

AN ABSTRACT OF THE THESIS OF

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Title: A History of the Department of Defense Dependents

Schools, Okinawa, Japan - 1946-1978

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The focus of this study was to identify persistent problems in the developmental history of the American Department of Defense dependents schools in Okinawa, Japan. The period of time covered was from 1946 through 1978. The study includes historical descriptions of curriculum development, obtaining and maintaining school facilities, and the changing ethnic composition of the student body. A review of major public laws, directives, and Congressional actions which influenced the dependents schools in Okinawa is also included.

Several conclusions of the thesis are as follows:

1) Congressional site visits and surveys were a direct stimulus to improved educational programs for the overseas dependents schools; 2) staffing, facilities, increased enrollments and curriculum development problems in the dependents schools in Okinawa corresponded closely with those of

the public schools located in the United States; 3) the unique features of the American dependents schools in Okinawa are the ethnic and cultural mix of the students, and the location in an Asian culture; and 4) an inordinate amount of time was spent by school officials in obtaining school facilities and logistical support.

The study recommends that the Director of Dependents Schools should: 1) obtain authorization to restrict the movement of children overseas until adequate school facilities are provided; 2) systematically develop an educational program for American bilingual students in Okinawa; 3) direct school principals to include the study of Okinawan culture and language in the curriculum, and administratively support more involvement of American students in Okinawan activities; 4) continue the Five-Year Curriculum Development Plan with more parent and teacher participation; and 5) establish requirements to make annual reports direct to Congressional committees on the quality of education in overseas dependents schools.

The study concludes that Congressional action withdrawing the management of dependents schools overseas from military control was justified. The American armed services placed a much higher priority on their military mission than school support for dependent children of officers, enlisted men, and civilians located overseas.

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A History of the Department of Defense
Dependents Schools, Okinawa, Japan - 1946-1978

by

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A History of the Department of Defense
Dependents Schools, Okinawa, Japan -- 1946-1978

I. INTRODUCTION

Background

The Department of Defense established in 1946 an elementary and secondary school system overseas operated by the Office of Overseas Dependents Education. This system, now known as the Department of Defense Overseas Dependents Schools, is comprised of more than 268 schools at 200 different locations in 20 countries around the world. Approximately 152,000 dependents of military and civilian employees of government agencies overseas are receiving part of their kindergarten through twelfth-grade education under this system. These schools rank as the eleventh largest school system in the United States. Because of their location in different cultures and the fact that they exist to serve the United States military presence, these schools are educational enterprises whose uniqueness deserves careful study.

Between the years 1946 and 1978 an estimated two million American students and fifty thousand teachers took part in the overseas educational program for dependents of military personnel and civilian employees of government agencies abroad.¹ A precedent for developing dependents

education was established by a United States general early in the 1800's. General Winfield Scott, a leader of United States troops in the War of 1812, was perhaps the first to recognize the requirements for schools to educate dependents of military personnel. Wives and children accompanied the United States Army as it moved westward to establish posts along America's isolated frontiers.²

In 1812, an education-minded Congress looked with favor on General Scott's innovative educational program and enacted a law to provide funds to support it. The money, Congress stipulated, was to come through a special tax levied on itinerant traders and merchants for the privilege of selling their wares to the troops.³

For the next century, funds for dependents schools were provided alternately by the Congress and the Army. Following World War I, most American troops returned home. Children of military families in this era could be generally accommodated in public schools in this country and post schools at the few permanent United States bases. For a brief time after the war, the post school system won the approval of Congress and funds were provided for this purpose. Later, the schools had to be supported by post exchange profits and local post contributions.⁴

After World War II, United States international commitments required United States troops to remain abroad

in many parts of the world. This commitment made it necessary to provide education for the children who could join service members assigned to occupational forces abroad.

The Military Services, therefore, initiated in 1946 a system including elementary and secondary schools for dependents of military and civilian personnel serving at United States bases located in many overseas countries. This system expanded at a tremendous rate during the post World War II years as each Service opened schools needed by dependents accompanying service members overseas. Dependents schools were operated throughout Europe, North Africa, the Middle East, the Atlantic area, the Philippines, Japan, Okinawa, Korea, and on Midway Island.

