of Defense students were budgeted for at a rate of \$200.00 per student with a total budget of \$2,605,296.00. The number of schools in Germany and France increased very rapidly during this school year. Eighty-two schools were in operation in June of 1952, an increase of seventeen over June, 1951. Of this total, seventy-four were elementary schools. A student enrollment, kindergarten through twelfth grade totaled 9,392. Personnel employed by the system totaled 509, with 452 employed as teachers. Four dormitories located in Germany housed 330 students.³⁰ A new high school was established in Paris, while in Munich

²⁸Erinnerungen, op. cit., p. 13.

²⁹Annual Narrative Report 1950, op. cit., p. 26.

³⁰Dependents Schools Detachment, 7755 Army Unit, USAREUR Schools Enrollment Report, June, 1952.

the high school students moved into a newly constructed modern building.³¹

During most of the school year the schools were operated by the 7755 Dependents Schools Detachment. On November 15, 1951, after criticism by the North Central Association of Colleges and Secondary Schools that, "professional educators in charge of the school program were subject to military control at a subordinate level,"³² the Dependents Education Organization, staffed by professional civilian personnel, was organized and given the responsibilities pertaining to education formerly held by the Commanding Officer of the Dependents Schools Detachment. Under staff supervision of the USAREUR Personnel and Administration Division, the Chief of D.E.O. reports directly to the Commander-in-Chief, United States Army Europe. The Dependents Schools Detachment remained as a logistical support agency of the dependents education program. At the same time, the USAREUR Board of Educational

³¹Erinnerungen, op. cit., pp. 216, 311.

³²Headquarters, European Command/United States Army Europe, Command Report 1952, Historical Division, United States Army Europe, December 14, 1953, p. 139.

Advisors was established to advise the Commander-in-Chief, USAREUR, with respect to the operation of the education program.³³

The heavy turnover of American personnel was still a continuing problem. The annual turnover in American teacher personnel was approximately 30 per cent as compared to 18 per cent turnover in German employees. Movement of students from one area and school to another area and school resulted in a surplus of books for the first school and a shortage of books for the second. Frequent changes in key personnel in the supply branch also hampered efficient operation, but by the end of 1952, most supply difficulties had been corrected.³⁴

School year 1952-1953. Continuing the upswing, enrollment reached a new peak in June of 1953 when there were 15,446 students enrolled in classes from kindergarten through the twelfth grade in one hundred schools located throughout France and Germany. Of these, nine were secondary schools and a total of nineteen schools were located in France. To care for these schools, 759 people were employed,

³³Ibid.

³⁴Ibid.

of whom 689 were teachers, either full or part-time. Four high school dormitories housed a total of 456 secondary students who were unable to commute to school.³⁵ The opening of a new high school in Kaiserslautern, Germany, signaled the beginning of the military build-up west of the Rhine River which was a result of political developments in Communist Russia.

School year 1953-1954. In the fiscal year 1953 the funding operation of the dependent schools became more complicated. The Air Force began operation of several schools in Europe and it became necessary for each service to budget for its own funds. To facilitate matters, cross-service agreements were signed to cover the transfer of funds. Under these agreements the Air Force and Navy allocated the same amount per pupil as did the Army and agreed to meet Army levels in the event the Army increased its allocations.³⁶

Student enrollment by June of 1954 had reached the total of 29,898 from kindergarten through twelfth grade. A total of 1,057 teachers were engaged in instructing

³⁵Dependents Schools Detachment, 7755 Army Unit, USAREUR Schools Enrollment Report, June, 1953.

³⁶Command Report, 1952, loc. cit.

students while 155 persons were hired to care for the administration and supervision of the schools. A total of 106 schools were in operation in the two countries. Of this total, eleven were secondary schools. This year saw the largest number of elementary schools in operation in the history of the organization.³⁷ Figure 4 illustrates the growth of the elementary schools.

New high schools were established in Wurzburg and Stuttgart, Germany, and in Rochefort, France. The high school at Wiesbaden and several elementary schools were transferred to the control of the Air Force with their headquarters at Wiesbaden.³⁸ During the summer of 1953 there were twenty-five summer schools in operation. There were no kindergartens operating in France during this period.³⁹

School year 1954-1955. A total of 105 schools were in operation during the school year just completed. Twelve of these were secondary schools. Enrollment for the first

³⁷Dependents Schools Detachment, 7755 Army Unit, USAREUR Schools Enrollment Report, June, 1954.

³⁸Dependents Education Group-Dependents Education Organization, Erinnerungen (Second school annual for USAREUR high schools), 1955.

³⁹Command Report, 1952, loc. cit.

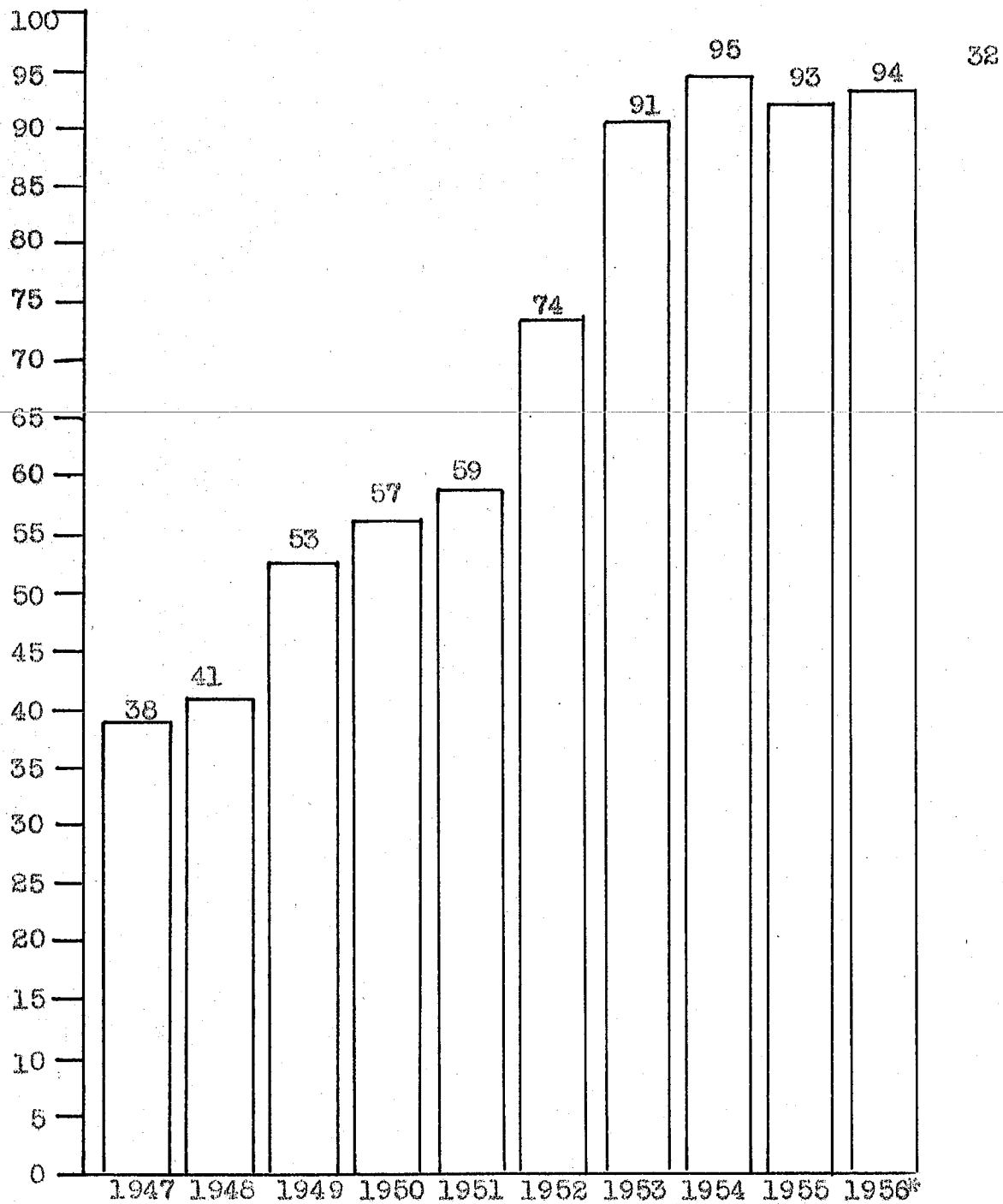


FIGURE 4

NUMBER OF ELEMENTARY SCHOOLS IN OPERATION IN
USAREUR 1946-1956

Figures from June Enrollment Reports.

*October 1955 Enrollment Report.

time in the history of dependent schools dropped, but only slightly, to 28,568 (see Figure 5). Four hundred eighty-four secondary students were housed in six resident halls at as many high schools. One thousand one hundred four teachers and teaching principals were employed. Administration and supervision assignments accounted for one hundred positions; other personnel, specialists, librarians, resident hall supervisors, student counselors, clerks, and secretaries added 119 employees.⁴⁰

School year 1955-1956. Statistical reports for the current year of dependent schools operation were obtained from the October, 1955 USAREUR Schools Enrollment Report in contrast with the previous figures being taken from the June report.

Total pupil enrollment had risen to an all time high of 33,354 from kindergarten through the twelfth grade. One hundred eight schools were needed to educate this number of dependents, with fourteen high schools and ninety-four elementary schools in operation. Seventy-one elementary and eleven secondary schools were located in Germany, while

⁴⁰Dependents Schools Detachment, 7755 Army Unit, USAREUR Schools Enrollment Report, June, 1955.

