

**RESTRICTED**

**HANDBOOK**  
**FOR**  
**KREIS RESIDENT OFFICERS**

**PART II**  
**(Technical)**

**PAMPHLET No. 3**

**EDUCATION**

RESTRICTED

## CONTENTS

	Page
1. INTRODUCTION . . . . .	1
2. The German Administrative System . . . . .	1
3. German Educational Advisory Bodies. (Zonal)	2
4. Control of Education . . . . .	2
5. General Policy . . . . .	3
6. Policy in Greater Detail . . . . .	4
7. Physical Education and Sport . . . . .	9
8. Discussion Group . . . . .	10
9. Education of Displaced Persons . . . . .	10
10. Problems . . . . .	10
11. Responsibility of the Kreis Resident Officer . . . . .	13
APPENDIX "A": Check List of Questions for KROs.	14
APPENDIX "B": Levels of German and British Authorities . . . . .	16

EDUCATION

## SECTION I

## INTRODUCTION.

1. In this chapter, a resume is given of our educational policy which is put into effect by the German authorities at the different levels under Control Commission supervision.

## SECTION II

## THE GERMAN ADMINISTRATIVE SYSTEM

## 2. (a) Elementary, Intermediate, Secondary and Vocational Schools.

(i) *Land*

In a Land, the Education Ministry is responsible for all school administration. Certain Länder may decide to retain the Regierungsbezirk as part of their administrative machinery.

(ii) *R.B. Kreis*

In each Stadtkreis the schools are administered by a Stadtschulamt headed by a Stadtschulrat. In a Landkreis the responsible authority is the Kreisschulamt, which is headed by the Kreisschulrat.

NOTE : In the case of vocational and technical schools, authorities other than educational are often concerned - e.g., the Oberburgämter in the case of those Länder which have mining schools.

## (b) Universities (Hochschulen).

Prior to the collapse of Germany, the universities, and colleges of university rank in the Zone except the municipal ones of HAMBURG and COLOGNE, came directly under the Reich and Prussian Ministry of Education. The ultimate responsibility now rests with the Ministerpräsident of the Land in which the University or College is situated.

## (c) Kindergarten Schools.

Kindergarten schools come under the Jugendamt and are inspected by officials of the Kreisjugendamt. In some cases the Kreisschulrat may also inspect.

(d) **Approved Schools (Fürsorgeerziehungsanstalten).**

Approved schools for delinquent children are the responsibility of the Jugendamt.

**GERMAN EDUCATION ADVISORY BODIES  
(ZONAL)**

3. (a) From the very early days of the occupation the Germans have been encouraged to play a leading part in educational matters. Of the considerable number of advisory bodies created, the most important were the Zonal Educational Council (Zonenerziehungsrat or ZER), composed of the Education Ministers of the Länder; the Zonal Universities Association (Nordwestdeutsche Hochschulkonferenz); and the Working Party (Arbeitsgemeinschaft) of Landesjugendämter.
- (b) The ZER is advised on such problems as textbooks, broadcasting, visual aids, vocational and adult education and physical training, by sub-committees of experts in these subjects. Whether the ZER and its sub-committees continue to function is a matter under present consideration by the Land Governments.
- (c) The permanent offices of the ZER are in HANNOVER. The Zonal Universities Association has had a permanent office at GOTTINGEN, and the Working Party of Landesjugendämter at HAMBURG.

**SECTION III**

**CONTROL OF EDUCATION**

4. (a) By Ordinance 57 the responsibility for Education was handed over to the governments of the four Länder, the Regional Commissioner retaining the right of veto on any measure passed by the legislature. He is advised in matters of education by a Senior Education Control Officer, who has a staff of Education Control Officers distributed at Regional Headquarters and at the more important centres throughout the Land. The function of the latter is

to inspect the work being done in the schools and other educational institutions, to provide the Senior Education Control Officer with the material on which to base his advice to the Regional Commissioner, and to help and advise the Germans with whom they come in contact at their various levels. Among them are eight specialist officers who deal with University problems (one for each of the six universities of the Zone, and two for the six Colleges of University rank). Other specialists include those who advise on Youth matters, on Teacher training and on adult education.