The United States Army established a dependents educational program overseas in 1946. On October 14, 1946, 38 elementary schools and five high schools, staffed by 116 American teachers, opened their doors for 1,297 dependents children in Germany.⁵

In Japan the first recorded arrival of dependents occurred May 10, 1946 when families of Army Air Corps personnel landed at Johnson Army Air Base located in Irumagawa. Johnson School opened September 7, 1946.⁷ In Okinawa, Japan, only sixteen months after one of the most costly battles of World War II in which an estimated 104,000 lives were lost, a school was established for

dependent children of military and civilian personnel.⁷

The commitment by the United States to become deeply involved in occupational responsibilities among the defeated powers in Europe and the Far East after World War II, resulted in the occupation of Okinawa which lasted much longer than it did elsewhere. The decisions that resulted in having dependent wives and children accompany military members and civilian government employees to the overseas areas resulted also in attempts to transplant the American culture to these overseas military installations in Okinawa. One of the institutions that has served to perpetuate the American culture overseas is the Department of Defense defense schools.

The history of the Department of Defense Dependents Schools in Okinawa from 1946 to 1978, their development and expansion is the subject of this study.

Historical Data Sources

In the process of determining the need to research and write a history of the Department of Defense dependents schools in Okinawa, existing professional literature was reviewed. The basic library sources, such as the Dissertation Abstracts, ERIC Files, Readers' Guide, and Educational Index revealed a number of articles and studies about dependents schools overseas. None of these articles or studies, however, dealt specifically with more than a brief

period or overview of the dependents schools in Okinawa.

A doctoral dissertation by Cardinale (1965) who is presently the Director of all Department of Defense dependents schools worldwide, focused upon their origin, history, and unification. He stated in this dissertation that a search of all dependents schools' records failed to reveal adequate information on the early operation and administration of dependents schools in the Pacific.³

Another doctoral dissertation by Oshiro on the historical development of the dependents schools, with emphasis on Japan and the Far East-Pacific, did provide some information on the organization of dependents schools in the Pacific and details on the history of schools in Japan. However, no specific information on the development of dependent schools in Okinawa was included in this dissertation.

Three unpublished Master's theses, written in the 1960's, Breeding (1962),¹⁰ James (1965),¹¹ and Lynch (1965),¹² revealed very little information on dependents schools in the Pacific and none on dependents schools in Okinawa. James (1965) reported that, "due to the lack of official historical records on dependents schools in the Pacific" he was precluded from furnishing reliable statistics. (James must have meant that there were no official records at Maxwell Air Force Base in Montgomery, Alabama, because, in fact, substantial historical documentation was available to the present researcher on site in Okinawa.)

Several other articles were reviewed for information on dependents schools, and particularly dependents schools in Okinawa. Gardiner,¹³ a principal of Bremerhaven American Dependent Schools, wrote about his experiences as a supervisor during the 1960's. Johnston,¹⁴ who was then Chairman of the North Central Association's Dependents Schools Committees, wrote about early accreditation problems in Europe. Also, Stoffel,¹⁵ who was then Assistant Director of the National Education Association, visited the dependents schools in Europe and reported his findings. These three articles mentioned dependents schools in the Pacific hardly at all, and contained nothing concerning Okinawa dependents schools.

In 1969, Elizabeth Francis,¹⁶ an elementary teacher in Cuba, wrote a condensed and fragmentary history of the Department of Defense Overseas Dependents Schools. In this brief history, she cited an historical precedent for dependents education overseas and described the Army, Navy, and Air Force roles in the management of dependents schools. She reported briefly on unification, organization, administration, facilities, and personnel. She also gave some information on curriculum and instruction which was very generalized for an overview of a worldwide system. No information or details were given concerning the Pacific schools other than total numbers of personnel and students. The name of Okinawa did not appear in the entire history.

The wife of a civilian employee of the United States Army in Okinawa wrote a very brief account of her experience as a teacher in the dependents school in Okinawa during the early 1950's.¹⁷ This was too brief and too informal to be of much value as a comprehensive historical treatment of the topic.

After a careful review of the usual research literature to determine if a history of the dependents schools on Okinawa had been written, other sources were sought. Local sources on Okinawa were investigated for data, statistics and information on the dependents schools. Materials for writing this study were obtained from the following sources:

1) Historical Division, Civil Administration of The Rhykyu Islands, High Commissioner of the Ryukyu Islands, Annual Reports from 1948-1970;

2) Activity Reports of the Superintendent, Dependents Schools, Okinawa, 1950-1958;

3) Area Superintendent's Annual Report for School Year 1967-68 and School Year 1968-69;

4) Minutes of School Board Meetings, 1955 through 1960;

5) Pacific Area Program Advisory Council Minutes, 1968 and 1969;

6) Student Body Yearbooks from 1948 through 1978;