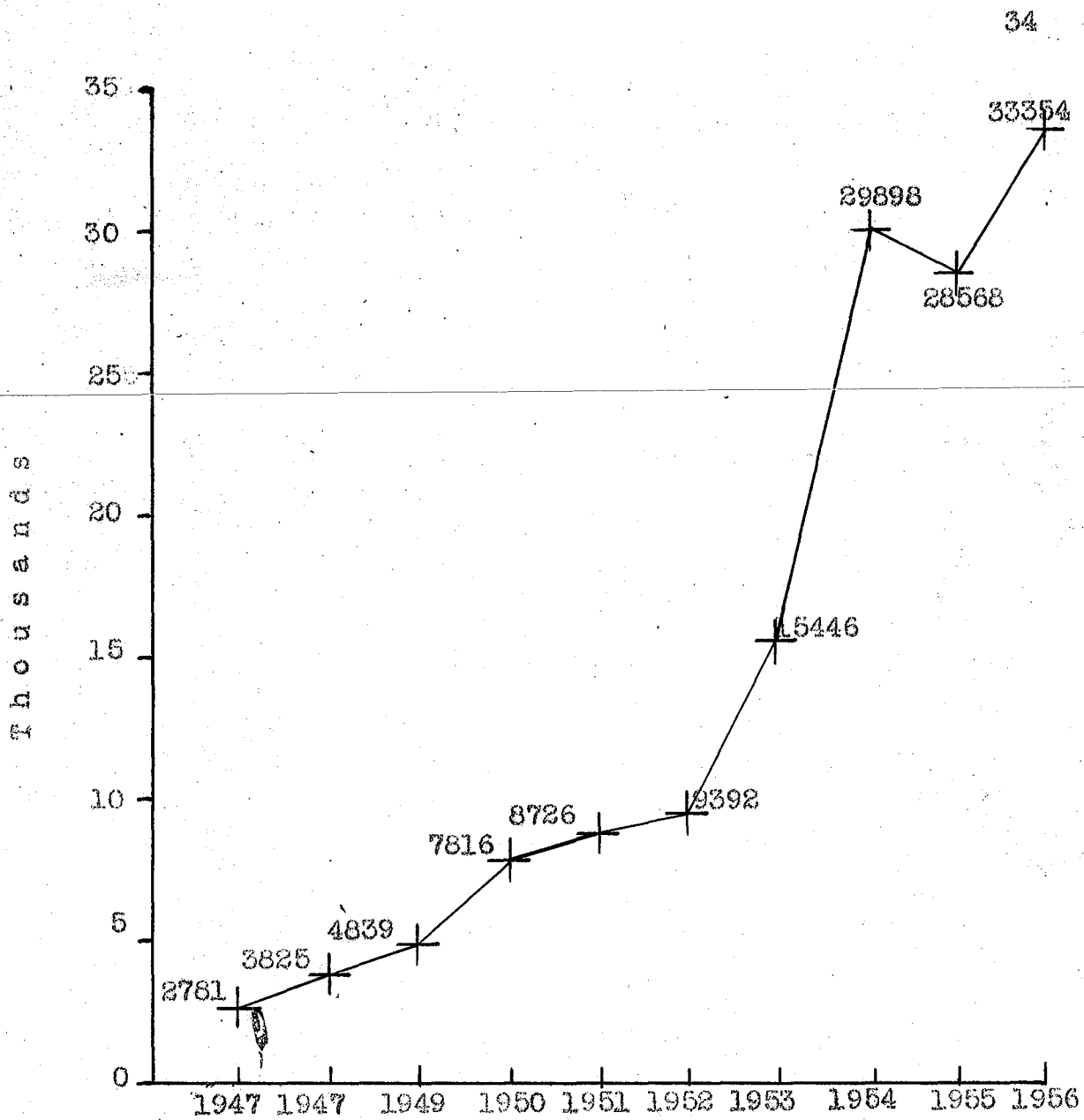


FIGURE 5

TOTAL SCHOOL ENROLLMENT--GRADES KINDERGARTEN THROUGH TWELVE--
 UNITED STATES ARMY DEPENDENT SCHOOLS
 USAREUR

Note: All figures represent enrollment for June except 1956 which is for October, 1955.

twenty-three elementary and three secondary schools were operating in France. New high schools were established at Augsburg and Baumholder, Germany. Five dormitories were in operation housing 524 boys and girls of high school age. The number of teachers and librarians reached a total of 1,413. This number included German and French personnel employed as teachers or librarians. Administrative and supervisory personnel numbered 217.⁴¹ Figure 6 shows the increase in teaching personnel in USAREUR dependent schools over its ten-year period of operation.

⁴¹Dependents Schools Detachment, 7755 Army Unit, USAREUR Schools Enrollment Report, October, 1955.

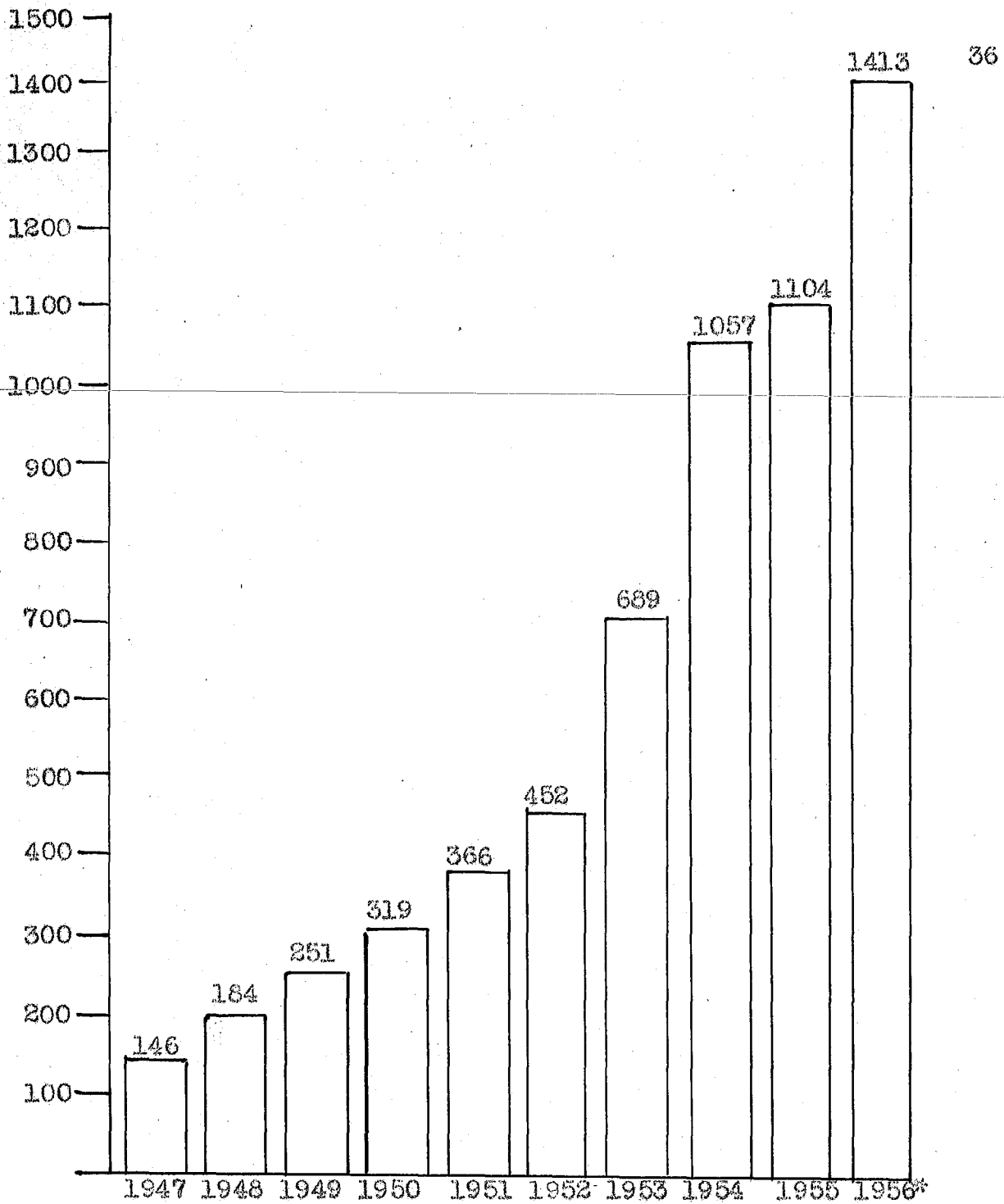


FIGURE 6

NUMBER OF TEACHING PERSONNEL EMPLOYED IN
USAREUR SCHOOLS 1946-1956

Figures from June Enrollment Reports.

*October 1956 Enrollment Report.

CHAPTER III

ORGANIZATION AND ADMINISTRATION OF DEPENDENT SCHOOLS

This chapter will be concerned with the organization and administration of the United States Army Dependent Schools in Germany and France. The structure will be presented from the headquarters organization down through the individual school. Of much use in the compilation of this information were the Administrative Regulations for USAREUR Dependent Schools, the many brochures and pamphlets used in the teacher orientation program with dependent schools, and the investigator's extensive experience with the organization, both in the elementary and secondary field.

I. HEADQUARTERS ORGANIZATION

The headquarters organization for the dependent schools has grown steadily with the school system. From a small staff of people with little to work with, but with much imagination, it has steadily developed into a complete, smooth-operating organization, with specialists for all the major fields. Comparable to the organization of the county superintendent of schools office in California, it possesses all of the facilities available in county offices. Headquarters is made up of the Dependents Education Group, a

subordinate command reporting directly to the Commander-in-Chief, USAREUR. Its present chief, Dr. Earl R. Sifert, is also the Director of the Dependents Education Organization, the branch concerned with the education of dependents. The second branch is the Dependents Schools Detachment, which is the military counterpart of the Dependents Education Organization, and who are concerned with the supply, budget, finance, and maintenance of records for the school system. Their present head is Lt. Colonel Louis J. Aebischer, a former educator with two degrees in Education from Syracuse University.

Comparison of the organization chart for the old Dependents School Service (1948) with the organization chart for the current year of Dependents Education Group (Figure 7 and Figure 8, page 40) illustrates the increase in services at headquarters.

