

# Establishing New Fronts: a Symposium

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These six writers, connected with the Education and Cultural Relations Division, contribute their experience and observation to give educational leaders in America insight into some of the projects for reconstruction and reeducation in Germany. The phases of work to which attention is given here are: youth groups, in-service teacher education, enlarging the curriculum, German educator exchange programs, teacher training in Bavaria, and curriculum committees in Hesse.

## THE IMPORTANCE OF YOUTH GROUPS

*Elizabeth Lam welcomes the opportunity to describe the youth groups and their potential importance in democratic reorientation, and the need for adequate leadership. Miss Lam is an educational specialist in the Group Activities Branch. Prior to her work in Germany she was professor of religion at Western Reserve University, Cleveland.*

FIFTEEN OR TWENTY YEARS hence the present generation of Germany's youth will be determining the direction of German life, both as government officials and citizens, and perhaps more profoundly as parents and teachers. This truism is frequently on the lips of educators, but seldom, if ever, has this hope rested upon a generation with deeper personal problems, or one more shackled by the experiences of the past. Subjected in their most formative years to Nazi indoctrination and false idealism, they are unable to evaluate or creatively overcome their personal experiences of disillusionment without the help of adult interpretation and guidance. Equally difficult is it for them to find new direction in a society so fraught with political tension, economic disorganization, and social instability.

### Youth Are Finding Themselves

It is for these reasons that group activities are of such primary importance in

Germany if this generation is to find new loyalties and the motivation for social responsibility. Since ninety-two percent of the youth leave school at fourteen years of age, the school has limited influence upon this generation between fifteen and twenty-five. Moreover the teaching in secondary and higher education is generally so sterile and impersonal that it is not conducive to self-understanding or to the social and moral growth of individuals. The rapid increase of youth organizations in the U. S. Zone reveals the need of German youth for group relationships and offer to us a direct means of reaching them. In June, 1946, 200,000 young people had organized into new groups; in June, 1947 this number was quadrupled; and at the present time the number exceeds one million, or approximately twenty-five percent of the population between fifteen and twenty-five years. Of this twenty-five percent of the youth population, forty-eight percent are in sport

organizations, thirty-seven percent in religious groups, and the remainder in a miscellaneous variety, the largest single organization being the trade union youth with twelve percent.

### Overcoming the Old Concepts

Unquestionably they find in these organizations certain social values which are stabilizing and enjoyable. But of even more important concern is the extent to which these group experiences are developing young people for the responsibilities of self-government and a democratic society. It is the assumption that leisure-time activities, if properly guided, can develop individual initiative, increase sensitivity to social needs, and teach rudiments of responsible citizenship that has prompted Military Government to encourage the organization of a wide variety of local youth groups. Stress has been put upon local initiative and locally elected leadership. Untiring efforts are constantly made to introduce a new conception of group leadership, to overcome the "Fuehrer prinzip" that ideas and plans flow only from the "leader" down.

A second major objective is the development of cooperative, community efforts on behalf of the leisure-time needs of *all* youth in a community, irrespective of race, creed, or economic status. Such voluntary cooperation among groups with different political or religious points of view has no precedence in the Germany of National Socialism and is a difficult point of view to get across. Youth groups think of themselves as competing for the loyalties of youth and do not recognize frequently their common objectives and needs. Even religious groups have to

learn that they may find their life by losing it in serving the needs of *all* youth. Local reconstruction projects and experiments in civic training have been encouraged and met with some success.

Of primary importance in lifting youth activities to a desirable level of informal education is trained, professional adult leadership. How isolated and narrow from the educational point of view are the aims and activities of youth groups is beyond the comprehension of German leaders unless they have been among the fortunate few permitted to travel to other countries. Military Government has approached this problem in a variety of ways. There have been leadership training projects, ranging from three-day workshops for camp counselors to the establishment of centers or schools for continuous short-term courses. Every opportunity to send youth representatives to foreign countries for observation and study has also been utilized. The Swedish Committee for Democratic Reconstruction has financed the visits of two dozen youth leaders, and plans others. The Rockefeller Foundation has financed a training program for nine leaders in England and eight in America. Various Protestant and Catholic international youth organizations have invited Germans to England, Holland, and Switzerland for short-term training.