7) Morning Star (Newspaper), published in English on Okinawa, 1950 through 1958;

8) Stars & Stripes (Newspaper), Far East Edition;

9) Individual School Activity Reports submitted to the

Superintendent, 1954 through 1957;

10) The Overseas Schools Newspaper, 1975 through 1978;

11) Curriculum guides, teacher and student handbooks, directives, instructions from military commanders and Army and Air Force regulations;

12) Letters from former employees were obtained to gather information on the early years, especially from the inception in 1946 to 1950 (both external and internal sources were used to corroborate this data);

13) Records from the United States Army Museum located at Fort Buckner, Okinawa; and

14) School files and records that had been stored or kept for the purpose of compiling a history were surveyed.

Enrollment records were available for most of the school years as far back as the 1950's. Copies of teacher and student handbooks were also available from as early as the 1950's. Information was obtained from interviews with teachers as well as military and civilian employees who had been in Okinawa for long periods of time. Whenever a school was closed, old records were surveyed for possible information and data. At the time the information for this study was being collected, four dependents schools on Okinawa were being closed due to a drop in enrollment. The District Office was to move and there was a high turnover of professional personnel, clerks, and secretaries. The Air Force management teams were insisting that dependent schools

maintain their files and records according to Air Force standards, which meant that record files could only be retained for three years. The results of this meant that, unless records and files were surveyed for pertinent information and data, they would be discarded and lost forever for possible future studies.

Need for the Study

Not only was there an apparent need for a comprehensive history of dependents schools in Okinawa as revealed by a careful review of the literature, but there was also a critical need to preserve much of the material included in this study. Otherwise, much of the data, statistics, and information concerning the inception, growth, and development of the Department of Defense dependents schools in Okinawa would not be preserved.

Another factor related to the need for accomplishing this study is the number of American students and teachers involved in the process of establishing and maintaining an American school in a foreign country. From the enrollment figures (Chapter III), it is estimated that over 300,000 American students spent from one to three years of their schooling in the dependents schools in Okinawa during the period of time this study covered (1946-1978). As many as 3,000 teachers spent at least one year of their professional career teaching in the dependents schools in Okinawa during the same time span.

Purpose of the Study

The purpose of this study of the dependents schools in Okinawa from 1946 to 1978 is three-fold:

First, to write a history of the Department of Defense dependents schools in Okinawa with a focus on identifying persistent problems and the attempts at solving those problems.

Second, to collect, assemble and compile information and documentation on the origin and development of dependents schools in Okinawa that might otherwise be lost.

Third, to provide a document that can serve as an historical base from which future policy can be developed.

The specific objectives of this study are:

1) To summarize briefly the history of the United States' military role in the organization and development of dependents education overseas after World War II and to identify some of the purposes for establishing these schools.

2) To compile a history of school facilities, enrollments, staffing, composition of the student body and curriculum development of Department of Defense dependents schools in Okinawa.

3) To compile information on how dependents schools overseas were organized by listing significant congressional actions, laws, regulations and directives.

4) To compare the identified persistent problems and attempts at the solutions with contiguous situations in

the continental United States.

A Brief Historical Background of
Dependents Schools Overseas After World War II

The historical perspective of the schools in Okinawa cannot be accurately recorded without acknowledging the activities that took place in the development of dependents schools in Europe and mainland Japan. These schools represented a much larger system. The European system, because of its size and also because of the influence of its military commanders, got much more favorable congressional action. This action, of course, influenced the dependents schools in Okinawa.

The establishment of the Special Occupational Planning Board of the United States Forces in European Theater (USFET) did have its impact upon the dependents schools in Okinawa. The War Department's policy not to finance Overseas Dependents Schools, and the passing of the laws that gave financial relief to occupied areas overseas, and other congressional actions were mainly directed and caused by the European system. However, these actions directly affected or influenced the dependents schools in Okinawa as much as they did the European Dependents Schools system for which they were enacted.

Although the Department of the Navy established dependents schools for Guantanamo Bay, Cuba, and in American

Samoa and Guam before World War II, the dependents school system as it is known today did not develop until after World War II.

America's increasing global commitments and a change in the status for many military men accounted for a need to establish dependents schools shortly after World War II ended. As our world-wide occupation and peace-keeping role was on the upswing, manpower requirements became acute. Also, due to improved economic and social conditions, more military men chose to become family men. It was soon discovered that manpower requirements overseas were satisfied by allowing the military man to take his family with him. This action promoted greater job efficiency and satisfaction.