Dependents Education Organization. Under a civilian director, D.E.O. prepares the curricula for all schools; recruits, employs, assigns, and administers all professional personnel; maintains a favorable public relations program; and makes policies and prepares professional publications. D.E.O. includes:

1. Director--who serves, also, as Director of the Dependents Education Group.

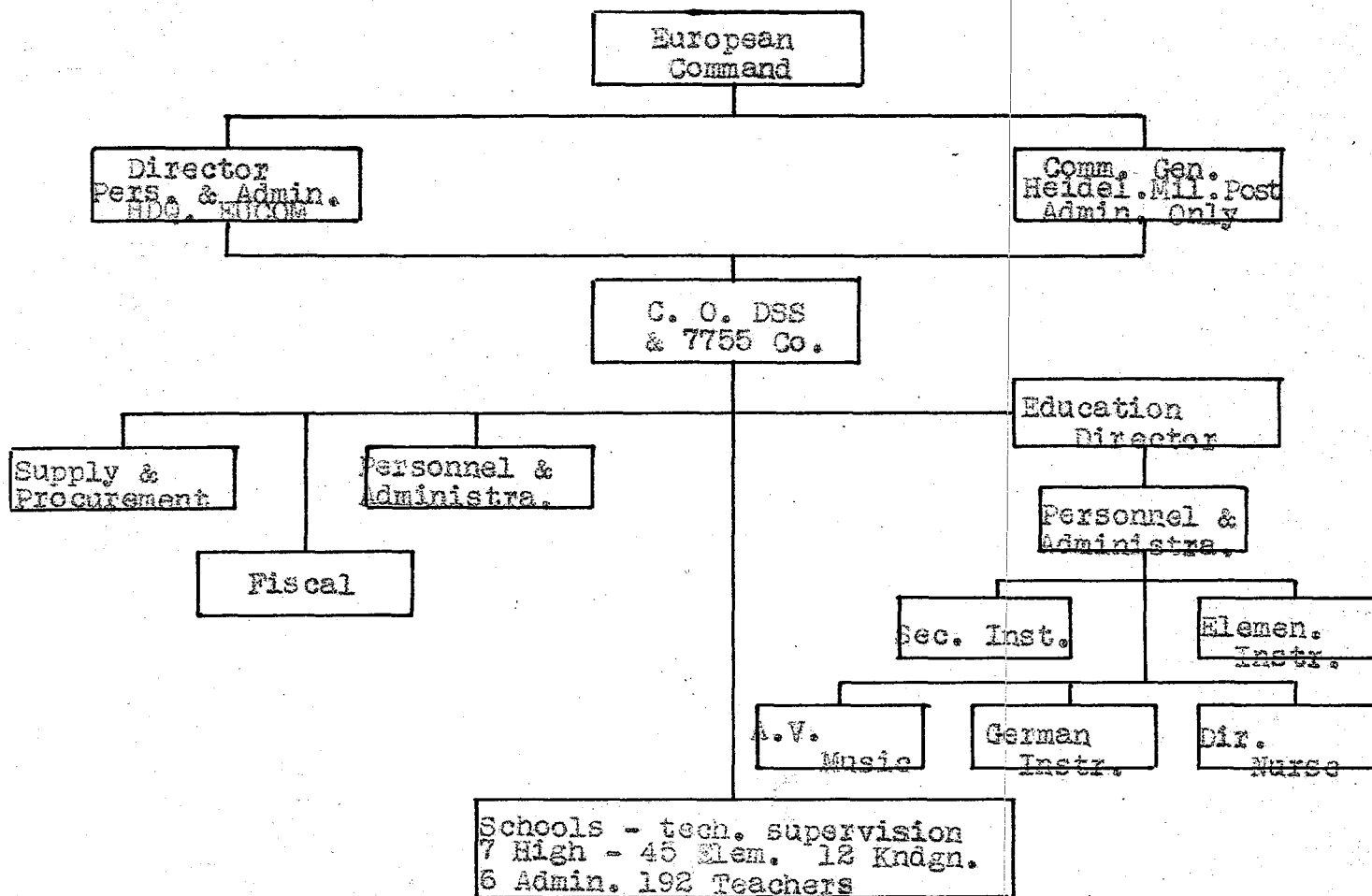
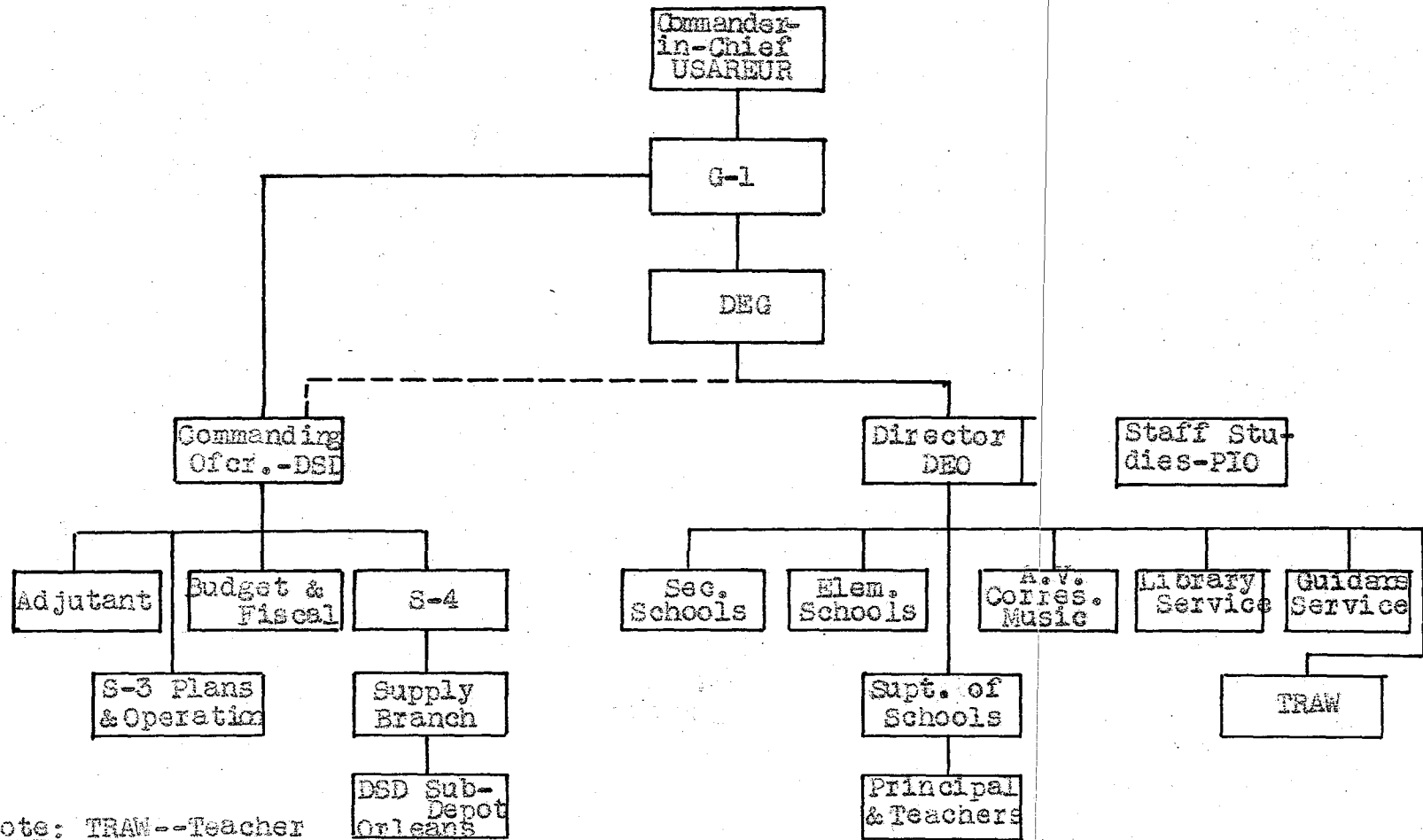


FIGURE 7

ORGANIZATION CHART DEPENDENTS SCHOOL SERVICE, EUCOM, MARCH 11, 1948



Note: TRAW--Teacher
Recruitment
Assignment
Welfare

FIGURE 8
ORGANIZATION OF DEPENDENTS EDUCATION GROUP

2. Deputy Director--assists the Director in all D.E.O. functions.
3. Educational Specialist for Secondary Schools--responsible for all academic affairs at USAREUR high schools.
4. Educational Specialist for Elementary Schools--responsible for all academic affairs at USAREUR elementary schools.
5. Staff Librarian--responsible for organization and maintenance of all libraries.
6. Guidance Services--responsible for child guidance and educational testing program.
7. Audio-Visual Aids, Correspondence Courses, Music--responsible for all audio-visual aid materials, correspondence courses for children not attending schools, and the music program at all schools.
8. Staff Studies Analyst and Publications Writer--prepares all staff studies, publications and public information.
9. Teacher Recruitment, Assignment and Welfare Section--personnel administration for all professional American employees.
10. Superintendents of Schools--five superintendents for each of the five school areas represent the Director in the field.¹

Dependents Schools Detachment. The primary function of D.S.D. is to provide the schools with logistical supply support, and to budget funds for the operation of the system of schools. D.S.D. includes:

¹Staff Studies and Public Information Office, DEG-DEO, A Teachers Tour in USAREUR, 1954, pp. 14-15.

1. Commanding Officer and Deputy Commanding Officer.
2. Adjutant--Dependents Education Group office administrator.
3. Plans and Operation (S-3)--compiles and analyzes statistical information used to determine future school requirements.
4. Budget and Fiscal--budgets all funds for school operations. Pays salaries of all non-appropriated fund employees.
5. Supply (S-4)--procures, stores and distributes all school equipment.²

II. THE INDIVIDUAL SCHOOL

Major plans and policies and a certain amount of detailed work are prepared by Headquarters, D.E.G. Other functions within the school system are the responsibility of the installation Commanding Officer. He must see that a school plant is provided and maintained, provide bus transportation where needed, provide for health and safety and security measures, provide for cafeteria, provide the logistical support needed by school personnel, provide for physical examinations for all pupils, and obtain, store, and distribute supplies from the Dependents Schools Detachment.