- (b) Appendix "B" giving the levels of responsibility (German and Mil Gov) shows the position as it is now.

## SECTION IV

### GENERAL POLICY

5. (a) **Immediate object.**

The immediate aim of education control at the beginning of the occupation was to secure, on the largest possible scale, the resumption of German educational activity freed from Nazi practices. In pursuance of this aim schools of all kinds were opened or reopened, together with the universities and institutions for teacher training and adult education, and special attention was paid to Youth activities and welfare outside the schools. Much, however, still remains to be done before all children will be receiving the full-time education required by German law. (It should be noted in this connection that part-time attendance at a vocational school is required by German law in the case of boys and girls aged 15-18 years not attending an institution normally giving full-time instruction.)

(b) **Ultimate object.**

The ultimate object is to endeavour, through the German educational system, to awaken in Germans individually and collectively :—

- (i) a sense of responsibility for what is done in the name of the community in which they live ;

- (ii) a respect for objective fact, and for freedom of opinion, speech, the press and religion ; and
- (iii) 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.

## **POLICY IN GREATER DETAIL.**

6. Policy in respect of the various fields of education may be summarised as follows :—

### **(a) Personnel.**

- (i) All appointments to positions in the German educational system are subject to approval as to political suitability. Persons appointed must be satisfactory according to current denazification directives.
- (ii) No persons over the age of 18 may be associated with any Youth Group without Mil Gov approval, which is withheld in the case of ex-regular officers of the German Armed Forces (other than chaplains).
- (iv) Visiting lecturers to educational establishments, if of German nationality, must also be approved.

### **(b) Instruction.**

- (i) Any person employed as a teacher or lecturer is liable to instant dismissal and other punishment if he introduces into his teaching anything which :—
  - (a) glorifies militarism,
  - (b) seeks to propagate, revive or justify the doctrines of National Socialism, or to exalt the achievements of National Socialist leaders ;
  - (c) favours a policy of discrimination on grounds of race, colour, political opinion or religion ;
  - (d) breeds hostility towards any nation, or tends to sow international discord ;

(e) expounds the practice of war or mobilisation or preparation for war, whether in the scientific, economic or industrial fields, or promotes the study of military geography or military history.

(ii) Certain subjects, such as History, Geography, Civics, Folklore, and others, need special supervision, owing to the bias given to them in the past.

(iii) Courses in a number of subjects (e.g. aviation, explosives, certain branches of industrial chemistry) are forbidden by quadripartite agreement.

**(c) Syllabuses, Textbooks and Teaching Aids.**

These had formerly to receive the approval of Mil Gov before they could be used in the schools. Now that the responsibility for them lies with the German education authorities Regional HQ takes action on them only when it is discovered, as the result of inspection, that any of them contravene the general policy of the Control Commission.

**(d) Activities for Youth (i.e. adolescents aged up to and including 18 years).**

(i) Youth Groups and Clubs must be (and all adults over 18 years connected with them) individually registered and approved.

(ii) No Group or Club having a military or paramilitary purpose is authorised. Drill and marching are forbidden, and no uniform may be worn.

(iii) Subject to these restrictions and those mentioned in 6(a) above, all kinds of Youth activities are permitted and control is as indirect as possible.

(iv) Groups and Clubs providing a variety of activities are regarded as the most satisfactory, but those organised for some single purpose are not discouraged. The advantage of the former is that they give their members more scope for practising democratic forms. Groups and Clubs of all types should be managed by committees of their own members. In order that Youth activities may be linked with home life, the formation of parents' committees is encouraged.