It was succinctly stated in The Overseas Schools News-paper:

The school sprang from the needs of the military occupational forces in countries convulsed by war and on the brink of economic collapse. To assist with the morale of occupation forces and of the defeated populace, American military families were brought to the overseas areas to establish living models of a democratic society.¹⁸

After World War I, even though United States Forces briefly occupied Germany. During the occupation no dependents accompanied the military personnel overseas. Therefore, no schools were required.

In 1945, after World War II, both in Europe and in the Far East, the military personnel were very anxious to get

back home. During this period, morale was generally low. High military officials, realizing that a long occupation of the defeated territories would be required, decided that one method of boosting morale and maintaining trained and competent personnel was to allow dependents (wives and children) to travel overseas.¹⁹

Allowing the dependents of military personnel to travel overseas created the problem of educating the dependent children while they were located in the overseas areas. This required the establishment of schools.

According to the research reported by Dr. Oshiro²⁰ in September, 1945, the Special Occupational Planning Board of the United States Forces in the European Theater (USFET) was the first organization created to formulate overall plans for living quarters, recreational facilities, troop and headquarters location, barracks, utilities, commissaries, post exchanges, and schools for dependent children. General plans were advanced by this board as to how the school system should be organized, funded, and implemented. One such plan was to develop a school system, modeled after rural schools in the United States, with small elementary schools scattered over a large area, coupled with a centralized high school system.

The USFET Board and the planners of the schools in Japan and Okinawa assumed that funding for the schools would come from military appropriations. However, such was not

the case originally. In February, 1946, the War Department informed USFET that it would not assume financial obligation for the schooling of dependent children overseas. The War Department would allow schools for dependents if it could be done without expense to the Government, or without interfering with the occupational duties of the military forces.

Funding Schools in Europe (1946-1949)

The USFET Board proposed a plan, according to Siemon and Sher,²¹ that would combine a tuition charge with a tax on the sale of beer, wine, whiskey and soft drinks (referred to as Class VI supplies [in military terminology]). School support in 1946 consisted of \$10 per month tuition amounting to \$90 per school year and \$135 from Class VI profits for a total of \$225 for each student.

The War Department next suggested that Central Welfare funds be used since they did not approve appropriated funds. Central Welfare funds are obtained from a tax placed on items sold in commissaries for the purpose of financing recreational activities and facilities for enlisted men. This solution presented a problem in that the schools were for officers' dependents as well as those of enlisted men.

With the combined efforts of the Commanders in Germany and Austria and the USFET Board, by 1947 monies for schools

were derived from several sources: United States Officers' and Noncommissioned Officers' Clubs, tuition, and Class IV profits. For the 1947-48 school year, the following funding was obtained for the schools in Europe: \$375,000 from Officers and Noncommissioned Officers' Clubs and from Class VI sales; \$200,000 from tuition at the rate of \$4 per month for the dependents of the top four highest enlisted grades, no charge for the lowest enlisted grades, and \$8 per month for the dependent students of officers and civilians.²²

In 1947, the United States Congress passed a Supplemental Appropriations Act to provide funds for Government Relief of Occupied Areas.²³ This Act included provisions for educational benefits to dependents in Public Law 271, commencing in 1948. The appropriations were not sufficient to cover all costs of operating the schools and the other sources were continued, including tuition, until 1950, at which time Congress appropriated sufficient funds to provide tuition-free public education for all dependent military and civilian employees located overseas.

Footnotes for Chapter I:

- ¹The Overseas Schools Newspaper, Volume XVII, Sept. 1977, Number 1, p. 1 (estimated on the basis of tour of duty and turnover rate).
- ²Lloyd Blanch and William Iverson, Education of Children on Federal Reservations, p. 20-22.
- ³Ibid., p. 21.
- ⁴Ibid.
- ⁵Atlantic Newsletter, Dependents Education Office, Atlantic: A History of the DOD Overseas Dependents Schools, Vol. 11, No. 7, March 1974, p. 7-10.
- ⁶Fifth Air Force Command Report, Annex #3 Dependents Life, XXI (Johnson Air Base APO 994, November 30, 1946).
- ⁷Army Records, Civil Administration of the Ryukyu Islands, Vol. X, 1957 High Commissioner's Report.
- ⁸Anthony Cardinale, "Overseas Dependents Schools of the Department of Defense: Their Origin, History and Unification," unpublished Ed.D. Dissertation (George Washington University, 1965).
- ⁹Yoshinobu D. Oshiro, Historical Development of the Department of Defense Schools With Emphasis on Japan, Far East-Pacific Area," unpublished Ed.D. Dissertation (Utah State University, 1973).
- ¹⁰Robert L. Breeding, "Military Dependents Schools Overseas," unpublished thesis (Texas Christian University, 1962).
- ¹¹Henry James, "The Department of Defense Overseas Dependents School System," unpublished Master's Thesis (Maxwell Air Force Base, Montgomery, Alabama, Air University, 1965).
- ¹²Herbert Lynch, "A History of the Dependents School System Administered by the 7135th School Group, US Air Force in Europe," unpublished thesis (Greenville, South Carolina, Furman University, 1965).
- ¹³Glenn N. Gardiner, "Teaching Army Dependents Overseas," The Clearing House, XXXVI, February, 1962, p. 355-357.