²Ibid., p. 16.

Dependents School Officer. The military officer referred to as Dependents School Officer is the direct representative of the installation Commanding Officer. It is his duty to see that supplies and equipment needed to operate the school are made available. He advises on all military affairs and supervises the maintenance of the school. A proper working relationship between this officer and the school principal is essential for a smooth-functioning school.

The principal of the school. The role played by the principal in the overseas dependent school is adequately described in a recent article by Farnam G. Pope, Chief, Dependents Schools Section, Department of the Air Force. He said:

The principal of the overseas school holds a key position in determining the quality of program that is offered and in establishing the relationship of the school to the military community . . . he is operating a civilian type activity within a military setting. He is supervising people largely unfamiliar with military idiosyncracies.³

³Farnam G. Pope, "American Education in Overseas Areas as Provided by the Department of the Air Force," The North Central Association of Colleges and Secondary Schools, XXIX (January, 1955), 290-95.

III. PERSONNEL BRANCH

People employed by the dependent schools fall into two categories: appropriated Fund employees and non-appropriated fund employees. As previously noted, the appropriated fund employees are those paid by funds that have been appropriated by Congress annually. The records for these employees are maintained by the Civilian Personnel Office at or near the location of their school. Pay checks, processing of travel pay, and many other personnel functions are the responsibility of the installation to which assigned.

Non-appropriated fund employees/ The primary difference between NAF employees and those mentioned above is the source of the funds to pay them. Non-appropriated funds for the dependent schools in USAREUR are derived from the Armed Forces Germany-France Welfare Fund, tuition collections, and other incidental collections, and may be spent only as Headquarters, USAREUR designates. They are used for kindergartens, the foreign language program in elementary schools, and for any other necessary expenditures when the allotment of appropriated funds from

Congress proves inadequate.⁴

IV. FISCAL BRANCH

As a branch of the Dependents Schools Detachment, the budget and fiscal branch is responsible for determining the amount of money needed to operate schools in Germany and France. Funds are allocated, and local Army Finance Offices handle the pay for personnel. Current sources of funds for the operation of dependent schools are three in number: Department of Army Funds, Department of Defense Funds, and non-appropriated funds obtained from Central Welfare and other agencies.⁵

⁴Dependents Education Organization-Dependents Schools Detachment, Administrative Regulations, January 1, 1954, p. 7.

⁵Statements by Captain Brakeiron, Budget and Fiscal Officer, Dependents Schools Detachment, personal interview.

CHAPTER IV

ACADEMIC PROGRAM

This chapter will deal with the academic phases of the dependent schools system in Germany and France. The type of curriculum offered, areas served, and special education will be covered. The DEO-DSD Administrative Regulations were used together with personal experiences to round out the study.

Philosophy of education. A brief description of the philosophy of education as set down by the DSD-DEG Regulations follows:

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 school 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 of all people to live together peacefully in one world.¹

¹Dependents Education Organization-Dependents Schools Detachment, Administrative Regulations, January 1, 1954, p. 25.

Elementary schools. Comprising a vast majority of dependent schools in USAREUR, the elementary schools are of three types: grades one through six, grades one through eight, and grades one through nine. They have developed from a school system in which thirty-two of the original thirty-eight schools were either one-teacher or two-teacher schools, to a system whereby in October, 1955, only twelve one-teacher or two-teacher schools were in operation out of a total of 108 schools.²

All elementary teachers are required to plan their lessons with the use of the Teachers Guide. The educational procedures and practices described in this guide have been developed after careful research and reflect the practical experiences of educational personnel in USAREUR schools. The information in the guide is periodically supplemented by information from Dependents Education Group. Because of the frequent transfer of students within the school system, it is increasingly important that teachers adhere as closely as possible to the Teachers Guide in order to facilitate transfer of students.

²Dependents Schools Detachment, 7755 Army Unit, USAREUR Schools Enrollment Report, October 28, 1955, p. 6.

The length of the school day is five hours for the first and second grades; five and one-half hours for the third through eighth grades.³

Secondary schools. The high school curriculum is organized on the semester plan and includes general academic and college preparatory courses. Sixteen units of credit, including two majors of three units each (one must be English), two minors of two units each (including social studies unless elected as a major), one unit each of American History, American Government, laboratory science, mathematics, and physical education during attendance at USAREUR high schools, are required for graduation. (For a sample program, see Appendix D, page 98.) Teachers Guides in all subject fields prescribe the textbooks, student manuals, and other supplementary materials required and the rate of progress to be achieved.⁴

North Central Association of Colleges and Secondary Schools. To assure transfer of its graduates who plan to attend institutions of higher learning without loss of credit, and to maintain high secondary school standards

³Administrative Regulations, loc. cit.

⁴Ibid.

comparable to the better schools of the states, the Dependents School Service, the original headquarters for dependent schools, contacted the North Central Association of Colleges and Secondary Schools to inspect the high schools for the purpose of accrediting them. The original secondary schools in USAREUR were accredited by this organization at the end of their first year of operation.⁵ At the present time, all of the secondary schools are accredited or in the process of being accredited by North Central.

Kindergartens. Kindergartens fall into a special category only because of their financial support and the employment of personnel. Kindergartens are supported solely by non-appropriated funds and their teachers are hired locally; that is, qualified dependent wives are hired to teach. The length of the kindergarten day is two and one-half hours.⁶

Supervision of instruction. The major portion of supervision of the school program is carried out by the

⁵Virgil M. Rogers, "Report of Evaluation of American Dependent Secondary Schools in Germany," Report to North Central Association of Colleges and Secondary Schools, May, 1947, p. 2.

⁶Administrative Regulations, loc. cit.

individual school principal. Assistance is given on the area level by the Regional Superintendent, or from the specialists assigned to the headquarters staff of the dependent schools.

Guidance services. Tests used to measure practically all abilities are available to elementary and secondary school administrators for use with their students. Student personnel files (201 files) are maintained for every child who enters a USAREUR school. A counselor is assigned to each USAREUR high school to measure achievement, aptitudes, and interests. Many of the elementary and secondary schools have available to them the services of special child guidance clinics, operated by the United States Army hospitals in their area. These are staffed by clinical psychologists, social workers, and psychiatrists.

Special education. Personnel trained in speech, reading, instruction of the orthopedically handicapped, and in the instruction of mentally retarded students are available in most of the larger schools. Not to be found in Administrative Regulations and brochures was the case experienced by the investigator in France, where an American soldier married a French girl with two dependents of school age, thus making them eligible for dependent

schools; however, neither child spoke or understood English. In adapting to the situation, a phrase used often in dependent schools, special tutoring in English was scheduled by the French teacher and the Secretary-Librarian in the Metz American School.

A more recent instance of "adapting to the situation" and providing special classes was when four students who are natives of Puerto Rico enrolled in the high school in Kaiserslautern. All spoke perfect Spanish, but very little English. An arrangement was made whereby they attended those classes where it was felt that a minimum of English was necessary (mathematics, physical education, typing, and wood work). Then, instead of requiring them to use study halls or to attend classes where they did not understand the English, a special program was set up whereby a junior student, a native of Panama, who speaks good English and Spanish, would take them every third period. One of the Dormitory Teacher-Counselors, who also speaks Spanish, volunteered to take them every day during fifth period. Two senior girls heard of the plan and volunteered their services two periods a week. They also speak excellent Spanish and English. It is too early to evaluate this particular program, but it is used here to cite unusual methods used to cope with problems such as these that arise in USAREUR schools.

Language instruction in French and German. In Germany and in France, the native language is a part of the required course of study in the elementary school. In the foreign language field in the secondary schools, primary emphasis is placed on German in Germany and on French in France. Deviation from this policy is made only under unusual circumstances after approval by headquarters.⁷ In addition to the teaching of the languages, experiences in both countries have shown the investigator that efforts to present the cultural, historical, and economic facts to the student are also made. Many field trips are conducted in the well-run foreign language class.

⁷Administrative Regulations, loc. cit.

CHAPTER V

SCHOOL PERSONNEL

This chapter will treat the development of personnel policies and procedures within the Dependents Education Organization. Particular emphasis will be placed upon the recruitment of personnel, qualifications for recruitment in the United States, philosophy of education concerning teacher advancement, salaries paid by the organization, and other benefits available to personnel employed by the system.

Historical background was obtained from the Report of Operation series from 1946 to 1948. Other information was obtained from recruitment brochures, orientation booklets, personal experiences, and interviews.

Recruitment of personnel. The original plan used in the recruitment of teachers included the selection of the preponderance of elementary school teachers from the Mid-western states where teaching conditions somewhat paralleled those expected in Occupied Germany; that is, the location of small (military) communities necessitating the establishing of one-teacher and two-teacher schools. Secondary

instructors were recruited primarily from the East and West Coasts.¹ "To the extent possible, teachers were recruited from all states in proportion to their relative populations."²

Throughout the years of operation, this method of recruiting has basically remained in effect. The plan of operation was to send members of the headquarters staff to the United States and Hawaii to interview and recommend applicants for teaching positions in Europe. The only major change in this procedure, as it is now followed, is the close cooperation that exists between the recruiters from the Army and those of the Navy and Air Force schools. Teachers may transfer with the services and are given preference over those to be recruited from the States. Annually there is a shift of personnel from Army schools to Air Force and Navy schools in Europe and in the Far East, Africa, and England. In the recruitment of personnel from the States, State Employment Services, University Placement Bureaus, Private Placement Agencies, and Army

¹Dependents School Service, Report of Operations, Period 1 July to 31 December 1948, p. 11.

²Oliver J. Frederiksen, The American Military Occupation of Germany, 1945-53, Headquarters United States Army, Europe, Historical Division, 1953, p. 127.

