

# EDUCATION

## Introduction

This Section describes how the Control Commission sought to restore the German education system in the British Zone.

The Allies believed that education, together with public information, the press and the broadcast media must play a key role in replacing Nazi dogma with democratic ideals and principles.<sup>1</sup> The aim was “to secure, on the largest possible scale, the resumption of German educational activity freed from Nazi practices”. The education system should help to “awaken in Germans individually and collectively a sense of responsibility for what was done in the name of their community; respect for objective fact, and for freedom of opinion, speech, the press and religion; and an interest in the ideas of representative and responsible government, and to prevent the recrudescence of National Socialism, aggressive nationalism and militarism in any shape or form.”<sup>2</sup>

## Schools

It was thought that, while many adult Germans would be resistant to new ideas, the younger generation would be open to more enlightened thinking. Restoring school education was therefore a major early objective. But it was a huge challenge. CCG’s Education Branch had been designed to oversee the activities of educational authorities but, in the absence of a German Central government, the realities on the ground demanded a much more hands-on role. In the latter years of the War many German schools had been closed, and the buildings taken over for war-related purposes; older boys had been used by the Nazis as runners and aircraft spotters (see box below), while younger children were sometimes left to wander the streets. In Hamburg all teaching except vocational schools and the upper forms of secondary schools had stopped in 1943.<sup>3</sup>

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<sup>1</sup> This section draws heavily on Michael Balfour’s description of how the Allies attempted to deal with the situation which confronted them in 1945. *Four-Power Control in Germany and Austria 1945-1946* Royal Institute of International Affairs, 1956

<sup>2</sup> Kreis Resident Officer’s Handbook, Part II, Pamphlet No. 3

<sup>3</sup> The Times, 4 February 1947, cited by Balfour

We young lads, who were still wearing our Hitler Youth uniform, were instructed to deliver call-up letters [to those needed to man the town barricades in the last weeks of the War]. So, hand over the letter and let's go! I rode home in the gathering twilight, passed the Fiestel canal bridge, on which a lone German soldier with a carbine on his shoulder kept watch. Probably the last representative of the disintegrating German army! I had just crossed the bridge when an English fighter, flying low, sped over the bridge and fired its MG bursts. With a dive I found shelter in the ditch. When, after peace had returned, I crawled out of the ditch uninjured, I decided to put an end to my Hitler Jugend war service. Under the cover of darkness, I rode back to Lübbecke. Arriving happily at the Catholic school, I secretly and quietly parked the bike in the school hallway... crept home and got into bed, pulled the covers over my ears and only hoped, naturally anxious, that none of the "final winners" who might still be out there would miss me.

Unpublished memoir of Herbert Biermann, Lübbecke resident

Bombing had damaged many schools. In Cologne, 92% of schools were destroyed or heavily damaged, while in Schleswig-Holstein, either because of war damage or requisitioning, only 162 of 1,558 elementary school premises were available for teaching.<sup>4</sup> And then there was the dearth of suitable teachers. As a result of Nazi indoctrination, most middle-aged and younger teachers were deemed politically undesirable: in the British Zone, 11,567 were arrested, dismissed, or refused employment, with a further 14,530 unemployed pending further investigation.<sup>5</sup>

The teachers still available were often those with out-of-date teaching methods, or young, unqualified school helpers who had themselves been educated under the Third Reich. As a result, classes were very overcrowded: in the British Zone, the average class size was 70. Given the scale and urgency of the task, the denazification process was bound to be somewhat hit and miss (see box below). In addition, textbooks had to be rewritten to remove Nazi doctrine, and to bring them up to date with modern educational principles, in a situation where there was a shortage of both printing capacity and paper. Finally, when the adult population was surviving on less than 2,000 calories a day, school meals were needed to ensure that each child received at least one hot meal a day.

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<sup>4</sup> R H Samuel and R Hinton Thomas: *Education and Society in Modern Germany* (London, Routledge and Kegan Paul, 1949) cited by Balfour

<sup>5</sup> J B Hynd in the House of Commons, 27 October 1945 (HC Deb 5<sup>th</sup> series, vol 416 Col 1073) cited by Balfour

[In 1945] there was a drastic change at school. Teacher Dippel had been suspended by the occupying power because of his past as a [National Socialist] local group leader and was banned from teaching. In his place, Fraulein Weber now took care of the intellectual well-being of the students. Coincidentally (?) [sic] the new teacher was a niece of Mr. Dippel. The channels of influence still existed and still operated.