**(e) Adult Education.**

- (i) Adult Education schemes can play an important part in the re-education of men and women particularly between 18 and 30 years old.
- (ii) Adult education in the Länder is essentially a matter for the initiative of voluntary committees at Kreis level representative of the widest possible range of local German educational interests. Generally the local committees have set up in each Kreis a People's College (Volks-hochschule) which, it should be noted, denotes a scheme of lectures and courses and NOT (unless residential) a particular building.
- (iii) Though there is much local variation, it is probably generally true to say that such courses have hitherto suffered from two main defects. On the one hand they have tended in their subject matter and method of presentation to aim at the middle-classes and failed to attract the manual worker; on the other, they have encouraged the weakness of Germans for pseudo-philosophical speculation. More emphasis on practical activities is desirable.
- (iv) Members of the local committees, as well as teachers and lecturers, must be approved. No control of the "precensorship" variety is exercised on adult educational activities but this makes it all the more important for Military Government to keep in touch with what is going on.
- (v) Encouragement is given to the co-operation of Volkshochschulen with other bodies interested in the provision of adult Education (e.g. the Trade Unions, churches, women's organisations, youth groups).

**(f) Teacher Training.**

- (i) There are two types of teacher training course:—
  - (a) normal courses of at least two years' duration for students of the customary age, that is not below the age of 18 years; and
  - (b) special emergency courses for persons between 28 and 40 years.



The last are being established in accordance with a plan for producing some 15,000/20,000 additional teachers over a period of three years beginning in September, 1946. They are intended to draw suitable teachers of more advanced age from other than the normal courses. It is hoped by this means not only to fill the gaps caused by the war and denazification, but also to infuse new blood into the German teaching profession. German authorities are being encouraged NOT to regard the possession of an Abitur (secondary school leaving certificate) as an indispensable qualification for such courses but to recruit persons who are likely to make good teachers and have more than the negative merit of not being contaminated by Nazism.

- (ii) Special regulations govern the admission of students to special emergency teacher training colleges, differentiating them from the entrants to other colleges who are chosen in a similar way to students at Hochschulen. In view of the great influence that they will be able to exert later, it is also of great importance for officers concerned in Education Control to keep a close watch on the activities of all these establishments.

**(g) Universities and Colleges of University Rank.**

These present specialist and particular problems of their own. The KRO is advised to contact the Education Control Officer (University) responsible for the particular institution in which he is interested.

**(h) Vocational Schools.**

- (i) Vocational schools and colleges are of various types; Berufsschulen (part-time, for pupils aged 15-18 years), Fachschulen (full-time, for pupils aged 15 years and above) and Berufsfachschulen (full-time, for older students who have already had practical experience in a trade or industry).

(i) **Broadcasts and usual aids.**

An elaborate organisation exists for the production and distribution of instructional films and slides and for the care and maintenance of projection equipment. In each Kreis there is a Kreisbildstelle (Kreis film library) which serves the needs of the Kreis and works in close co-operation with the Landesbildstelle.

(j) **Denominational Education.**

In 1933, there were three main types of elementary schools provided and maintained out of public funds' single-denominational (Bekenntnisschulen), mixed-denominational (Simultanschulen), and non-denominational (Weltliche Schulen). Over 83% were single-denominational schools. They were abolished by the Nazis. In the areas of the Zone where single-denominational elementary schools existed before the advent to power of the Nazis, German parents have been given the opportunity to express their wishes as regards the establishment or reestablishment of such schools. Where local difficulties, such as those of accommodation, teachers and transport, can be overcome, German authorities are required to set up the schools in accordance with parents' desires. It is proposed that these arrangements which are based on quadripartite agreement should remain in force in each Land until the Land in question has an elected representative government.

(k) **Religious Instruction.**

In accordance with quadripartite policy no pupil attending a school provided or maintained in whole or in part out of public funds may be deprived of the opportunity of receiving Religious Instruction. Equally, no child or teacher may be compelled to receive such Instruction against his own (or, where appropriate, his parents') wishes. Religious Instruction has become a normal subject in all publicly-supported schools, but not necessarily for every pupil. It is taught in normal school hours and, unless there are exceptional circumstances, in normal school buildings. Following German tradition, pupils of minority denominations have special arrangements made for their Religious Instruction, wherever possible.