Civilian Personnel Recruitment Services are all utilized in interviewing and recruiting teachers. In the first year of operation of the Dependents School Service, 90 per cent of the teachers employed came to Germany on a one-year leave of absence from their positions in the States. Final figures for the year showed that 35 per cent of the personnel with the Dependents School Service desired to remain for another year.³ Recruitment is governed by the curricula planned, the grades and grade-combinations that will be required to be taught, the estimated pupil enrollments, the availability of qualified dependents for teaching assignments within the command, and the availability of qualified applicants in the United States.⁴

Qualifications for personnel. Teachers with enthusiasm and ability to develop the best in scholarship and citizenship in young Americans are selected for the dependent schools. In accordance with the minimum standards established by the Department of the Army, teachers must meet the following requirements:

³Dependents School Service, Report of Operations, period ending March 31, 1947, p. 5.

⁴Headquarters, 7755 Dependents Schools Detachment, Personnel and Administration Branch, So You'd Like to Teach in Europe? July 1, 1953, p. 20.

1. A Bachelor of Arts or Bachelor of Science Degree or equivalent.
2. Eighteen hours academic credit in education courses, including practice teaching.
3. Two years of teaching experience.
4. Possession of a valid teacher's certificate, elementary or secondary, as indicated, at date of hire.
5. American citizenship.
6. Oath of allegiance to the United States.
7. Satisfactory credentials.
8. For principals a minimum of five years teaching experience, some of which must have been in a school administrative position.
9. Willingness and ability, in cases where the need exists, to teach all grades in one room (elementary) schools and conduct one or more extracurricular activities or special courses, such as music, art, or physical education.
10. Personal characteristics and habits which are deemed desirable for representatives of the United States Government as unofficial ambassadors of good will to foreign lands.⁵

All appropriated fund teachers (excluding kindergarten, locally hired teachers, and foreign teachers) now meet the requirements previously listed. In addition to this, the current trend in raising the standards of the dependent schools includes the requirement of the Master's degree for secondary teaching and for all school administrators. A plan placed in effect last year, but

⁵ibid.

discontinued this year due to lack of supporting funds, allowed regular pay while attending a special summer session at the University of Maryland Branch in Munich, Germany. Another encouragement has been to allow individuals seeking advanced degrees at colleges or universities in the United States to be absent on leave for the duration of the graduate work. In one instance the organization even continued the salary of an administrator while she completed her Master's degree in the United States. Further attempts to continue this plan have been disapproved by Headquarters USAREUR.⁶

Inter-area transfer. Teachers who remain in one area (Far East, Europe, North Africa) for two years may request transfer to another area, with the request granted provided that vacancies exist in their particular field.

Inter-service transfer. Teachers may elect at the end of one year's service with Army dependent schools to transfer to Air Force or Navy dependent schools in Europe, England, or Africa. Of course, this is subject to vacancies that may exist in their field or specialty in education.

⁶Statements by Earl Sifert, Director D.E.O. in personal interview.

Salary schedule. Teachers are hired as GS-7 (Civil Service rating) at an annual salary of \$4,525.00. Teachers are paid on an hourly rate and not on an annual salary; hence, the teacher who has not accrued enough annual leave, or whose summer vacations exceed accrued leave, does not get paid. Summer workshops are available for those teachers who desire to remain on the payroll for the summer. As previously mentioned, a teacher may continue in an employed paid status by attending summer sessions in Munich. Others may elect to teach in summer sessions.

Teacher-principals start at an annual salary of \$4,970.00 while principals and assistant-principals begin at \$5,440.00, \$5,915.00, or \$6,390.00 depending on the size of the school. As most teachers do not work during July and August, their actual pay is ten-twelfths of the base pay listed. Pay does, however, begin upon notification of port call and continues until the teacher returning to the States has reached home. An analysis of the salary scale may be made by checking Table I, which indicates that teachers who begin as a GS-7 receive a salary in their first year of \$4,525.00. Yearly increments may be established by checking across the Table opposite number seven under columns B, C, D, E, F, and G. Column G indicates an annual salary of \$5,335.00 during the teacher's seventh year of service.

TABLE I
SALARY SCHEDULE FOR PROFESSIONAL PERSONNEL
USAREUR DEPENDENT SCHOOLS

Civil Service Rates	Years of Service						
	A	B	C	D	E	F	G
15	\$11,610	\$11,880	\$12,150	\$12,420	\$12,690		
14	10,320	10,535	10,750	10,965	11,180	\$11,395	
13	8,990	9,205	9,420	9,635	9,850	10,065	
12	7,570	7,785	8,000	8,215	8,430	8,645	
11	6,390	6,605	6,820	7,035	7,250	7,465	
10	5,915	6,050	6,185	6,320	6,455	6,590	\$6,725
9	5,440	5,575	5,710	5,845	5,980	6,115	6,250
8	4,970	5,105	5,240	5,375	5,510	5,645	5,780
7	4,525	4,660	4,795	4,930	5,065	5,200	5,335

Teacher ratings. Teachers are rated twice annually for professional qualities (new teachers are rated three times), by their supervisor, the school principal. The principal is, in turn, rated by his supervisor, the regional superintendent. Rating forms used are prepared by Headquarters D.E.O. (see Appendix E, page 100) and each employee rated is allowed to review his rating with the individual making the rating.

In-service education. A program of in-service education has been established to serve all professional personnel in the dependent schools. Group conferences by teachers of the various subject fields are held throughout the system for both elementary and secondary personnel. Meetings of administrators are held regularly.

Extracurricular conferences are held for student councils, annual staff, and members of the National Honor Society.

Summer workshops. Teachers may elect to continue working in the summer by participating in one of several summer workshops held at D.E.O. in Karlsruhe annually. Those participating work in such fields as reading, arithmetic, guidance, speech, music, and curriculum revision.

Other benefits. There are a number of hidden benefits that are seldom mentioned in the recruitment of personnel. Free housing is provided all teachers and their dependents in Germany, while in France employees receive an additional amount to compensate for housing not furnished and to meet the expenses of living on the economy.

Employees of the dependent schools are extended the privileges available to members of the armed forces overseas. These include post exchanges, commissaries, medical-dental service at nominal charge, and other such benefits which contribute to a lower cost of living.

CHAPTER VI

FACTORS INVOLVED IN PROVIDING SCHOOLS FOR DEPENDENTS

In considering the factors involved in providing schools for dependents in Europe, those problems which have plagued the organization since its inception are presented. No school or school system is without problems; however, very few can lay claim to the success experienced by the Dependents Schools of the United State Army in Europe in overcoming such a magnitude of problems in their ten-year history.

In this phase of the study of the organization, it was not necessary to look far to find these obstacles that had to be circumvented in order to provide dependent pupils with an education comparable to that they would receive at home. The early historical reports and Reports of Operations were filled with "impossible" situations that were overcome. In presenting this chapter only those problems of a continuing nature are presented.

School housing problem. The problem of adequate housing confronted the organizers of the Dependents School Service as they raced with time in 1946 to set up schools for dependents who were arriving daily in Occupied Germany.

With the power to requisition buildings and supplies, schools were quickly set up in former hospitals, schools, homes, and military establishments. In the case of Heidelberg High School, it was first established in one of the university buildings, the oldest in Germany, dating to 1386.¹ Similar situations existed in many of the elementary and secondary schools. The problem that faced teachers and students alike was described in a report by the social studies teachers who met and reported in the first year:

Here in Germany our situation and the problems of our schools are unique. Every other school in the world has unique features, but it seems to me that ours has more dramatic and unusual ones. We are faced with the task of organizing schools from scratch within a new community which itself has for us no local traditions already organized; only the traditions we have brought from our separate communities. We are strangers to each other, to the country, to the ways of doing things. We face the problem of understanding why we are here and of interpreting this to our students; of helping them to understand to such an extent that they may be factors in helping to prevent similar happenings.²

¹Dependents Education Group-Dependents Education Organization, Erinnerungen (Secondary School annual for USAREUR high schools), 1955, p. 124.

²Dependents School Service, Report of Social Studies Group, October 6, 1946, Teachers Conference, Bad Homburg, Germany.

While the problem of school housing has been satisfactorily met in Germany, the dependent schools in France are not so fortunate. In France, the situation is much more primitive than in Germany, with personal living quarters as well as schools often located in ancient buildings without central heat and with the most primitive of plumbing facilities.³ Public utilities are rural in nature and sub-standard in comparison with those in America.⁴ Even in Paris, the most metropolitan city in France, school housing became a major problem. The 1953 high school annual, Erinnerungen, contains the following information about the factors involved in the early history of Paris High School:

1951-52, school opened in EUCOM's offices with 54 students. . . . 1953 we started school with workmen remodeling rooms, painting, repainting blackboards, repairing the auditorium, and replacing windowpanes, with a shortage of books, desks, teachers and typewriters, and completely lacking the necessities of heat (during Paris' first coldwave of the season) and water, chalk, blackboard erasers, science laboratories, drinking fountains, and a bell system. For a football and softball field we used the Bois de Boulogne, that is until the "agents du police" chased us off!⁵

³Helen Lund Callaway, "Teaching in Europe," Mademoiselle, February, 1955.

⁴Headquarters, 7755 Dependents Schools Detachment, Personnel and Administration Branch, So You'd Like to Teach in Europe? July 1, 1953, p. 35.

⁵Erinnerungen, op. cit., p. 312.

Progress has been made since the above description was given; however, recent visits to France and a first-hand knowledge of the situation indicate that they have much room for improvement. During the investigator's tenure as principal in Metz, France, in the school year 1953-1954, a sense of humor was found to be indispensable when combating such problems as lack of water, coal dust pouring forth hourly from a small stove in the corner of each classroom, and the use, as school quarters, of an abandoned barracks originally built for French troops.

Living on the economy in France does provide one with an opportunity to appreciate the land and learn more about the people; however, it is difficult to say that the educational program did not suffer from the distractions that were a part of the daily program. Discussions at principals' conferences brought out the fact that other schools shared this problem.