- 14 Edgar Johnston, "A Decade of Dependents Schools," North Central Association Quarterly, XXXII (January 1958), p. 240-255.
- 15 Frederick Stoffel, "Teaching in Overseas Schools," National Education Association Journal, LIII (May, 1964), p. 9.
- 16 Elizabeth Francis, "A History of the DOD Overseas Dependents Schools," Atlantic Newsletter, Vol. 11, No. 7, (March 1975), p. 7-11.
- 17 Margaret Skuse, 1955, "A History of American Schools on Okinawa," 3 p.
- 18 The Overseas Schools Newspaper, Volume XVIII, Sept. 1977, Number 1, p. 1.
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- 20 Yoshinobo D. Oshiro, 1974 Historical Development of the Department of Defense Schools, Unpublished dissertation, Utah State University, Logan, Utah, p. 42.
- 21 Bruce H. Siemon and Ronald Sher, The Dependents Schools Program of the US Army, Europe, 1946-1956 (USAREVR Historical Division, 1958).
- 22 Ibid.
- 23 United States Congress, Public Law 271, Supplemental Appropriations Act of 1948 (Government Relief in Occupied Areas), Washington, D.C.; US Government Printing Office, 80th Congress, 1st Session, 61 Stat. 625, July 30, 1947.

II. FACILITIES AND ENROLLMENTS

Introduction

A history of the Department of Defense Schools on Okinawa would not be complete without a chronological accounting of the number of students arriving on this semi-tropical island. It would also not be complete without an accounting of the acquisition of the school facilities with which to accommodate these American youngsters located in a foreign country. A listing of numbers of students arriving and the acquisition of facilities should assist the reader in both following and comprehending related problems.

The First Three Years (1946-1949)

On September 15, 1946, the American Dependents School on Okinawa began operation at Okinawa University School¹ under the direction of Dr. Theodore Koob as principal. This original site was located on Route 30, Camp Howard (see map, page 14). The buildings comprising Okinawa University School served as a school during the day for the 25 students in grades 1-12 and as an education center for American military personnel at night. It was from the latter function that the name was derived.²

In April 1947 of the first school year, a separate,

large quonset containing approximately ten rooms was built to accomodate an increase in enrollment. Enrollment had risen from 25 in September (1946) to 75 students in April (1947).³

During the second school year, 1947-48, enrollment increased to 149 students in grades 1-12. A new school facility was obtained. Fifteen prefabricated structures, plus a theater, were used to house the 149 students.⁴ During this 1947-48 school year, a kindergarten and nursery school were started in a quonset hut, used also as a Masonic Temple. This quonset hut was located in the same general area of Awase in a section called Takahara⁵ (see map, page 141).

During the third school year, 1948-49, enrollment increased to 264 students in grades 1-12.⁶ Because of the increased enrollment, the high school, grades 6-12, moved to four new quonsets at the edge of the old athletic grounds in Awase.⁷ The elementary grades, 1-5, remained in the prefabricated structures, which they had occupied during the 1947-48 school year.⁸ The kindergarten remained in the Masonic Temple quonset.