### Demonstration Points the Way

The help of full-time professional group experts financed by American youth-serving organizations has been another creative factor at work in Germany. The Girl Scouts, the YMCA, the YWCA, the American Friends' Service Committee, and the World Council of

Churches have sent, at the request of German organizations, professional consultants whose demonstration of good group practices has brought to some German youth workers a new point of view and a welcome change in methods of group activities. This summer there are a dozen international workcamps sponsored by American organizations which are offering to a limited number of young people a new kind of experience in community reconstruction. And Army sponsored activities in many communities have demonstrated what can be done for the unorganized youth.

It is obvious that both the needs and the opportunities for educational guidance far exceed what Military Government officials can undertake. The help of American voluntary organizations and institutions is urgently needed. The government has recently agreed to finance the transatlantic travel expenses of students, but the cost of study and living in the U. S., must be borne by a sponsoring agent. This presents an opportunity to youth serving organiza-

tions, on the local as well as the national level, and to federated youth councils to invite German representatives for study and observation of group work practices. Similar programs have been undertaken by voluntary agencies in England on a large scale. The Youth Activity Section of the Education and Cultural Affairs Division will be glad to work out detailed plans for such a training program with any American group interested in inviting one or more youth representatives.

#### Now Is the Time to Influence

The urgency of needs can not be too much stressed. The situation is still fluid, youth are still receptive to new ideas and eager for contact with democratic countries. But it is also critical, for here the political tensions between East and West make their impact, even on the child of fourteen, and intensify his need for personal guidance and social understanding. Americans must offer help while the time is ripe lest the time should come when it is too late.

### EXPERIENCES IN GROUP PLANNING FOR GERMAN TEACHERS

*Dorothy Gray spent the major portion of her time in Bremen in work with teachers on developing a social studies program; and helped to guide teachers from the various types of schools in planning and working together—a practice not at all common in Germany. Miss Gray has returned to her position as assistant professor of education at Queens College, Flushing, New York.*

A GERMAN TEACHER said to an American one day, "We need to be told what to teach. I've taught history under four regimes and I've interpreted Bismarck so many different ways that I'm all mixed up!"

Those working with the problems of German education are likely to have

such a sense of urgency that there is a temptation to find a quiet corner in which to sit down and write a document which would indeed "tell the Germans what to teach." In our saner moments, however, we realize that desired changes will come only if there are changes in the thinking of the teachers.

### Catching Up Professionally

A need frequently mentioned by German teachers is to catch up with the educational research and literature which was developed during the twelve years in which Germans were isolated from the thinking of other countries. In different parts of the U. S. Zone many activities are being carried on to meet this need. Lectures and film-showings summarizing educational trends are presented; groups of teachers who read English or French are organized to read and report to other teachers about some of the materials sent from the U. S., England, France, and Switzerland; and sometimes regularly organized in-service courses for teachers are planned.

This catching up process is not limited to professional problems, but includes discussions of social, political, and economic developments of the last fifteen years. Many German teachers are hesitant about discussing current problems in their classes. They say this is because of their own inadequate information due to the fact that they have not had access to differing points of view.

Efforts are being made to meet this need through printed materials and discussions. In both the American and the British Zones, however, when teachers have chosen topics for discussion, they have shown marked preference for topics dealing with methods of teaching and purely professional matters rather than those dealing with current affairs of political and social significance. Many teachers have developed an apathy or even an outright resistance toward participation in community activities. This seems to be due to the memory of what happened to those teachers who took a part in political activities during the

Nazi regime plus a feeling of great insecurity as to which nation will be the occupying power in the near future. One teacher referred to the present situation as "this living in a state of suspension."

One of the real problems, then, of a program of in-service education is to help the teachers develop an idea of the social responsibilities of the school. At present this is not progressing as rapidly as those activities which deal with the more technical aspects of teaching.

### The Group Approach Is New

Another type of project is the organization of local committees of teachers to plan changes in a particular phase of the school program. In Germany there is little tradition for this way of working and yet it seems to have particular value there—value over and beyond that commonly recognized here.

In the first place, the fact that teachers hesitate to take an active part in community projects means that one of the only ways they will have group experience is by organizing to work on school problems.

Teachers in Germany need to learn more about the techniques of discussion and group work. The tendency to make long speeches, to maintain formality in group situations, and to keep leadership within a fairly small group are all deterrents to developing the kind of vital school program desired. If teachers in their own professional relationships can have dynamic group experiences, the chances for changes in the social climate of the school are greatly enhanced.

If these committees are planned so that membership includes teachers from different types of schools—elementary

schools, the many kinds of secondary schools, and vocational schools—it may be an important factor in breaking down the separateness of school programs which now exists.