Dormitory housing in USAREUR schools. The first dormitories established for students were located in private homes that had been requisitioned by the Army of Occupation. With the construction of new schools in Germany, dormitories were also constructed, thus alleviating any housing problem that may have existed. Dormitory housing is not a major problem in France since only one

dormitory is in operation; this being a newly constructed building in Rochefort. Students in the northern part of France are sent to Kaiserslautern, Germany, to reside in the residence hall there. Those students residing in central France commute to either Orleans or Paris High School. Students pay a monthly rate for linen and meals which averages about \$1.10 a day to reside in school dormitories.⁶

Recruitment of personnel. A yearly duty involving time, energy, and expenses not normally expended in state-side school systems, namely, recruitment of personnel for service in USAREUR schools, can well be classed as one of the unique problems in setting up the school system in USAREUR. Relatively high educational standards have been set, thus eliminating many applicants. Age limitations and experience requirements eliminate many more. Probably the greatest obstacle in the prospective teacher's path to employment with the dependent schools is the thought of leaving family and friends behind for at least a year. Last year eight hundred newly recruited teachers were chosen from more than four thousand applicants.⁷

⁶Earl R. Sifert, "How Young Americans Study Under the D.E.O. in Europe," The North Central Association of Colleges and Secondary Schools, XXIX (January, 1955), 296-298.

⁷Ibid.

Retention of personnel. This problem vies with recruitment of personnel for difficulty of solution. The retention of personnel is a continuing problem for which no solution has been found. V. M. Rogers, in his Report to the North Central Association of Colleges and Secondary Schools in 1947 said:

One very difficult administrative problem in the effective administration of the schools is that of tenure of teachers. Many of the teachers have accepted one-year assignments while on a year's leave from their regular positions, thus making the percentage of turnover necessarily high; but this is a unique situation which is inherent in the nature of the school system. As the years go by, more and more of the personnel will become attached to the German environment and will remain for periods of years. However, for the moment, this constitutes a problem of major proportions for the administrators.⁸

Rogers' prediction has, to a degree, become a reality. The turnover in personnel, while still a problem of major proportion, has dropped considerably during the ten years of operation. The majority of teachers now remain with the dependent schools for two years instead of one. A policy of automatically approving requests for people who have spent a year in France to transfer to Germany has aided in the retention of many teachers. The

⁸Virgil M. Rogers, "Report of Evaluation of American Dependent Secondary Schools in Germany," Report to North Central Association of Colleges and Secondary Schools, May, 1947, p. 4.

number of "career" teachers increases yearly. Every effort is being put forth to make a career with dependent schools attractive to the professional employee.

Movement of school population. The continual transfer of military personnel and their dependents throughout the world brings to the dependent schools a problem unlike that in any but on-post or near-post schools in the United States. With the average tour of duty for military personnel of eighteen months, and with thirty-six months as the maximum length of duty, there is a constant flow of students entering and leaving. Provisions are made for students who must leave near the end of marking periods to have the opportunity to complete their work and receive credit before leaving. Transfers occur occasionally between posts in Europe, though not so often as the state-side rotation type of transfer.

Adherence to the Teachers Guide in the elementary schools and standard courses of study in the high schools greatly facilitates transfers within the USAREUR schools.

CHAPTER VII

EVALUATION OF THE DEPENDENT SCHOOLS IN GERMANY AND FRANCE

I. EVALUATION OF THE DEPENDENT SCHOOLS PROGRAM

In order to evaluate the education of dependents program in USAREUR, it was necessary that subjective comparisons be made, largely because of the lack of information of an objective nature concerning this phase of the study. In making these comparisons, the investigator has called upon experiences obtained in the public schools of California and Nevada, and in dependent schools in France and Germany, and upon the experiences of fellow school administrators in USAREUR who have had considerable experience in public schools in the United States. The investigator has, however, attempted to support conclusions with factual information, as completely as possible.

The kindergarten program. Although kindergartens are supported by non-appropriated funds, they are, nevertheless, a part of the Dependents Education Organization and are supervised by them where maintained. Approval must be obtained from Headquarters, D.E.O. before a

kindergarten may begin operation.¹

Compared with kindergartens in the States, it is the conclusion of the investigator that they are sub-standard. Primary reason for this judgment is based on the fact that kindergarten teachers who are trained in this field are not recruited in the States for duty overseas.

Local hiring of dependents as kindergarten teachers occasionally means hiring sub-standard teachers. This is somewhat compensated for by the high quality of the equipment, supplies, and quarters in the kindergarten program.

Elementary schools. There are several reasons why the investigator appraises the USAREUR elementary schools as definitely above the average elementary school in the United States. The first and most important of these is student-teacher ratio. The current ratio of 27.2 provides opportunity for the elementary teacher to carry on good teaching with individual instruction.²

The second reason for rating the elementary schools high is the qualifications required for teachers. The age

¹Dependents Education Organization-Dependents Schools Detachment, Administrative Regulations, January 1, 1954, p. 1.

²Dependents Schools Detachment, 7755 Army Unit, USAREUR Schools Enrollment Report, October 28, 1955, p. 4.

minimum of twenty-five years, the experience minimum of two years, and the minimum educational standards of an A.B. degree and a valid teaching credential, all tend to eliminate the teacher of the so-called "emergency credential" type now so common in the public schools of many states.

Finally, the employment of qualified school administrators whose full time may be devoted to educational administration and supervision adds much to the program. School administrators in USAREUR elementary schools do not deal with problems of transportation, cafeteria, budget, or lay-school boards. A minimum of statistical reports are required of the school principal, and the appointed school board acts merely as an advisory group with no actual control over the school.

A statistical study carried on by the Chief of Guidance Services of USAREUR Dependent Schools³ lends support to the investigator's rating of elementary schools. In comparing the results achieved by dependent school students on Metropolitan Achievement Tests with stateside national medians, it was found that USAREUR children scored

³Norman S. Lange, "A Comparison of Academic Achievement in USAREUR Schools and Stateside Schools," Research Studies in USAREUR Schools, 7755 Army Unit, July 21, 1955, p. 17.

above United States medians in all grades in reading, science, English, literature, and social studies. In several instances, notably in reading in upper grades, USAREUR scores were as much as one full year advanced over expected levels. This study tested students in grades three through eight.

In the experience of the investigator in the dependent schools program, there has been a conspicuous absence of the attacks upon the school program, teachers, and administrators, sometimes occurring in the public schools in the United States at the present time. This does not reflect a lack of critical interest in the schools by parents, for parent participation in school activities and PTA is exceptionally strong. The constant efforts of the military to help better the schools only strengthens the investigator's estimate of the efficiency of the elementary schools.

As noted earlier in this thesis, the problem of shortages in text, supplies, and equipment has been experienced in the dependent schools during its ten-year history. With the passing of the years and the strengthening of the headquarters organization, these problems have been largely solved.

Secondary schools. In attempting to rate the secondary schools, it must be remembered that all fit within the category of small high schools in most states. The larger schools enroll from five hundred to seven hundred students, while the smaller schools range from twenty-four students at Berlin to 191 at Nuernberg.⁴

Probably the greatest weakness in the USAREUR high schools in the limited course offerings, lack of special teachers, and other resources also not available in small high schools in the States. On the positive side of the ledger, a pupil-teacher ratio of 13.5 indicates that an excellent opportunity is available for individual instruction in all classes.⁵

To compensate for the disadvantages present in small secondary schools, D.E.O. has instituted many curricular and extracurricular activities on a system-wide scale, with participation by even the smallest school. Some of these activities provided include a system-wide annual, student-council conference, music festival for instrumental and vocal participation, and an inter-scholastic athletic

⁴USAREUR Schools Enrollment Report, October, 1955, loc. cit.

⁵Ibid.

program that allows participation by both large and small schools.

Reports by the North Central Association of Colleges and Secondary Schools, the largest accrediting group in the United States, indicate that the secondary program compares favorably to the better schools in the States.⁶

II. FUTURE OF DEPENDENT SCHOOLS

Germany. With the memory of German participation in two World Wars ever present, and the entry of the West German Republic into the North Atlantic Treaty Organization, it is anticipated that American, British, and French forces will remain in Germany for many more years. The present threat of Communism and the proximity of the Communist states adds assurance to the prospect of American forces and their dependents remaining in Europe.

France. Although France seems to be in a constant state of political crisis, the general feeling experienced by the investigator during his year of residence in that

⁶Virgil M. Rogers, "Report of Evaluation of American Dependent Secondary Schools in Germany," Report to North Central Association of Colleges and Secondary Schools, May, 1947, p. 5.

country is that the French realize the importance of the presence of American troops in their country. Because of the fact that Americans must live "on the economy" in France, the French have profited economically by the presence of American troops. American forces stationed here spend much of their pay in France, while additional thousands of members of the armed forces stationed in other European countries travel in France during periods of leave, thereby contributing much toward bolstering the French economy. While the same may be said for forces in Germany, a smaller proportion of individuals are required to live in German housing.

CHAPTER VIII

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

I. SUMMARY

To cover the history of an organization the size of the USAREUR dependent schools over a ten-year period has been a difficult task. The history of an organization of such size and with such rapidity of growth as the USAREUR dependent schools has many facets; some are common to all schools, many are unique and certainly all are fascinating to observe. The establishment of a school system for dependent children of military personnel many thousands of miles from home is in itself unusual, but the speed and level of progress made over the ten-year period of the organization's history is a record of achievement for which the organizers and supporting agencies may be proud. While suffering "growing pains" from the beginning, it has for some time provided the dependent children of military personnel stationed in Germany and France with an American-type education.

Actually, the schools were first established in the Occupied Zone of Germany to serve only the Army of Occupation and its related agencies; however, political developments since the cessation of hostilities have caused

it to continue to grow. The military build-up west of the Rhine River, the establishment of the Communications Zone across France, and the entry of the United States into military agreements such as NATO have all continued to add dependent children to the USAREUR schools. A review of recent enrollment records indicates that the situation has become somewhat stabilized and that the rapid growth experienced in the past ten years should definitely slow down.

