

**Research Note**

Microfiche Collection  
The U. S. Occupation of Germany:  
Educational Reform, 1945–1949

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*I. The Materials in the United States Pertaining to the History of Education under the U. S. Occupation of Germany*

Research on postwar Japanese education using the Supreme Commander for the Allied Powers (SCAP) records has been undertaken rapidly in the last few years. In particular, with research grants provided by the Ministry of Education's Scientific Research Funds for Overseas Project under the title "Research on Materials in the United States Relating to Japanese Education during the Occupation," led by Hideo Satow, National Institute for Educational Research of Japan, has been making notable progress in the full-scale collecting of materials in the United States and uncovering many valuable documents relevant to research on education reforms under the U. S. Occupation. These documents are to be found in the *Educational Reform in Japan, 1945–1952*, a sister microfilm publication to this collection.

Paralleling the acceleration of research in Japan, recent research in the United States concerning the history of German education under the U. S. Occupation has been progressing rapidly. At present with the elimination of the Berlin Wall, a symbol of the division of East and West Germany, the attention of the entire world is focused on the radical changes taking place in Eastern Europe. This is extremely meaningful for historians interested in German education reforms under the U. S. Occupation. Because the Occupation marked the beginning of the postwar period, this trend will probably continue developing.

The quantity of materials in the United States relating to the Occupation of Germany is extraordinarily abundant, even more than those relating to the Occupation of Japan, which suggests the importance the U. S. placed on Germany. Renumbering and reboxing the documents is proceeding much more slowly than in Japan. However, the majority of these can be found at the National Archives and Records Administration (NARA) in Washington, D. C.

NARA, located in the center of Washington, D. C., is an enormous building which houses documents covering over two centuries. There are hundreds of millions of pages of data, six million photographs, five million maps and diagrams, 100,000 films, and 80,000 voice recordings. Entrance to the premises is strictly regulated, taking several hours before research can begin at a designated room. However, these documents are available to all historians, and can be copied as needed.

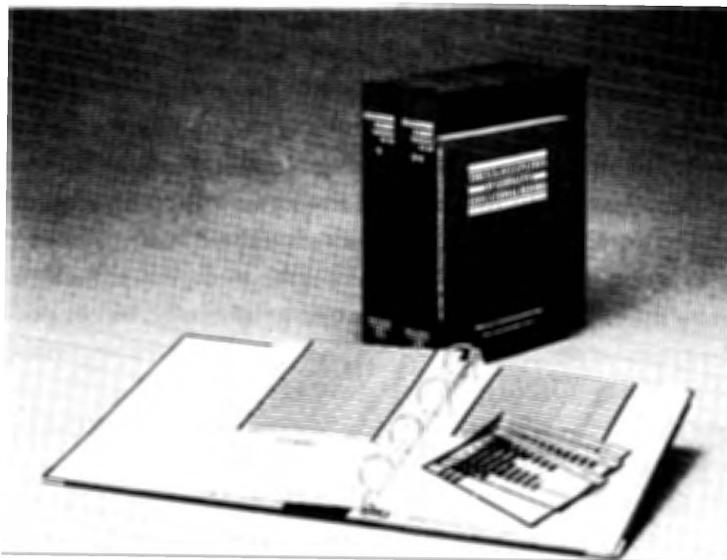
The United States has been more liberal than the other three occupying nations,

Great Britain, France, and the Soviet Union, in opening its archives on the Occupation to historians. In addition, the materials are well organized. For example, the British have only recently begun to grant access to their records. The French resolutely maintain their fifty-year rule. The Soviets have never announced a schedule of public access to documents on the Occupation. Of course, the United States also has certain regulations for using the official documents. For example, State Department Records are made public only after 25 years, while military records of the Departments of War and Navy are made public only after a period of 30 years. At present, NARA and the Washington National Records Center (WNRC), located in Suitland, Maryland, near Washington, D. C., remain the most promising archival collections for historians of the German Occupation. In addition, the researchers can actually make use of original documents.