Falko Berg, Hebel, North Hesse, 1945

*Nachkriegskinder: Kindheit in Deutschland 1945-1950* JKL Publikationen

Notwithstanding the difficulties, the Allied Control Council decided that elementary schools in Germany should reopen on 1 October 1945. By the end of that year 11,250 schools had been reopened in the British Zone, serving over 2 million children, albeit delivering a reduced level of service, owing to the lack of teachers and books. Some children only attended school part-time, as schools operated on a shift basis.

Although policy makers wanted to re-establish education in Germany in accordance with modern, liberal educational principles, they recognised that these neither could nor should be imposed by order: it was for the Germans themselves to re-build their own education system. Accordingly, on 1 December 1946, a bare six months after the end of the War, responsibility for education in both the British and American zones was handed back to the Länder.<sup>6</sup> But not without doubts among some CCG officials, including the Head of the Education Branch and, initially, Robert Birley, soon to be appointed Education Adviser. After an extensive tour in the Zone, however, Mr Birley apparently became firmly convinced that it was the right thing to do.<sup>7</sup>

Each Land now had to determine the form of education they wished to adopt, and to legislate for its implementation, albeit with the CCG Regional Commissioner retaining a power of veto. The Länder were also required to provide facilities on an equal basis for Displaced Persons, although the DPs' education and cultural welfare remained the responsibility of the CCG Education Branch. The new Land Education Ministers faced formidable problems, many of which would take a long time to resolve, as the British authorities were aware. The Kreis Resident Officers Handbook lists eleven problems, ranging from building shortages to denazification, overcrowding, textbook and equipment shortages, lack of fuel, and a shortage of experienced administrators. The full list is reproduced at Appendix A.

The Länder were not without guidance, however. In July 1947, the Allied Control Council laid down ten principles to guide the development of German education, the most important of which included:

- Full-time compulsory education for children from six to fifteen years of age
- Part-time compulsory education from sixteen to eighteen years of age
- Education to be organised as a comprehensive system

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<sup>6</sup> Under Ordinance 57 in the British Zone

<sup>7</sup> Major-General Erskine, HQ CCG(BE) Berlin to M Dean COGA, 10.12.46 File FO1014/416 National Archives

- Free teaching and textbooks in state-supported schools
- Private schools permitted to continue
- Teachers to be trained in special colleges (rather than Universities)

The principles were thought to be generally supported by progressive German educationalists, but they were nevertheless spelled out in January 1948 to guide the legislation being drawn up for the new West German education system. British policy makers, ever conscious of post-WWI mistakes, were anxious to avoid a repetition of the situation in the Weimar Republic, when party-political manoeuvres had prevented any comprehensive education reform, and they were concerned that the “inertia of an uninstructed public opinion” would come to the support of those who would prefer to leave things as they “because they have always been so”.<sup>8</sup>

In a sign of the importance the British attached to education, Robert Birley was appointed as Education Adviser.<sup>9</sup> Birley was a renowned educationalist who played an influential role in the development of education policy in the British Zone; although his remit was carefully drawn up to avoid giving him executive powers, so as not to undermine the authority of the Education Branch Director. (See Deputy Military Governor’s Policy direction of 18 August 1947, attached at Appendix B.) Education Branch Control officers were deployed to CCG Regional Headquarters as well as to other important centres of population in each Land. Their job was to inspect the work being done in schools and other education institutions, to advise German educationalists, and to provide advice to the CCG Regional Commissioner.

Their work was facilitated and assisted by the British Kreis Resident Officers (KROs), who were charged with visiting schools in the area and providing feedback, aided by a checklist of questions to be asked, which is reproduced at Appendix C.<sup>10</sup> The KRO Handbook also laid down detailed policies on the recruitment of teaching personnel, prohibited instruction topics, approval of syllabuses, textbooks, and teaching aids, as well as youth activities, and adult education. And it contained robust advice on how to encourage German teachers to tackle the problems they confronted. “Everyone knows that real difficulties exist. The point is, is each individual German doing his best to overcome them?” Teachers who complained of a lack of equipment should be asked what they had done to find a substitute: for example, faced with a severe shortage of textbooks, some enterprising teachers had created skeleton textbooks on typing paper.<sup>11</sup>