An attempt has been made to provide the reader with a brief but comprehensive description of the organization and administration of the dependent schools. Included in this description have been the Headquarters, Dependents Education Group, Dependents Education Organization, Dependents Schools Detachment, 7755 Army Unit, the individual school principal, and the role of the dependent school officer, who provides the logistical support for the individual schools.

Some of the factors involved in the establishment and operation of the schools, not normally found in schools in the United States, have been pointed out. To help the reader to understand better the quality of the personnel associated with the dependent schools, the personnel requirements necessary for employment with the schools

have been listed.

In order that the study might explore the shortcomings of the school system an evaluation of the educational facilities and curriculum program was presented. This posed a major problem to the investigator since the amount of material of an objective nature was definitely limited. As a substitute measure the thesis was submitted to several members of the organization for review, correction, and comments before being organized in its final form. Earl R. Sifert, Director of the Dependents Education Organization, was among those who reviewed the thesis.

II. CONCLUSIONS

No organization can exceed the quality of its personnel; hence, the standards set for the teachers in USAREUR schools are perhaps among the highest in the land.¹ With the quality of personnel recruited, the success of the dependents schools program in USAREUR was assured.

Earl R. Sifert, Chief of Dependents Education Group, in a recent interview² pointed out the role played by the

¹Earl R. Sifert, "How Young Americans Study Under the D.E.O. in Europe," The North Central Association of Colleges and Secondary Schools, XXIX (January, 1955), 296-98.

²statement by Earl Sifert, Director D.E.O. in personal interview.

dependent schools in strengthening the place of the United States in the field of international relations. He said:

One of the un-sung hero's of the Berlin Blockade was the dependent school in Berlin. The West Berlin people had the opportunity daily of seeing American children going to and from school, knowing from this sight that the Americans had no idea of ever deserting the people of West Berlin.³

The philosophy of education in the dependent schools reflected in Dr. Siefert's comments has been emphasized many times throughout the ten-year history of the organization. In a letter of congratulations to the graduating seniors in 1953, James B. Conant, at that time United States High Commissioner for Germany, and now United States Ambassador to the West German Republic, sums up the opportunities available to the student in USAREUR schools.

You students have received a unique education. In addition to your normal studies you have had the experience of living in an ancient and cultured land and of observing, on the spot, great events in the history of your own country and that of Germany. You have seen also the bitterness of war replaced by the reflowering of an old friendship between the German and American people.

Through your experience here, your friendship and familiarity with the German people, and your knowledge of their language, culture and customs, you yourselves represent a new and stronger bond between these two

³Ibid.

countries. You have therefore an advantage, but also a great responsibility, I trust you may be able to use your position to strengthen further the community of free people upon whose collective strength the peace of the world depends.⁴

III. RECOMMENDATIONS

The completion of this study has pointed out several phases of the program that, if altered, could result in a more efficient operation of the program. Several of the more important recommendations follow.

Historical records. The recommendation that this study would seem to justify would be that the Dependents Education Organization maintain a historical section to compile the past data and continue the compilation of the present history of USAREUR dependent schools.

Kindergarten teachers. To strengthen the program, it is recommended that qualified, experienced kindergarten teachers be recruited in the states, in the same manner that elementary and secondary teachers are now recruited.

⁴ Dependents Education Group-Dependents Education Organization, Erinnerungen (Second school annual for USAREUR high schools), 1953, p. 6.

Civil Service status. To develop better teacher morale and to increase the number of teachers and administrators who would remain for longer periods of time, it is strongly recommended that professional personnel be given yearly contracts and not hired by the hour. A personnel arrangement similar to that used in the District of Columbia or by the Panama Canal Company would be ideal. The use of time and attendance reports for professional personnel should be discontinued.

School principals. Under the proposed system of yearly contracts, principals should be allowed to recommend that the teacher's contract either be renewed or not renewed. The present system of Civil Service protection allows even the poorest teacher to remain with the system. Fortunately, selective recruitment has kept this number to a minimum. In order to terminate the services of an undesirable teacher who wishes to remain with the system, the administration must present documented evidence of the teacher's unfitness and a hearing is given on a local level by a committee not normally composed of educators. Should the local committee report unfavorably, the teacher may appeal to a zone-wide committee. Should this fail, the final resort could be an appeal to the Civil Service Board

in Washington, D.C. During the time of the appeals, the teacher remains in a duty status. An exception to the above procedure is made in cases involving violation of Army Regulations, when the individual may be removed from the position through a courts martial and sent home or imprisoned.

Foreign language teachers. Because of the almost constant source of disciplinary and curriculum difficulty arising in classes taught by German and French nationals, it is strongly recommended that either one of two courses of action be taken. The native German and French teachers should be given an extensive orientation training program on teaching American children or American teachers should be hired to teach German and French. In addition to the difficulty in handling students, the Civilian Personnel regulations governing German teachers are so lax that in one case a teacher missed fifty-four days of school (out of 164), and it was not possible to release her. This situation caused poor morale among the other German employees who are hard-working individuals.

Salary schedule. A salary schedule should be established based upon education and experience. Here again, separation of the schools from Civil Service would result

in a more professional spirit in the organization. In addition to this salary schedule, extra funds should be available for those teachers who are willing to work extra hours on recommended extracurricular activities.

Professional advancement. The program attempted in 1954, to continue in an on-duty status those teachers and administrators seeking advanced degrees, should be re-established. Because of the difficulty involved in continuing graduate work and the extra incentive needed to induce career-minded educators to remain with dependent schools for longer periods of time, this type of program is greatly needed.

Concluding statement. Finally, it is recommended that educators and those interested in betterment of public education in the United States should study this unique system of education in the dependent schools program, in order to make an analysis of the effectiveness of this type of organization and policy control as compared with that operating in the United States.

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APPENDIX A

HEADQUARTERS
US FORCES, EUROPEAN THEATER

GENERAL ORDERS)

NUMBER 132)

4 May 1946

Engineer Training Center, Butzbach, Germany----- I
Establishment of Dependents Schools Service----- II

I - ENGINEER TRAINING CENTER, BUTZBACH, GERMANY. Effective 1 May 1946, the Engineering Training Center, Butzbach, Germany, under the operational control of the Theater Chief Engineer, is assigned to Continental Base Section.

II - ESTABLISHMENT OF DEPENDENTS SCHOOLS SERVICE. 1. The Dependents Schools Service is established at this headquarters as an operating agency responsible to the Assistant Chief of Staff, G-1, for staff coordination.

2. The function of the Dependents Schools Service is to plan the school program for minor dependents within the occupied zone and to supervise its operation. Its primary responsibilities include personnel procurement, curriculum planning, coordination in procurement, and general supervision of teaching and administrative methods. Close liaison will be effected between the Dependents Schools Service, major commands and community commanders on all school matters.

BY COMMAND OF GENERAL Mc NARNEY:

M. G. WHITE,
Major General, GSC,
Acting Chief of Staff

OFFICIAL:

L. S. OSTRANDER
Brigadier General, USA, Adjutant General

DISTRIBUTION: D

APPENDIX B

HEADQUARTERS EUROPEAN COMMAND

6 February 1948

Mission of the 7755th Dependents Schools Detachment.

1. To supervise the operations of schools for dependent children of U. S. military and civilian personnel within this command.

2. To disburse and account for all appropriated and non-appropriated funds allocated to the dependents school service.

3. To requisition, issue, maintain, and account for all property authorized the Dependents School Service under existing table of allowances.

4. To be responsible for the efficient operation of the Dependents School Service by providing necessary supervisory personnel therefor.

A. The 7755th Dependents Schools Detachment is the operational unit of the Dependents School Service, which is under staff supervision of the Director, Personnel and Administration, this headquarters, and its missions relate entirely to the command as a whole and not to any particular unit or locality. In view of these facts, reservations to complete command authority are made as indicated hereafter.

B. With reference to personnel, it is desired that no personnel be transferred from the organization without reference to this headquarters. With regard to temporary duty, special duty, and additional duties, in view of the mission of this unit it is desired that officers not be considered available for assignments involving long absences, such as courts and boards. Assignments involving short temporary absences should be held at a minimum.

C. While the accomplishment of the technical mission offers sufficient time for the completion of prescribed military training, it is desired that the technical requirements be given priority in establishing the hours at which such training is scheduled.

D. Direct contact between appropriate staff members and the unit in question is desired in respect to all operational and technical matters.

BY COMMAND OF GENERAL CLAY

APPENDIX C

HEADQUARTERS
U.S. FORCES, EUROPEAN THEATER

AG 352 GAP-AGO

APD 757
4 May 1946

SUBJECT: Schools for Minor Dependents in the European Theater

TO : Commanding Generals:
US Forces, Austria
Office of Military Government for Germany (US)
Third US Army Area
Western Base Section
Berlin District
US Air Forces in Europe
Continental Base Section
European Division, Air Transport Command

Commanding Officers:
Headquarters Command, US Forces, European Theater
American Graces Registration Command, European Theater Area

1. Steps are presently being taken to establish and operate in the US Occupied Zone a school system for the minor dependents of US personnel. The following information sets forth what has been done to date the current situation and future plans.

a. Supervising Agency

The Dependents School Service, an operating agency of theater headquarters, has been established to plan in detail the school program and supervise its operation. This agency, consisting of a small military and civilian staff, will determine general policy for the entire program; budget and fiscal requirements; select, assign and transfer personnel; plan courses of study; determine supply requirements; and supervise procurement. It will serve as the coordinating agency on all school problems. Periodic field visits to community schools will be made by supervisors from the Dependents School Service who will offer professional assistance to administrative and teaching personnel and to community commanders.

b. General Outline of Proposed School System

(1) On the premise that children should not be educationally handicapped while in this theater, it is planned to make the schools as representative of the best American standards as possible. This is essential if school standards are to meet those of accrediting associations in the United States and acceptance of credits guaranteed when the students return to the United States. The program provides for competently staffed and adequately equipped schools that will offer a well-rounded curriculum.