Another value of this approach is that there are much greater chances that the changes made will survive. Changes made by Military Government authorities, no matter how wise, carry the stigma of being the plans of the “occupying power” and may be the first to disappear when occupation ends.

### Participating in Democracy

Several workshops have been sponsored, some to enable teachers in a local area to plan together and others to include representatives from all parts of the Zone. In some, teachers have concentrated on one area of the school program such as testing and evaluation, social studies, or the teaching of reading. Here is another chance for educators to experience democracy, to experiment with different techniques, and to analyze and evaluate the processes involved.

Working in this way is never easy. In Germany teachers actually have sub-normal energy because of diet, the lack of transportation makes meetings difficult, and most teachers are carrying a heavier than normal teaching load. It might be argued that out of kindness to teachers no extra meetings should be held and no extra burdens should be imposed. The encouraging thing is that large numbers of the German teachers do not consider this kind of work burdensome but are glad to have an opportunity to participate in group work.

Of course the mere fact that teachers get together does not insure successful or rewarding activity, and there are periods of frustration and discouragement. There is an increasing recognition, however, that if the schools are to become a real force in helping the German people learn the meaning of democracy and the techniques of operating democratically, teachers will have to be able to do more than verbalize about the democratic process—they will have to experience it!

## BROADENING THE BAVARIAN CURRICULUM

*Here is a glance at the scope of courses offered in the schools of Bavaria, and how the need for social studies in the curriculum is being met. Fremont P. Wirth, professor of history at George Peabody College for Teachers, Nashville, is at present with the Education and Cultural Relations Division as a consultant in the social studies.*

AS ONE EXAMINES the German system of education at close range and listens to class discussions in such subjects as ancient and medieval history, one is impressed with the fact that these subjects are usually well taught. One is also impressed with the thoroughness of the German instruction in classical and mod-

ern languages, music, and art. German teachers, as a rule, are well prepared for the work they attempt to do; but one is likely to be disturbed by the almost total lack of courses in the various social studies. Many German educators, however, are now becoming conscious of this lack in their curriculum. They are

interested in social education and are impressed by our efforts to educate all the children through the elementary and secondary schools.

### **The Curriculum Lack**

Secondary education in Germany has long been looked upon as preparation for the universities and has been highly selective. In Bavaria, for example, secondary education is being made available for only eight percent of the students of high school age. German secondary education places considerable emphasis on the classics, as well as on science and German literature, but there is little or no instruction in citizenship education as we understand it.

One of the important reforms urged upon the German school system by the American Military Government is extension of the opportunities for secondary education to greater numbers and revision of the curriculum to include more opportunity for social education and more direct citizenship training. A Social Studies Committee, composed of American educators, in 1947 made an excellent report in which it referred to the classical education emphasized in German schools as an obstacle to democratic education since such a system perpetuated class stratification. The Committee urged a social studies program along democratic lines. To furnish guidance for such a program the Committee set up goals for social education, described the characteristics of a democratic society, and prescribed guiding principles for the achievement of a better system of civic education.

Similar emphasis was placed on the social studies by the United States Commission to Germany in September, 1946.

This Commission suggested that the German schools change "the whole concept of the social sciences both with respect to content and to form."

The Office of Military Government through the Education and Cultural Relations Division is trying to carry out many of the suggestions proposed by this Commission, as well as those proposed by the Social Studies Committee. The American Military Government, in harmony with these suggestions, has ordered that education for civic responsibility and the democratic way of life must be emphasized in the curriculum, school organization, and administration.

### **Progress Is Slow—but Apparent**

The important task before the German educators is to give meaning to these directives and attempt to achieve the goals set up. Educators realize, of course, that a democratic society does not evolve over night and that a course on the problems of democracy does not at once solve all the problems of a nation suffering from defeat in a total war.

At the very heart of this revised system of education is a program for the social studies, extending through the elementary and secondary schools. In many schools, however, such a program is as yet far from being in operation. It is not an easy task for educators who have had little or no experience with democratic education to initiate such a program in its entirety, but many German educators have accepted the challenge. Progress is being made in the outlining of a social studies curriculum and in the preparation of manuscripts for textbooks, workbooks, and many other teaching aids.

### Material Centers Instituted

In the development of the social studies curriculum and the preparation of manuscripts, German and American educators are obtaining considerable help from the curriculum centers which have been established in a number of cities.