**(l) Teachers' Associations.**

Associations of teachers may be formed at any level but the present regulations governing them are now being revised in the light of Ordinance 57.

**(m) Political Youth and Student Groups.**

The formation of Youth Groups and Clubs sponsored by Trade Unions and approved Political Parties is permitted, and also, at universities, of student associations affiliated to the political parties.

**SECTION V.****PHYSICAL EDUCATION AND SPORT.**

7. Physical Education and Sport in Germany are governed by Allied Control Authority Directive No. 23. This Directive received its implementation in the British Zone in Education Control Instruction No. 67. Since this Instruction is based upon a Four-Power Directive it still holds good, unless modified or superseded by the Regional Commissioners, who would then be required to issue a new Instruction giving an equally full implementation of the Directive. The control of Physical Education and Sport is still a Military Government responsibility.

E.C.I. No. 67 deals with two matters :—

- (i) The approval of sports organisations.  
(Approval of single clubs is the responsibility of the Military Government HQ corresponding to the area embraced by the organisation).
- (ii) The type of Physical Education and Sport which is to be permitted and encouraged, both in clubs and in schools or other academic institutions.

Briefly, the object is to eliminate all military training, and all traces of the military spirit and manner, and to encourage Physical Education and Sport based upon the ideas of health, hygiene and recreation. Germany is to be encouraged to look towards Scandinavia, where there is the fullest development of Physical Education for health, and Anglo-America, which provides the best example of sport for purely recreative ends. For this purpose a Bi-Zonal Physical Education College is being set up in conjunction with Cologne University where it is intended to train future Physical Education teachers in the light of these ideals.

## 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

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.

- (i) The shortage of food affects the capacity of both teachers and pupils, as well as that of administrative officials. It should be noted that, since February 1946 school meals for children have been provided in towns of over 100,000 population throughout the British Zone, and in towns of over 5,000 population in the NORTH RHINE Region and RUHR/WESTPHALIA. Recently the scheme has been extended, in particular to include staff in areas where school meals are provided. Additions in any district will be considered on the merits of the case, but any alteration in the provision is now dependent on bi-zonal approval by the U.S. and British authorities.
- c) The following are matters in which advice and assistance of Main Headquarters may frequently be required.
- (i) The problem of getting Germans in touch with the thought of the outside world after years of isolation is made even more difficult than it would in any case be, by the lack of publications and of free travel. Instead of looking forward, many men at present in office tend to look back to the age of Weimar for their ideas.
  - (ii) Many German teachers take a narrow view of their responsibilities, and are often concerned only with academic standards. Moreover, while their class technique is on the whole very good, they seem less concerned to allow the individual child's personality fully to develop. They also as a body are inclined to look too much "within", at Germany and its past.
  - (iii) Main HQ sponsors schemes, at the request of Region HQ for securing
    - (a) visiting lecturers to suitable educational institutions (namely secondary schools) both for the benefit of staff and pupils and for the purpose of advising and investigating; and
    - (b) the import through the Control Office of suitable literature which, though limited in supply, can be so distributed as to be accessible to both teachers and pupils.