For example, all documents, including "The Report of the U. S. Education Mission to Germany," and "The Report of the U. S. Social Studies Committee to Germany," are held at the WNRC. Incidentally, "The Report of the U. S. Social Studies Committee to Germany" is one of the "phantom reports" which has not been made public to this day, and is a primary source regarded as critical to future research on the introduction of social studies in postwar Germany. Important primary source documents like the above have been preserved in the WNRC without ever having been made public.

## *II. The Features of the Collection*

The volume of U. S. educational materials relating to Germany is truly and extraordinarily abundant, making it impossible to describe details of the contents. The United States Government's education policies toward Germany and Japan were not unrelated, but rather part of the overall policy and postwar diplomatic strategy toward the Occupations, and many similar points can be seen when searching through the materials. As one part of postwar education reforms in Japan, the editor was interested in researching "The United States Education Mission to Japan, March 1946." For the same reason, the editor has also focused on "The U. S. Education Mission to Germany, August 1946," with particular reference to the details of its formation and of the way reports were prepared in comparison with Japan. Materials relating to the Occupation of Germany have not been available in Japan, and the editor found it necessary to travel to the United States several times to research and collect the documents in NARA. Due to the sheer volume and the lack of organization of the documents, it took considerable time to find the relevant materials. However, once the editor did find these "treasures" he became their "prisoner." The educational documents in the Civil Affairs Division of the War Department, which dealt with Germany, Japan and Korea, are grouped together under the same category, and therefore research on these countries can be carried out simultaneously. The editor is not an expert on German education, but he felt that, upon seeing a treasure trove of so many important primary source documents, he should make these available to many researchers. With the compilation of these materials, the editor tried to remove editorial bias, and worked hard to collect these materials



and to arrange them in archival order to the greatest degree possible. For the most part, many compilations are made with the documents that had been used by a researcher working in a particular area. However, this is the first complete compilation of original documents housed in NARA and WNRC for researchers in Japan. As an editor he also encourages others to conduct research on postwar German education upon the publication of this collection. This may be considered to be the editor's attitude toward this collection and its features. Thus, the importance of this collection is obvious. The researchers can use this collection while in Japan. However, because the documents are not precisely organized, it is necessary for researchers to fully and closely examine the documents as needed. As an editor he feels that materials have no inherent value if they are inaccessible. Rather they are given "value" when researchers can use them properly.

### *III. The Structure of the Collection*

*The U. S. Occupation of Germany: Educational Reform, 1945-1949, Volume 1* covers the planning and implementation of educational reforms from 1943 to 1949. The documents are roughly divided into the following: State Department Records; POLAD Records; Civil Affairs Division Records of the War Department; and materials relating to educational reforms carried out in Bavaria and Bremen by the Office of Military Government for Germany, United States (OMGUS). In addition, for those researchers interested in investigating other *Länder* (states), *The U. S. Occupation of Germany: Educational*

*Reform, 1945-1949, Volume II* will include OMGUS Records for Hesse, Baden-Wurttemberg, as well as records for the U. S. Sector in Berlin where the Occupation was carried out jointly by Britain, the U. S., the Soviet Union, and France.

The following are the features of each records in comparison with Japan:

#### 1. State Department Records

The State Department records in NARA are available to historians from anywhere in the world on an equal basis. In the past access to these documents had been restricted, in some cases only part of the documents could be copied, and the contents of the copies were strictly checked by State Department officials. At present however, not only have these restrictions been lifted, but copying directly from original documents is also permitted.

The State Department records which are filed under Record Group (RG) 59, comprise 19,000 cubic feet covering the period from 1910 to 1963, and include the following documents: State Department diplomatic documents; documents from other government agencies; documents relating to foreign governments; and the president of the United States.