These curriculum centers serve as libraries or workshops. German teachers are anxious to see our latest curriculum studies and social studies textbooks, and it is highly desirable that these centers

be well supplied with the latest and best material available in the United States.

Well-stocked curriculum centers in numerous German cities would do much to help the teachers understand American education, and give them an opportunity to initiate curriculum studies of their own. If we continue to make materials available it will be of the greatest value in the necessary guidance in the reconstruction of German education.

## THE EXCHANGE PROGRAM IN ACTION

*Frank G. Banta, acting chief of the Cultural Exchange Branch, gives a brief account of the program in operation to get educators visiting and working in other countries in the effort to reinstate Germany in the world's culture.*

"BUT WHAT MEANT THE MOST to us was that the people everywhere were so friendly."—"They seem to think of me as a human being, not as a German."—"No one thinks about it that I am a German. Or, if they do, it doesn't matter." These are sentences taken from letters written back by German exchange students.

German youth has been taught all its life to hate and, with the Nazi's cunning grasp of mass psychology, taught that it is hated. From the three years that I have worked and lived in Germany I would say that there is little residue of the first teaching; Germans of every age, and most particularly the younger ones, are eager for contact with people and ideas of other countries. There is, on the other hand, a strong influence of the second, and supporting, line of propaganda, an influence that has incorporated itself into a sort of perverse nationalism: a vague but pervading belief that Germany is the pariah of the na-

tions. There is only enough truth in this thesis that one seeking to prove it can find his reasons.

### Aimed at Integration

The Cultural Exchange Program was initiated in a planned effort to destroy the spiritual and intellectual isolation of Germany and to reintegrate her into the world culture. It was planned in 1946, initiated in 1947, and is beginning in the summer of 1948 to assume real proportions. It has had to struggle through appalling labyrinths of bureaucracy. It has had to beg for money, for priorities, for transportation. The fiscal budgets of '47 and '48 contained no money for it except one sum to be used "for the re-orientation of Germany but not to be spent for Germans"; the '49 budget is at this writing not yet announced.

The Cultural Exchange Program is based on policies outlined by the State-War-Navy Coordinating Committee, which provided for the exchange of

eight categories of persons between the United States and Germany. These included leaders in education, religion, the arts, informational work, youth and social work, labor, and politics; apprentices and promising young leaders in any of these categories; and students. A later paper extended this exchange to countries other than the United States. Exchange of materials, sponsorship of schools, and exchange of correspondence are also encouraged.

### **A Nation to Nation Hook-Up**

Interchange of persons and materials was instituted between Germany and other European countries very early in the history of the occupation. At first Switzerland was the only country active on a large scale, and it has remained at all times in the lead in opportunities offered. England and Sweden have invited many Germans also, the latter particularly in adult education. The Lowlands and Denmark, where the people have not yet forgotten their embittering memories of occupation years, have nevertheless in the past year formed committees for the reinstatement of cultural relations with Germany—some on an idealistic basis and some arising from the hardheaded realization that Germany must be rehabilitated for the sake of the economic health of Western Europe. Italy has been particularly active in inviting theologians. France has been willing to help persons from her Zone to go to other countries.

All of these nations have likewise sent leaders in the various cultural fields to work in Germany. In April of this year the German universities in the American Zone were opened to a small number of foreign students; at writing, however,

the State Department has not yet commenced issuing passports to American students for regular study in Germany.

### **We Can Join This Project**

Every German who has gone to the States under the Cultural Exchange Program has been privately sponsored. This means that a private citizen or an organization has furnished the money. Principally it has been the former; but the Rockefeller Foundation, the National Catholic Welfare Conference, the American Friends Service Committee, World Church Service, the Mennonite Central Committee, and other organizations have offered blocks of scholarships. Individuals may not sponsor a German exchangee, but may found a scholarship for him at a university which will then take the position of sponsor.

Any school or organization wishing to invite a German to the United States for cultural purposes may do so. It must write to the Chief, Civil Affairs Division, Department of the Army, stating (a) program of training outlined, (b) extent of financial liability taken, (c) ultimate source of funds, and (d) person or type of person desired. Financial liability must be complete except for transportation to the States, which the Army has agreed to furnish on a space-available basis. (No space is at present available for women.) The Civil Affairs Division then notifies the Cultural Exchange Branch in Germany, which chooses or assists in choosing and clearing the candidate. A period of three to six months is desirable for careful work.