SECTION VI

**RESPONSIBILITY  
OF THE KREIS-RESIDENT OFFICER**

11. (a) The Kreis Resident Officer will be concerned with Education in two ways. He will in the first place wish to visit educational institutions of various kinds for his own information, in order to fill out the picture he is forming of the life of his local community. In addition, he can be of direct assistance to the Education Control Officer (ECO) by advising him of the salient points emerging from his visits to schools, etc., and of educational thought current in the Kreis. In the case of schools, the KRO should find the check list given as Appendix "A" useful as a reminder of things to look for. With Youth Groups and Adult Education courses, the KRO's general impressions would be even more useful than more detailed information.
- (b) Perhaps one word of advice may not be out of place here. It is part of our deliberate policy to encourage Germans to work out their own salvation and develop a sense of responsibility. Everyone knows that real difficulties exist. The point is, is each individual German doing his best to overcome them? If, therefore, a German teacher draws attention to the lack of equipment (which is undeniable), he should be asked whether *he* has done what he can to find a substitute. It is astonishing what can be contrived with a little ingenuity. There is a grave shortage of textbooks. Some teachers have, however, shown enterprise and helped themselves and their classes by providing skeleton textbooks of their own on typing paper. Even paper can often be found (though unfortunately rarely of a type suitable for use in printed textbooks). Approval for skeleton textbooks has by the way to be secured from the German authorities. Finally, it seems difficult to imagine that would-be authors of school textbooks will ever find a better market than now, especially in the subjects of History and Geography. Do German teachers realise the change they now have in this direction?

**APPENDIX "A"****Check List for the Inspection of Schools**

The following are useful questions to bear in mind when inspecting schools : —

**TEACHERS.**

1. (a) Is the Headmaster or Headmistress a live wire, with ideas and the ability to carry them out?
- (b) How many teachers short is the school?
- (c) Are there any outstanding teachers, i.e. of exceptional ability or originality?

**CHILDREN.**

2. (a) How many children are on the roll?
- (b) How many children are absent? If many, why?
- (c) How large are the classes?
- (d) How many clock-hours of instruction are given daily, and weekly to each child?
- (e) Is the general appearance of the children satisfactory?
- (f) What sort of footwear have they got?

**SCHOOL MEALS.**

3. Are school meals provided?

**BUILDINGS.**

4. (a) What is the state of repair?
- (b) What are the sanitary arrangements like?
- (c) What fuel stocks are held? Is the heating satisfactory?

**TIMETABLE AND SYLLABUS.**

5. (a) Do these contravene the policy of military government?
- (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?



**TEXTBOOKS.**

6. (a) Are textbooks in sufficient supply?  
 (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).

**EQUIPMENT.**

7. (a) Has the school a wireless set? Is it being used? (But v. Section IV, paragraph 6(i) above).  
 (b) Does it possess films and lantern slides?  
 (c) What other equipment is noticeable for its presence or absence?

**HISTORY AND GEOGRAPHY.**

8. \*Is the type of subject matter unobjectionable?

**PHYSICAL EDUCATION.**

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?

**"OUT OF SCHOOL" ACTIVITIES.**

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) Do the teaching staff take an interest in these activities, while allowing the pupils as far as possible to run their own show?

**GENERAL IMPRESSIONS.**

11. Are general impressions favourable or unfavourable, and if so, in what features?

\*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.

	1. Land	2. Kreis	3. Land
Adult Education	Ministerpräsident (as ultimate state responsibility far as for those essentially voluntary activities is concerned) (a)	Adult Education Comm.	H.Q. Land (AECO)
Elementary Schools	Ministerpräsident (a)	Kreisschulrat	H.Q. Land
Intermediate Schools	Ministerpräsident (a)	Kreisschulrat	H.Q. Land
Kindergärten	Ministerpräsident (b)	Kreisjugendamt	H.Q. Land
School Feeding	Ministerpräsident (at whatever level Regional Food Team operates)		H.Q. Land (in conjunction with Regional Food Teams (which do not correspond to Land Areas)).
School Medical Services	Gesundheitsamt	Kreisarzt	H.Q. Land
Secondary Schools	Ministerpräsident (a)		H.Q. Land
Special Schools	Ministerpräsident (b)	Kreisjugendamt	H.Q. Land
Universities	Ministerpräsident (a)		H.Q. Land (University ECO)
Vocational Schools	Ministerpräsident (a)		H.Q. Land
Youth (Youth Clubs, Welfare, Juvenile Delinquency)	Ministerpräsident (b)	Kreisjugendamt	H.Q. Land (Youth ECO)
Teacher Training	Ministerpräsident (a)		H.Q. Land (TTECO)

(a) Land Education Ministry.

(b) Working hitherto, through Landesjugendamt. It is possible this arrangement may be raised in certain Länder.