(2) Each military community where children of school age are present, will have a civilian-staffed school varying in size and type from a one-teacher school with all elementary grades to a graded school extending from kindergarten through grade twelve. Should any community have an insufficient number of pupils to justify a high school, it will be necessary to furnish transportation to a neighboring school, possibly, establish boarding schools for these students. Children under kindergarten age and dependents of college age will not be included in this program.

(3) It is expected that some parents will wish to send their high school age children to private schools in Switzerland, France or England. An advisory service will be provided to aid parents and students in securing information on private schools in Switzerland and is now available from Dependents Schools Service this headquarters.

c. Source of Funds

The War Department has stated that it assumes no obligation for the schooling of dependent children while overseas. This headquarters, however, has recommended reconsideration of this policy and has submitted a request for appropriated funds to support the program. Non-appropriated funds available to the theater will provide interim funds to carry on initial phases of planning and procurement until such time as appropriated funds are forthcoming and to fully support the program if appropriated funds are not made available.

d. Current Planning

Pending the establishment of the Dependents School Service, the Theater Information and Education Service has carried on planning with regard to:

(1) Organization of types of schools suitable for different communities.

(2) A curriculum for elementary and secondary schools which will meet the standards of accrediting association.

(3) A central teacher procurement and placement agency.

(4) Personnel requirements for headquarters staff section as for separate schools.

(5) Job qualifications for all personnel.

(6) Estimated budget in detail.

(7) Suggested lists of general supplies and equipment for schools of various types and sizes.

(8) Lists of recommended textbooks, reference books, and other library books.

2. It is realized that certain communities have already begun plans for setting up schools within their areas. All community commanders will take action to accomplish preliminary groundwork as follows:

a. Survey of Facilities

A survey will be made of all existing facilities which can be utilized for a community school, including:

(1) Physical plant--extent of building facilities will be dictated by school enrollment. The average teacher pupil ratios will approximate 1-23. In the case of elementary schools in smaller communities, one or two teachers will probably teach all elementary grades. (Reference: Letter, Office of the Theater Chief Engineer, subject: "Scale of Accommodations for Military Communities," 10 February 1946 (tentative) and Construction Bulletin No. 21, Office of the Theater Engineer, 9 March 1946.)

(2) General school equipment such as tables, chairs, desks, bookcases and blackboards.

(3) Equipment and supplies for science laboratories, art, music (pianos, record albums, instruments), physical education, visual aids, industrial and household arts; lists of available equipment and supplies will be maintained to be furnished this headquarters upon request.

b. Teaching and Administrative Personnel

(1) Undoubtedly there is within the theater a source of potential teachers qualified to teach in the school system: Officers, enlisted men and women eligible for discharge, American Red Cross and civilian personnel whose present contracts may be expiring, and dependents. Teachers will probably have to be recruited in the United States, but every opportunity will be given personnel now in the theater to register for an assignment within the program.

(2) Attention is invited to Inclosure 1, a questionnaire form for prospective teachers. Forms should be reproduced by community commanders and made available to interested personnel who will forward completed forms direct to this headquarters (Attention: Dependents School Service). It is emphasized that this form is not an application for employment, but an information questionnaire to assist this headquarters in determining personnel resources.

(3) As dependents arrive they should be acquainted with the need for teachers, and plans for schools, and urged to place the above mentioned questionnaire form on file.

(4) Major commands and community commanders will take no action to hire teachers, principals, civilian administrative personnel or to employ enemy nationals in teaching or executive posts. It is planned to employ Germans as maintenance and clerical personnel after proper screening. No commitments as to salaries or contracts will be made as personnel procurement will be handled by the Dependents Schools service.

(5) It is emphasized that the results of the school program, as outlined herein depend upon an enrollment sufficient to make schools administratively and financially feasible, upon the securing of qualified teaching personnel, and upon the availability of adequate funds. The interested support of the program by community commanders is essential.

APPENDIX D

PROGRAM OF STUDIES

Ninth Grade

Required subjects:
 English I 1 unit
 Elementary Algebra 1 unit
 Physical education $\frac{1}{2}$ unit

Elective subjects:
 General Science 1 unit
 German I 1 unit
 Home Making I 1 unit
 World Geography 1 unit
 Arts and Crafts $\frac{1}{2}$ unit
 Music $\frac{1}{2}$ unit

Tenth Grade

Required subjects:
 English II 1 unit
 Physical education $\frac{1}{2}$ unit

Elective subjects:
 World History 1 unit
 Plane Geometry 1 unit
 Biology 1 unit
 German I 1 unit
 German II 1 unit
 Home Making I 1 unit
 Home Making II 1 unit
 Arts and Crafts $\frac{1}{2}$ unit
 Music $\frac{1}{2}$ unit

Eleventh Grade

Required subjects:
 English III 1 unit
 American History 1 unit
 Physical education $\frac{1}{2}$ unit

Elective subjects:
 Advanced Algebra 1 unit
 Trigonometry $\frac{1}{2}$ unit
 Chemistry 1 unit
 German I 1 unit
 German II 1 unit
 Home Making I 1 unit
 Home Making II 1 unit
 Typing 1 unit
 Arts and Crafts $\frac{1}{2}$ unit
 Music $\frac{1}{2}$ unit

Twelfth Grade

Required subjects:
 English IV 1 unit
 American Government and Problems 1 unit
 Physical education $\frac{1}{2}$ unit

Elective subjects:
 Advanced Algebra 1 unit
 Solid Geometry $\frac{1}{2}$ unit
 Trigonometry $\frac{1}{2}$ unit
 Physics 1 unit
 German I 1 unit
 German II 1 unit
 Home Making I 1 unit
 Home Making II 1 unit
 Typing 1 unit
 Arts and Crafts $\frac{1}{2}$ unit
 Music $\frac{1}{2}$ unit

APPENDIX E

DEPENDENT EDUCATION ORGANIZATION
PROFESSIONAL EVALUATION

Date _____

(Name of Employee)

(School)

(Assignment)

Check the item on the scale which in your judgment most nearly describes the employee.

- | | | | |
|------------------|--|--|---|
| 1. JOB KNOWLEDGE | <input type="checkbox"/> Lacks ability and or experience for adequate performance in present assignment. | <input type="checkbox"/> Has ability to do the work required | <input type="checkbox"/> Has thorough knowledge of techniques and procedures applicable to job. |
| 2. DEPENDABILITY | <input type="checkbox"/> Seldom demonstrates reliability and punctuality in performance of assigned duties and obligations | <input type="checkbox"/> Usually demonstrates reliability and punctuality | <input type="checkbox"/> Consistently demonstrates reliability and punctuality |
| 3. COOPERATION | <input type="checkbox"/> Absent often

<input type="checkbox"/> Doesn't get along well with associates and parents | <input type="checkbox"/> Seldom absent

<input type="checkbox"/> Gets along satisfactorily with associates and parents | <input type="checkbox"/> Rarely absent

<input type="checkbox"/> Is especially well liked by associates and parents |
| 4. INITIATIVE | <input type="checkbox"/> Responds poorly to training and suggestions, fails to follow instructions | <input type="checkbox"/> Generally complies with orders and instructions | <input type="checkbox"/> Goes beyond requirements in following instructions and coordinating with others |

	<u>Shows little desire to improve work</u>	<u>Occasionally develops improved work</u>	<u>Consistently develops improved work methods showing high degree of creative ability</u>
5. APPEARANCE	<u>Creates favorable impression</u>	<u>Creates favorable impression</u>	<u>Impressive</u>
6. VOICE	<u>Irritating, indistinct</u>	<u>Pleasant and distinct</u>	<u>Exceptionally clear and pleasing</u>
7. EFFECTIVENESS IN DEALING WITH LOCAL NATIONALS	<u>Poor attitude toward local nationals</u>	<u>Favorable attitude toward local nationals</u>	<u>Shows interest and/or participation in activities furthering good relations with nationals</u>
8. HEALTH	<u>Often absent from work because of illness</u>	<u>Appears to have normal vigor</u>	<u>Above average in physical fitness</u>
9. EMOTIONAL	<u>Exhibits attitudes of dissatisfaction, anger or emotion</u>	<u>Usually well balanced</u>	<u>Consistently meets adverse or emergency situations with poise and balanced judgment</u>
10. ADJUSTABILITY	<u>Poor adjustment to changing conditions</u>	<u>Satisfactory adjustment to changing conditions</u>	<u>Outstanding adjustment to changing conditions</u>

- | | | | |
|---|---|--|--|
| 11. UNDERSTANDING OF INDIVIDUAL CHILD | ___ Tendency to emphasize subject matter overlooking child's needs | ___ Attempts to meet the needs of the individual child | ___ Understands needs and makes provisions for individual differences |
| 12. EFFECTIVENESS OF TEACHING | ___ Unable to select and use methods effectively | ___ Selects and handles methods satisfactorily; achieves average results | ___ Selects best methods; achieves excellent results |
| 13. DISCIPLINE | ___ Class disrespectful; teacher nags or overlooks disorder; general confusion | ___ Class respectful and responsive; some pupils need to be called to order occasionally | ___ Obtains respect, interest and cooperation of class without apparent effort; pupils eager and alert |
| 14. PROFESSIONAL ETHICS | ___ Teaching for personal gains only; lacking in loyalty; criticizes unfairly work of administrators and teachers | ___ Loyal, does what is required; cooperative, interested in work | ___ Extremely loyal to the profession and associates, enthusiastic in work; volunteers assistance beyond normal requirements |
| 15. For what grades, subjects, or special type of work is this teacher best fitted? | teacher best | | |
| 16. Estimate of performance: | ___ Unsatisfactory ___ Fair ___ Average ___ Good ___ Excellent ___ Superior | | |

17. Noticeable strengths:

Areas for improvement:

Additional remarks if necessary:

Professional evaluation dated _____ has been discussed with me.

Signature of Employee

Date

Signature of Principal