From 1945 to 1949 State Department records relating to the Occupation were filed under a decimal system. Using the decimal number 862, as a realistic example, it breaks down as follows: 8 represents State Department diplomatic documents; next, 62 stands for a particular country code. In this case 62 stands for Germany. In this way we can quickly ascertain that 862 is used for "State Department diplomatic records relating to Germany." In addition, decimal numbers represent various detailed areas such as political, constitutional, military, social, economic and financial, industrial, transportation, and communication issues. For example, the ".42" in 862.42 represents reeducation problems, which is to say that all documents relating to German reeducation are categorized under 862.42. Incidentally, State Department records concerning reeducation in Japan are located under 892.42 (8 for State Department diplomatic documents, 92 for Japan, and .42 for reeducation). A typical reference is "U. S. National Archives, Record Group 59, U. S. Department of State, Decimal File 862.42/5-1446, Office Memorandum, From Speier to Anderson. Subject: Education Mission to Germany," which indicates the record was received on May 14, 1946. The record of "Background Material on Mission" was included and it explained that the idea of a Mission to Germany had grown out of the previous Mission to Japan when William Carr, National Education Association, proposed a similar mission to Germany.

This decimal file system is not completely consistent, and in many cases documents went from one department to another, but the original date they were received remains. However, this gives a rough guideline. State Department records concerning Japan comprise 65 boxes while those relating to Germany total 187 boxes.

In addition, documents relating to World War II, from 1939 on, are grouped under 740.0011. At the end of these numbers, another number is affixed along with a title to describe the document. For example, 740.00119 Control (Germany) covers documents relat-

ing to the control of Germany, while 740.00119 Control (Japan) relates to Japan in the same way. For Germany there are 174 boxes which fall under this heading, while for Japan there are 20 boxes.

Important documents of the State-War-Navy Coordinating Committee (SWNCC) which deal with Occupation policy are also included. This Committee was established during the war in December 1944 as an organ for coordinating as its title suggests. Adjustments in both political and military aspects and the basic Occupation policy were actually determined here. In 1947, the Air Force was added, and the name was changed to the State-Army-Navy-Air Force Coordinating Committee (SANACC) accordingly. SWNCC 269 contains records relating to reeducation in Germany. For example, SWNCC 269/5 "Long-Range Policy Statement on German Reeducation," indicates that this is a basic document for the U. S. Education Mission to Germany.

228 items on educational documents have been selected from the State Department records.

## 2. POLAD Records

POLAD (Ambassador Robert Murphy's Office of the Political Adviser) records had a direct channel to the Office of Military Government for the Occupation of Germany. For Japan this would be the equivalent of MacArthur's political adviser, Assistant Secretary of State George Atcheson, Jr., who was in Japan to give current reports on Japan to the State Department as needed. POLAD records are in NARA, located in Record Group 84 in the decimal file system. All education materials can be found in POLAD's decimal number 842. For example, 1945 POLAD education materials are preserved in Box 734 of 842, while 1946 POLAD education materials are in Box 758, and 1947 POLAD are in Box 817. There are much fewer POLAD records than OMGUS records. However, they are of much greater important because POLAD had the function of directly contacting both the State Department and OMGUS. From these records, 42 items have been extracted.

## 3. War Department Records

We can broadly divide the War Department records stored in NARA into two categories: United States and occupied Japan and Germany. In Washington, the Civil Affairs Division (CAD) of the War Department was mainly responsible for dealing with the occupied territories. The CAD was established in 1943.

War Department records can be found in the CAD files in NARA. The War Department used a different decimal system than the State Department. All documents in the CAD files are located in NARA under the WDSCA 350 which is in Record Group (RG) 165. These documents not only cover Germany, but contain all education documents for occupied countries where the War Department was involved such as in Japan, Korea, and Germany. All are to be found in WDSCA 350. For example, the document titled "RG 165, WDSCA 350 (Education), Letter, Willard E. Givens to Henry L. Stimson," indicates that the record was received on June 14, 1945. Actually, this letter

was sent by Willard E. Givens, Secretary of the National Education Association and a future member of the U. S. Education Mission to Japan, March 1946, to Secretary of War Henry L. Stimson while Japan was still at war. The letter concerns the dispatching of an education mission to Germany. The material is, for the most part, arranged in chronological order. However, it is important that researchers view each document to ascertain the contents. As the War Department was the organ which implemented Occupation policy, there are many actual records from schools included. An index heads each volume.

857 items have been extracted from War Department educational documents, 1943-1949.