### Instruction & syllabuses

The British did not prescribe school syllabuses, but certain subjects were forbidden, such as aviation, explosives, and some branches of industrial chemistry, while others – history, geography, civics, and others – were subject to special supervision because of the way they had previously been taught with a Nazi bias. Equally, teachers and lecturers were liable to instant dismissal if their teaching glorified militarism, propagated, sought to revive, or justify National

<sup>8</sup> Education Branch BERCOS Brief 19.1.48 File FO/1060/19. National Archives

<sup>9</sup> Sir Robert Birley KCMG (14 July 1903 – 22 July 1982) was headmaster of Charterhouse School, then Eton College, and an anti-apartheid campaigner. Wikipedia, citing *The Eton Headmaster – Red Robert Birley* by Norman Routledge

<sup>10</sup> KROs were initially mainly military officers, but their posts were civilianised with the civilianisation of CCG.

Sometimes military officers remained in post in a civilian rank when they were demobilised

<sup>11</sup> KRO Handbook Part II, Pamphlet No. 3

Socialism, favoured racist or religious discrimination, or promoted war.<sup>12</sup> The teaching of sport and physical education was a particular concern because it had been appropriated to serve National Socialist ideology as a vehicle for demonstrating supposed Aryan physical superiority. Sport therefore remained subject to an Allied Control Directive, implemented in the British Zone through an Education Control Instruction.<sup>13</sup> On the one hand, the British wished to encourage participation in physical education and sport, both for health and recreation; but there was to be no military training, or any trace of military spirit. The Germans were to be encouraged to look to Scandinavia, where there was “the fullest development which provides the best example of sport for purely recreative ends”<sup>14</sup>

### Textbooks and teaching aids

One of the greatest problems was how to replace Nazi-era school textbooks in sufficient quantities to meet the needs of more than three million schoolchildren. In December 1945 a Central German Advisory Committee to prepare textbooks started work in the British Zone, and two years later, 10.5 million books had been produced.<sup>15</sup> Nevertheless, lack of sufficient textbooks continued to be a problem throughout the early post-war years.

Partly to compensate for this, a schools broadcasting system was started in November 1947, and in each Kreis a film library (Kreisbildstelle) was responsible for the production and distribution of instructional films and slides.<sup>16</sup> Some 80 films per week held by the Kreisbildstellen were being reviewed, edited and returned to them by the Institut für Film und Bild in Wissenschaft und Unterricht (Teaching Aids Institute). Some new films were also being produced, including one on “Safety First” and another on “Venereal Disease”.<sup>17</sup>

### Youth activities

The Allies were greatly concerned about the generation of young Germans growing up in the aftermath of the War whose parents had - willingly or not - played a part during the Nazi years; a generation whose espousal of democratic principles would be crucial to Germany’s post-war economic, political, and social development. The Allies were naturally anxious that every means possible should be pursued to embed these principles. Since Nazi propaganda had, it was thought, concealed from ordinary Germans how democracies such as Britain functioned, a major component of the British effort took the form of exposing Germans to democratic culture, norms and institutions. In the British Zone, the British experience naturally predominated, as did the Americans’ in the US Zone.

For young Germans, one of the first interactions with the British might well have been participation in an Anglo-German Club, established early in the occupation with the aim of promoting good relations between the occupiers and the local population. (See Lübbecke

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<sup>12</sup> KRO Handbook Part II, Pamphlet No. 3

<sup>13</sup> Allied Control Directive 23, implemented in the British Zone in Education Control Instruction no. 67

<sup>14</sup> KRO Handbook Part II, Pamphlet No. 3

<sup>15</sup> H Liddell *Education in Occupied Germany, International Affairs*, January 1948, cited by Michael Balfour

<sup>16</sup> KRO Handbook Part II Pamphlet No. 3. More research needed on this topic

<sup>17</sup> BERCOS Brief 19.1.48 File FO1060/19 National Archives

section Meeting the British.) Another might have been joining one of the informal scout groups which had sprung up following the demise of the Hitler Jugend. The Scouts' outdoor activities, principles of self-reliance and good deeds offered a contrast with the Hitler Jugend's stringent, militaristic practices. One German ex-HJ youth wrote excitedly about the hikes and camping trips and noted that "central to the activities was the informal community, feeling its way into new ways of behaving".<sup>18</sup>