Americans like to do things themselves. They do not like to wait for their government to tell them what to do and when to do it. The Cultural Exchange

program presents a challenging opportunity for any school in the country to assist in one of the greatest tasks of its country. We are not trying to make

Germans into Americans. We are trying to give them the opportunity to become better Germans and, thereby, better citizens of a better world.

## THE QUALITY OF TEACHER TRAINING

*The program of teacher education in Germany is being modernized, and Marion Edman points up some significant factors in the reorganization of the previous program. Miss Edman is chief of teacher training in Bavaria.*

AS I WROTE MY NAME in the visitor's book which the principal of the school for American children in Munich had given me to sign, my eye glanced at the name written above my own. In neat, precise handwriting appeared "Frau Dr. Obermayr, Gemahlin des Herrn Oberstudienrat Dr. Franz Obermayr." At first glance, it seemed that only a member of royalty would need so much space to designate who she was, but as I read I realized that simple Mrs. Obermayr, wife of a high school teacher, and not a princess, had paid a visit to the school. Just who Mrs. Obermayr was I had no way of knowing, but that she basked in the glory of her husband's titles was clear.

In the signing of her name, Frau Dr. Obermayr revealed much of the status of the teacher in Germany. In the first place, German teachers are divided very definitely into classes, and within classes there are degrees of rank. Not even wives forget for one minute that this is the case and are careful to indicate exactly on which rung of the ladder they sit perched by virtue of their husbands' positions.

### Variance in Teacher Status

The greatest distinctions are made between those teachers trained at universi-

ties and those trained at schools which correspond roughly to the American normal school of fifty years ago. Generally all teachers in elementary and vocational schools belong to the latter group; all teachers in secondary schools and institutions of higher learning belong to the former group. There is considerable differential in the salaries paid to teachers above the elementary level.

Teachers of both groups have traditionally enjoyed rather good social status in the communities in which they work. In the smaller communities, they are, perhaps, on a slightly lower scale than the parish priest and the doctor, but rank well above the trades people and business men. In the larger communities, the elementary teacher tends to disappear as a factor in social life; secondary and college teachers rank well with other professional groups.

This difference in relative social status in their community life made a considerable difference in the amount of pressure which the Nazis exerted on teachers to become party members. In the cities large numbers of elementary teachers remained outside the party because no one considered them important enough to bother much about. But in the smaller communities great pressure was put on practically all teachers to ally them-

selves with National Socialism because of their great influence on the people there. Thus, during the Nazi period, the paradox of the teachers' situation was made even sharper.

### Identifying and Meeting Needs

Following the end of the war, teacher training in Germany has taken on great significance for three reasons: (1) great numbers of new teachers had to be trained to replace those who, for one reason or another, became party members; (2) a program had to be developed which would not only help to break down the class distinctions within the teaching group, but which would, in a sense, contribute to the breaking down of class distinctions within the whole framework of German education; and (3) it was evident that many features of the traditional training program for teachers was hopelessly outmoded and must be modernized.

The first need has been taken care of through an emergency training program which has placed many young teachers in German schools during the period of the occupation. Many of these young teachers, in spite of their brief training, are making the best of a bad situation where class loads are hopelessly large, buildings are destroyed or damaged, books are lacking, and children are living in the almost hopeless social and economic situation which follows total war. The teachers in this group need help in spite of their brave efforts to carry on, and they will have to be provided opportunity for further training as soon as conditions permit.

The second and third considerations: the breakdown of class distinctions among teachers and the modernization

of the training program, must come about through a complete reorganization of the previous program of teacher training. The occupying powers have issued directives that all teachers are to be trained at the university level and paid equal salaries for equal training.

### Strategic Time for Change

This means the dissolution of the old six-year normal school for elementary teachers which admitted students at the end of the eighth grade and then trained them in a narrow pattern of professionalized subject matter and pedagogical tricks. In the future, teacher training will begin with students who have obtained an *Abitur* (a diploma somewhat more advanced than a high school certificate) and will continue for two or three years, either at a university or at an institution of a corresponding level of academic competence. In some places, plans are in progress for training secondary and elementary teachers at the same institutions. In most cases, this is not yet possible due to the lack of proper buildings and facilities.

Generally, the training of teachers in Germany has not reached the professional status that it has achieved in America. Here education is still regarded primarily as an offshoot of philosophy and not as an empirical science. Much needs to be done in building an understanding of the scientific method as it applies to the education of teachers and of children. If through education it is possible to build a society of free men, there is a great challenge in Germany to supply the bottles which will hold the new wine of the new order. No educational system can rise above the quality of its rank and file of teachers.