#### 4. Office of Military Government for Germany, United States (OMGUS) Records

These records consist of documents related to the Occupation of Germany including those of the Supreme Headquarters, Allied Expeditionary Force (SHAEF) and the Office of Military Government for Germany, United States (OMGUS). For Japan, the equivalent would be the American Forces, Pacific (AFPAC) and the Supreme Commander for the Allied Powers (SCAP). Among these, OMGUS and SCAP records should prove invaluable for research on the Occupation. All of these records are now available.

In particular, the OMGUS Records prepared by the Office of Military Government for Germany, United States, are extremely important for those researching the Occupation of Germany. The volume of this material, which is much greater than either the State Department or the War Department records, consists of 10,000 cubic feet of documents and several hundred rolls of microfilm, located in WNRC. This material was first shipped there in 1970, and the records were opened to historians in 1974.

In West Germany, the *Institut für Zeitgeschichte* began preliminary research in the fall of 1975 on OMGUS records. In the fall of 1976 they began a three-year project to select and inventory the records, including microfilm. The plan only included historical research and the publication of materials relating to the Occupation of Germany. The quantity of this project is about 1/5 of the total volume. It is not nearly so large as the project which the National Diet Library of Japan is undertaking now.

This huge quantity of materials is not adequately catalogued: the vast majority of the material even now carries the same shipping number as when it was transferred from Germany in 1951, and is not more than a rough guideline. For example, the document titled "OMGUS 308-1/5, Memo, Taylor to IA & C Division for Clay, 29 April 1946," shows that this document was held in Shipload No. 5, Box No. 1, Locker No. 308. This memo was sent by John W. Taylor, Chief of the Education and Religious Affairs Branch, Office of Military Government for Germany to General Clay, Deputy Military Governor, Office of Military Government for Germany. In the memo Taylor reports to General Clay that dispatching a U. S. Education Mission to Germany is not necessary. Currently, the archivists are renumbering and reboxing all documents, but this original numbering system still remains necessary for locating materials. With access to the OMGUS records future researchers will probably be able to look deeply into particular ac-

tivities in the Office of Military Government for Germany. At the present stage, the records are not being fully utilized by researchers. The following document is an example of the OMGUS records: "OMGUS, Box 74, Education and Cultural Relations Division, Records of the Education Branch, Cultural Exchange & Schools: Ship List 300-25 Cont. No. 4014, Report of the United States Social Studies Committee to Germany, Submitted to Dr. John W. Taylor, Chief of the Education Religious Affairs Branch, for the use of the Office of Military Government for Germany (United States), April 1947."

Education reforms were undertaken in each *Land*. Because of this the form of educational changes varied widely and radically. These changes included the beginning of classes, length of holidays, school system, curriculum content, and almost everything else including teacher training. This collection deals with the following *Länder* in Germany: Bavaria, Bremen, Hesse, Baden-Württemberg, as well as a record of materials dealing with education for the U. S. Sector in Berlin, the occupation of which was carried out jointly by Britain, the U. S., the Soviet Union, and France.

Some *Länder*, with the support of the Office of Military Government and Germany's Social Democratic Party, were able to establish unified educational systems, separate church and education, and introduce democratic education, which greatly speeded up the implementation of educational reforms. However, this did not happen in all *Länder*. For example, educational reforms did not progress in Bavaria, as shown in documents compiled in Volume I. Bavaria completely resisted educational reforms under the U. S. Occupation to the very end and the battle of education reforms was started by the issues of denominational schools. In July 1945, the Bavarian Ministry of Education cited the religious treaty which the Vatican signed with the Hitler Regime in 1933, and using the power of the Catholic Church, announced regulations on religious education. In response to this, the U. S. Military Government selected Franz Fendt of the Social Democratic Party to become Minister of Education to stall the denominational schools. However, in December 1946, the Bavarian Constitution laid out basic principles for religious education in their school guideline. In the *Land* elections of December 1946, the Christian Social Union won, and Alois Hundhammer became Minister of Education. In this way attempts at educational reform was rejected.