Youth groups and clubs were very much encouraged, but they – and any adults connected with them - had to be individually registered and approved, and a ban on uniforms, marching and drill meant the Germany did not formally re-join the Scout Movement until mid-1948. In Nord Rhein Westfalen, the KRO in Bad Salzuflen was less concerned about latent militarism among the young than about more practical matters, such as restoring Youth Hostels, some of which were in a poor state of repair, and many others which had been taken over for emergency living accommodation. The Bad Salzuflen KRO reported in December 1947 that the Deutscher Jungland Bund had been very disappointed to discover that the bunker in Beete Straße was to be blown up, as they had been preparing to use it for a Christmas party, and all appeals to save it had been rejected by the Army.<sup>19</sup>

The monthly Education Branch Reports document some of CCG's efforts to reach out to young Germans, and to those responsible for teaching and leading them. The October and November 1947 Reports, for example, record that:<sup>20</sup>

- Vacation courses were held for 150 Adult Education tutors in Bonn conducted by English, French, Swiss, Dutch and German lecturers on the theme of 'Problems of European Construction'; as well as courses for 150 social science tutors at Rendsburg and Goehrde Adult Education Colleges respectively on current political, economic and social problems;
- Summer camps 1-2 weeks long were arranged by local Jugendämter (Youth Ministries) for a total of 170,000 young people from the Länder Nord Rhein/Westfalen, Niedersachsen, Schleswig Holstein and from Hamburg, some of whom had been selected by doctors as in need of a convalescent holiday. Extra food had been provided in many cases, and Land Nord Rhein Westfalen reported a resulting average weight increase of 3-4 lbs;
- Visits Abroad. Thirty-one young adult education tutors were currently Sweden, where they would undergo intensive language training and then spend 5 months participating in courses and undertaking teaching in Adult Education Colleges. Fifteen secondary schoolchildren had recently returned from six weeks in England where they came into contact with British, Norwegian, Nigerian, Czech and French pupils; and 210 Hamburg students had spent a month in England helping with paid harvest work;

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<sup>18</sup> Unpublished memoir of Herbert Biermann

<sup>19</sup> Kreis Lemgo Monthly Report Nov-Dec 1947, Private Papers of J G E Hickson, KRO Lemgo. IWM Catalogue No. 12234

<sup>20</sup> BERCOS Agenda & Papers FO1060/19. National Archives

- Youth Reconstruction Schemes. Some initiatives worked less well than others. The scheme whereby German Youth voluntarily assist in communal construction work was frequently hampered by a shortage of material and tools; and by negative reactions to the Dismantling of German Industry program. However in Köln, which had been without gas since the end of the War, some 300 university students had spent the summer laying gas pipes to their own laboratories, and were now helping to provide other parts of the city with gas;
- Denmark had proposed visits from German-speaking Danes as guest teachers to German teacher training colleges and schools; and had offered to provide textbooks, periodicals and scientific literature;
- Germans abroad. Numerous visits to the UK by young people were taking place, including training courses for Boy Scout and Girl Guide leaders, and a 30-day course for 50 Youth Organisers and Leaders under the auspices of the British National Voluntary Youth Organisations. School exchanges were also taking place: two boys from Berlin were spending several weeks at Bootham School in York, and the ; and in 1948, pupils from the Lübbecke Aufbauschule were guests of St Martin-in-the-Fields girls school in Tulse Hill (see the Section on Lübbecke's Experience);
- Books. Crates of several hundred books had been sent by the International Red Cross for German schoolchildren in the British Zone.

### Adult education and teacher training

Local voluntary committees and Kreis authorities were responsible for adult education through Volkshochschule, which provided non-academic developmental courses for non-university students. The voluntary Committee members, as well as teachers and lecturers had to be registered and approved by the Control Commission, but course topics and texts were not subject to pre-censorship, so Education Control Officers and KROs were enjoined to stay closely in touch with these establishments' activities.