## GERMAN COMMITTEES FORMULATE SCHOOL REFORM IN LAND HESSE

*The work of Vaughn DeLong, deputy director of the Education and Cultural Relations Division in Hesse, has been that of setting up educational planning with various community groups. From this participation Mr. DeLong is well qualified to write on the system of curriculum committees in force at present.*

HOW DOES ONE democratically develop basic school reforms in a country which is occupied by a foreign military force? This was one of the questions facing American Military Government in its occupation of Germany. The negative aspects could be carried out by decree. But if positive changes were to be lasting then the decrees concerning them had to be accompanied by education.

### Groundwork for Improvement

A list of ten basic principles was formulated and given to all Land Ministries of Education in the American Zone in January, 1947 as the basis upon which the German schools were to be developed. The most important ideas contained in these ten principles are:

that there should be equal education opportunity for all

that there shall be free tuition, free textbooks, and free material in all public schools

that the two-track system school with the overlapping of elementary and secondary school shall be eliminated

that schools shall lay emphasis upon education for civic responsibility and for the promotion of international good will

that teacher education shall be on the university level

that the administration of the schools shall be democratic.

The Ministries of each Land were further instructed that the reform plan of each Land should represent the best

collective thinking and that it must be as forward looking as the resources of each Land permitted. The suggestion was made to the Education Ministry in Hesse that appropriate committees should be set up to study various aspects of reform and that the Ministry's plan should incorporate the thinking of these committees.

### A Way to Begin

Committees appointed by the Ministry in Hesse with the approval of Military Government immediately set to work upon the task of studying the problems of school organization and curriculum. In order that these committees might fully represent the various points of view and the different geographical sections of the Land their members were selected systematically. A main committee was formed to review from a broad viewpoint the work of each of the professional sub-committees. This main committee, composed of approximately fifty persons, was equally divided between professional and lay members. The lay members represented the various political parties, the churches, youth organizations, teachers, and administrators.

Sub-committees composed entirely of professional members were established to study and make recommendations upon specific fields. One committee was formed for elementary schools, one for secondary, and one for vocational.

There were also committees for each of the school subjects: German, mathematics, geography, history, citizenship, ancient languages, etc. A total of nineteen sub-committees devoted an average of one full day each two weeks to their tasks until September, 1947. Certain key members of some committees devoted full time.

#### Varied Degrees of Progress

The first reports of all committees were received by the Ministry in July, 1947. As would be expected some of the first efforts were entirely inadequate, reactionary, and unacceptable. Some work was very mediocre and indicated that only a bare beginning had been made on the solution of the problem. Some of the reports were excellent, showed a great amount of extremely careful and conscientious work, and promised definite progress toward the desired goal of democratic schools to train democratic citizens. These first reports were carefully studied and constructive criticisms were made by the Military Government Education Division staff. Intensive work has continued by the committees and October 15, 1948 has been fixed as the deadline for the completion of all committee drafts of courses of study.

The second and third steps in the construction of the new courses of study were begun in July, 1948. Each committee report is being published as a monograph which is being used for discussion by the Hessen teacher group and by interested citizens. Suggestions and criticisms resulting from this discussion are then studied by the committees and the drafts are modified, if

desirable, before they are finally printed.

The first monographs to appear were: "Basic Goals of Education," "Citizenship Course of Study," and "Guidance—Basic Information." It is expected that there will probably be thirty to fifty monographs in this series.

#### Goals Are Being Reached

Some accomplishments up to July, 1948 are:

- Participation by approximately 350 German educators in writing new courses of study and planning for school reform.
- Formulation of basic goals in education.
- Adoption of the principle that the course of study in each subject shall follow the same basic outline for all pupils through grade nine.
- Completion of an entirely new outline for training in citizenship and for history.
- Virtual completion of the first two entirely new textbooks in citizenship.
- Virtual completion of entirely new textbooks in history for the fifth grade, sixth grade, and for grades ten to twelve.
- Progress in all other subject matter fields to the point that the outlines can be completed in October, 1948.

German school reform is being worked out by German educators within the framework of principles established by Military Government and with the advice of the educational staff members. But the final formulation is German.

The history committee stated very concisely in their goals a point which is basic to all school reform and which is apparent in all of the new course of study outlines. "Men and human nature must be moved to the foreground."

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