Of the 13 boxes of materials dealing with education in Bavaria, 464 items have been extracted. In particular, many important documents dealing with the reopening of German schools and actual conditions at the schools relating to educational reforms are included.

In contrast to the extremely conservative nature of Bavaria, Hesse as shown in documents compiled in Volume II, use the momentum of Occupation policies to reform education, to become the most progressive *Land*. Hesse was the center of the U. S. military occupied areas, and the area where the U. S. Education Mission to Germany and the U. S. Social Studies Committee to Germany had the most impact. Extracts from 35 boxes of materials relating to educational reforms in Hesse have been included. Among these are many important documents showing the response of the Office of Military Government the original copy of "The Report of the U. S. Social Studies Committee to Germa-

ny, April 1974 ” known as the “phantom report, ” and “The Report of the U. S. Education Mission to Germany, October 1946. ”

Also included are extracts from 43 boxes of education materials about Bremen. Many U. S. Military Government records, including monthly reports, are relatively few (only 12 boxes). However, most of them are important, and therefore almost all have been included. In addition to detailed monthly, weekly, and daily reports, reports by subject have also been included. On top of this, a Report of the U. S. Education Mission to Germany written in German language have also been included.

Finally, excerpts from 15 boxes of education materials on the U. S. Occupation of Berlin have been included. These documents should prove vital to any thorough investigation of the U. S. Military Occupation of Germany.

As mentioned above, educational reforms in Germany were carried out separately in each *Land*. Through these documents it is possible to become familiar with educational reforms in occupied Germany as a whole. Also, at the same time, overall research into these educational reforms in occupied Germany and Japan can be studied objectively.

In closing, the editor would like to acknowledge Dr. James F. Tent, Professor of History, University of Alabama in Birmingham who gave his kind assistance to locate the documents at the National Archives and using his POLAD materials for preparing this collection. Dr. Tent is an expert on educational reforms in American-Occupied Germany and a historian who has extensively used the documents.

NOTE:

*The U. S. Occupation of Germany: Educational Reform, 1945-1949* (published by Congressional Information Service, Inc., and Maruzen Co.)

資料紹介

## 『戦後ドイツ教育改革在米史料集成』

土持ゲーリー法一

連合国軍側の占領文書を利用して、戦後日本の教育史に関する実証的な研究が活発におこなわれている。とくに、文部省科学研究費補助金・海外学術調査「占領期日本教育に関する在米史料の調査研究」(佐藤秀夫代表者)の予備調査(1985年)および本調査(1986年)の実施による本格的な在米史料の調査収集が進展し、占領教育研究に関する多くの貴重な史料が発掘された。これらの収集史料は『戦後日本教育改革在米史料集成』の中に所収され、すでに多くの研究者に利用されている。日本における占領教育史に関する研究の進展と並行して、アメリカにおいても近年、ドイツにおけるアメリカ占領教育史に関する研究が積極的におこなわれている。東西ドイツの分断の象徴であった「ベルリンの壁」が撤去され、東欧の激変ぶりが世界の注目をあびている今、戦後の原点である占領下ドイツにおける教育改革に関する歴史的な研究はさきわめて意義あることで、今後益々進展するものと思われる。

本マイクロフィッシュ・コレクション『戦後ドイツ教育改革在米史料集成』(Congressional Information Service, Inc./丸善共同出版)(第1巻)では、ドイツ降伏前の1943年から敗戦後の1949年までの間のドイツ教育改革の立案および施行に関する基本的な史料を米国国立公文書館所蔵の国務省記録文書、陸軍省民事部記録文書、POLAD文書、そしてワシントン国家記録センターに所蔵されているドイツ占領軍政部記録文書(OMGUS)の貴重な第一次史料の中からバイエルン州における教育改革に関する史料に大別して収録している。さらに、第2巻では占領下ドイツの教育改革をケース・スタディー的に学ぶ研究者のために、ドイツ占領軍政部記録文書のブレーメン州、ヘッセン州、ヴェルテンベルグ・バーデン州そしてイギリス、アメリカ、ソ連、フランスの4ヶ国共同統治下に置かれたベルリンのアメリカ占領地区に関する史料を収録する。