Normal teacher training courses lasted at least two years, but to fill the capacity gap caused by the dismissal of hundreds of teachers, short courses were devised to train teachers quickly, including emergency courses for those aged between twenty-eight and forty. The aim was to produce between fifteen and twenty thousand teachers within three years. The German authorities were encouraged to waive the usual requirement for an Abitur (secondary school leaving certificate) and to recruit "those who are likely to make good teachers and have more than the negative merit of not being contaminated by Nazism".<sup>21</sup>

### POW Education

Under the aegis of the Foreign Office Prisoner of War Division, a small group of German experts drawn from a cross-section of society was visited the UK in January 1948 to provide POWs with a

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<sup>21</sup> KRO Handbook Part II Pamphlet No. 3.

first-hand picture of present-day Germany, including an economist, a trade unionist, an activist in PoW rehabilitation and resettlement, a psychologist, a Labour Office official, and a teacher. The initiator of the Foreign Office scheme was Lt Col Henry Faulk OBE, who had worked extensively in UK POW camps and was credited with considerable success in changing the outlook of nationalistic Germans.

### Universities

[To Come]

### Discussion groups and exchanges

As previously mentioned, Anglo-German discussion groups were established throughout the British Zone, meeting weekly or fortnightly to debate current topics in Germany and the wider world. Participation was voluntary, with the aim of promoting better mutual understanding between British and Germans. The Lübbecke section of the website relates how one young teenager, Helmut Hüffmann, joined the Lübbecke Anglo-German Club because he was keen to learn English. Asked about the topics which were discussed, he recalled non-controversial topics such as cake-making, fairy-tales, and a report of a recent exchange visit of the local Aufbauschule to St Martin-in-the-Fields Girls School in Tulse Hill. Some of the discussion groups evolved in later years into Anglo-German clubs, a few of which, including Paderborn and Hannover, still exist.

Another feature of British attempts to foster among Germans a broader understanding of and interest in the world and in other countries' democratic institutions was the organisation of visits and exchanges to Britain. In 1946, 150 German educationalists were brought to the UK for visits and courses, while 100 British visitors went to Germany. In December 1946 the first Wilton Park course was held for German prisoners of war, and the number and scope of these courses was expanded in subsequent years, eventually leading to the establishment of Wilton Park conferences, which still aim to bring fresh thinking to the development of international policy, advancing practical solutions to critical global issues.<sup>22</sup>

### Conclusion

Were CCG's ideals for German education fully realised? In the absence of policy implementation measures and analysis tools it is difficult to say, especially in relation to the short period between 1945 and 1949 which this website covers. But anecdotal evidence suggests that many individual Germans benefitted from their interactions with Britain and with British and other educationalists and youth leaders. And the admired German education system today stands as testament not only to the endeavours of the Germans who rebuilt it after the end of the War, but also to the Allies who supported helped to guide their efforts.

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<sup>22</sup> Wiltonpark.org.uk



## APPENDIX A

### PROBLEMS CONFRONTING NEWLY APPOINTED LAND EDUCATION MINISTERS IN DECEMBER 1946

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#### DISCUSSION GROUP

8. In many parts of the Zone Anglo-German discussion groups on current problems in Germany and abroad are flourishing. They are a valuable contribution to the efforts being made to break down the mental isolation of the Germans, to correct the accumulation of false impressions of the past, to encourage in Germans habits of clear thinking and expression and to provide both Germans and British with a better understanding of each other's outlook. Successful discussion groups cannot be created by order or instruction; the desire for them must exist on both sides. The groups should not be too large: a group of 20-25 people combines variety with intimacy. Suitable premises might be the local *Rathaus*, a school or an administrative office, or, better still, a room in a building not used for official purposes. The use of Information Centres for this purpose, where they exist, should not be overlooked, and in this connexion the educational facilities provided by the larger Information Centres (libraries, cinema, etc.) should not be forgotten.

#### EDUCATION FOR DISPLACED PERSONS.

9. Z.E.I. (74) No. 2., in implementation of H.M. Government's policy, made the education and cultural welfare of Displaced Persons a responsibility of Military Government (Education Branch). *Land* governments are required to provide all necessary facilities on the same basis as in the case of Germans, and an Instruction about to be issued gives guidance on matters of detail, explains the working of the financial arrangements, and proposes the establishment of Displaced Persons' Education and Youth Boards in each *Land*. These will directly represent all nationalities of Displaced Persons within the *Land*, organise and supervise their education and youth activities respectively, and carry on any necessary negotiations with the German authorities. The views of the K.R.O. may be required by *Land* HQ on proposed plans and items of expenditure.

#### PROBLEMS.

10. Many problems still remain, the majority of them of such a nature that they will only slowly be resolved.

- (a) Among those for which the Education Minister will have to secure the collaboration of his fellow

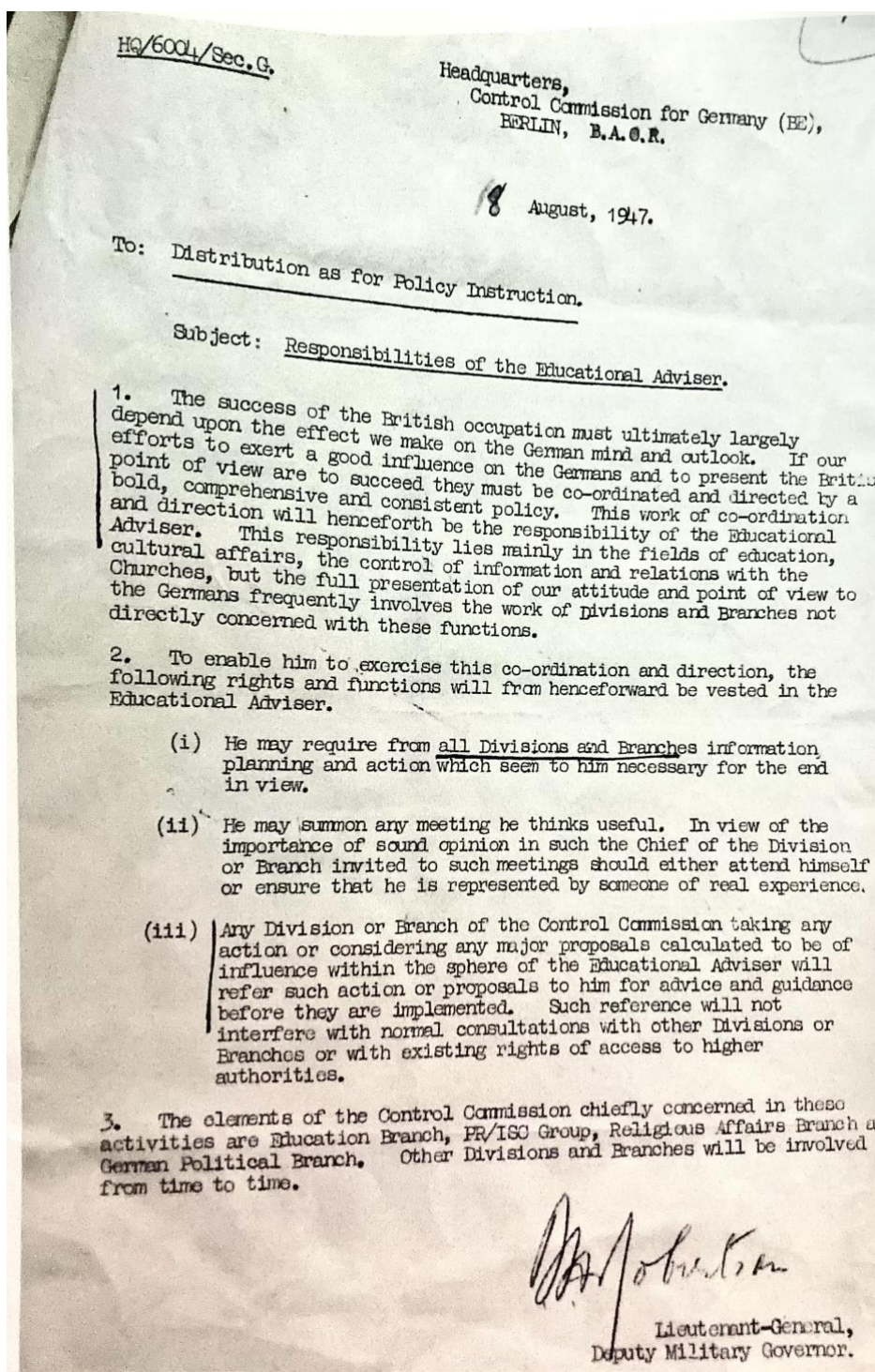
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Ministers, the most important are, perhaps, the following:—

- (i) There is a serious shortage of buildings owing to the effects of war, diversion to other essential purposes, and lack of repair materials.
  - (ii) Essential equipment has often been removed, even from undamaged schools, and other teaching aids are in short supply.
  - (iii) The necessity for denazification and the influx of refugee children has led to a grave shortage of teachers.
  - (iv) Many of the existing teachers are old, and for the rest political purity is not necessarily synonymous with competence.
  - (v) As a result of a combination of the factors mentioned above, there is serious overcrowding in many schools, despite the widespread operation of the shift-system, which itself means that only a proportion of the children are getting full-time instruction.
  - (vi) There is a very serious shortage of textbooks, owing to the impossibility of using Nazi books and to the shortage of paper, which is in turn dependent upon the shortage of coal.
  - (vii) Fuel for schools is difficult to obtain.
  - (viii) Insufficient clothing (and in particular footwear) for children makes their attendance at school in bad weather difficult or impossible.
  - (ix) There is a shortage of experienced German administrators and elderly or aged men have perforce to be employed.
  - (x) It is difficult to find and train suitable Youth leaders and PT instructors, partly owing to war casualties, but more because Youth and Physical Education were special fields of Nazi activity.
  - (xi) Transport and communications present difficulties, especially for German Inspectors.
- (b) The following subject comes under Schedule C to Ordinance No. 57 and therefore will for the time being require the co-operation of Food and Agriculture Division.

APPENDIX B

RESPONSIBILITIES OF THE EDUCATION ADVISER<sup>23</sup>



<sup>23</sup> Deputy Military Governor's Policy Instruction 18.8.47 File FO945/199 National Archives

## APPENDIX C

### CHECKLIST FOR THE INSPECTION OF SCHOOLS<sup>24</sup>

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<b>APPENDIX "A"</b>	
<b>Check List for the Inspection of Schools</b>	
The following are useful questions to bear in mind when inspecting schools : —	
<b>TEACHERS.</b>	<b>TEXTBOOKS.</b>
1. (a) Is the Headmaster or Headmistress a live wire, with ideas and the ability to carry them out?	6. (a) Are textbooks in sufficient supply?
(b) How many teachers short is the school?	(b) *Are there any to which exception might be taken (because for instance they would make it difficult for a teacher to avoid the sort of offence described in para 6(b) of Section IV above).
(c) Are there any outstanding teachers, i.e. of exceptional ability or originality?	
<b>CHILDREN.</b>	<b>EQUIPMENT.</b>
2. (a) How many children are on the roll?	7. (a) Has the school a wireless set? Is it being used? (But v. Section IV, paragraph 6(i) above).
(b) How many children are absent? If many, why?	(b) Does it possess films and lantern slides?
(c) How large are the classes?	(c) What other equipment is noticeable for its presence or absence?
(d) How many clock-hours of instruction are given daily, and weekly to each child?	
(e) Is the general appearance of the children satisfactory?	<b>HISTORY AND GEOGRAPHY.</b>
(f) What sort of footwear have they got?	8. *Is the type of subject matter unobjectionable?
<b>SCHOOL MEALS.</b>	<b>PHYSICAL EDUCATION.</b>
3. Are school meals provided?	9. (a) Has this any militarist or other forbidden features?
	(b) Are team games encouraged?
	(c) Do German medical and dental officers visit the school at regular intervals?
<b>BUILDINGS.</b>	<b>"OUT OF SCHOOL" ACTIVITIES.</b>
4. (a) What is the state of repair?	10. (a) Do clubs and societies (namely for debating, drama, handicrafts, music, stamp-collecting, etc.) exist in connection with the school but outside normal school hours?
(b) What are the sanitary arrangements like?	(b) Do the teaching staff take an interest in these activities, while allowing the pupils as far as possible to run their own show?
(c) What fuel stocks are held? Is the heating satisfactory?	
<b>TIMETABLE AND SYLLABUS.</b>	<b>GENERAL IMPRESSIONS.</b>
5. (a) Do these contravene the policy of military government?	11. Are general impressions favourable or unfavourable, and if so, in what features?
(b) Do the classes get out of the school for, say, General Science lessons?	
(c) Is any attempt being made to make the pupils familiar (if possible by personal observation) with the organs of local government now everywhere being established?	*Questions marked with an asterisk are probably best left to inspections by Education Control Officers, but where the KRO is in a position to check, it would be useful if he did so.

<sup>24</sup> Handbook for Kreis Resident Officers Part II Pamphlet No.3 Education