From 1949 to 1952--
A Typhoon and a War

Before the fourth school year started, typhoon "Gloria" hit Okinawa with winds up to 160 miles per hour. The high school quonsets were almost completely destroyed. It also

seriously damaged the prefabricated units which housed the elementary grades.⁹ School started late that year, 1948-49, opening on September 28 in quonset huts located in a housing area known as New Zukeran (see map, page 141). Some classes were also held in family living quarters. Typing and bookkeeping classes were held on back porches; English and History in a bedroom, and Mathematics in a living room.¹⁰

In late October, approximately 130 students in grades 7-12 were moved back to several large repaired quonset huts in Awase.¹¹ Total enrollment for the 1949-50 school year was 325 students, with 130 pupils in grades 7-12, and 195 pupils in grades 1-6.¹²

The following school year, 1950-51, witnessed the passage of historically important legislation for the dependents schools on Okinawa. The Second Session of the 81st Congress passed Public Law 871 which gave financial support to the military for the dependents schools.¹³ This was also the year that the United States entered the Korean conflict, resulting in a ban on allowing wives and children of military personnel to travel to Okinawa. Because of the ban on travel of dependents, the total enrollment for 1950-51 was 346,¹⁴ which was only slightly higher than the previous school year. The Army's Far Eastern Command on Okinawa built three new quonset structures to accommodate the high school. The name of the high school was changed to

the Okinawa American High School, instead of the Okinawa University High School.¹⁵

During the summer of 1951, the ban on dependents travel was lifted¹⁶ and enrollment jumped to 543 students. This was the last year for all 12 grades to be located in the same area at the Awase Complex.¹⁷

A Period of Growth and Change (1952-57)

The 1952-53 school year's enrollment of 1,057 was almost double that of the previous year.¹⁸ It was necessary to move the sixth grade, junior and senior high school students to an Army Training Center, known as Camp Kubasaki, located five miles from Awase on the Pacific side of the island. This Training Center was composed of quonset huts converted to classrooms. Approximately 350 students in grades 6-12 occupied these quonsets which were used for two decades afterward. Grades 1-5 filled the school facilities at Awase.¹⁹

The enrollment continued to increase as it did in many communities in the United States. It climbed from 1,583 in 1953 to 2,196 in 1957.

During the school year of 1953-54, the first permanent school building was completed and occupied at Zukeran. This school, known as Zukeran Elementary School, accommodated grades 1-5.²⁰

A primary school was opened at Kadena Air Base during

the 1953-54 school year for 300 first and second graders.

The enrollment continued to climb during the 1954-55 school year to 2,240 students in grades 1-12.²¹ Four schools housed these students: Awase (first and second grades); Zukeran (third through sixth grades); Kadena Elementary (first through fifth grades) and Kubasaki Junior and Senior High School, located at Camp Kubasaki.²² The only permanent building designed for use as a school after nine years of operation was Zukeran Elementary. The following school year, the enrollment climbed to 2,465 students and the number of schools increased to five.²³ These five schools were as follows: M&K Elementary School located on Kadena Air Base (grades one and two); the second permanent building designed as a school facility, Kadena Elementary School (second through sixth grades). There was Awase Elementary for first and second grades and Zukeran for grades two through six.²⁴ The fifth school was Kubasaki High School, grades 7-12.

More Students, More Schools (1957-1963)

In the United States, the population increase between 1950 and 1960 was approximately 28 million or 18.5 percent. There was also a redistribution of the population leaving a stationary or declining population in some Eastern states while generating great increases in the West, especially in California. During the mid-1950's, there was an increase

nationally of about 700,000 students each school year and with the population redistribution many schools in California were experiencing large enrollment increases each year.²⁵

Enrollment increases in Department of Defense, Okinawa schools of 18.1 percent in 1957 and 35 percent in 1958 were not too much different from similar dramatic growth of schools in California. During the 1956-57 Okinawa school year, a new first through sixth grade elementary school was added at Naha Air Base in Naha, Okinawa. Due to an increase of military activity at the Naha Air Base and an increase in the number of family housing units being built, a junior high school was added at Naha for the seventh and eighth grades, in addition to the one at Camp Kubasaki. A concrete building was remodeled for a grades 9-12 high school also at Naha. This resulted in a total of seven schools for the student population of 2,916 for the eleventh year that dependents schools on Okinawa were in operation.²⁶

By the spring of 1958 the student population reached almost 4,000 students. The Awase school was closed and the third permanent structure designed as a school was opened at Naha Air Base and was named Tyler Primary, containing 309 first and second graders. Adams Elementary, made up of quonset huts, housed the third through sixth graders at Naha Air Base. A school composed of quonset

huts was opened for 462 first through sixth graders at Machinato (located on the northern outskirts of Naha).²⁷

Although the student population increased to 4,339 students during the 1958-59 school year, there was no change in the number of schools or school locations during the year. There were two elementary schools at Kadena, two at Naha and one each at Zukeran and Machinato, plus Kubasaki Junior and Senior High Schools at Naha and at Camp Kubasaki.

The role of the United States Military in Japan, Korea and other Far East areas continued to expand during the late 1950's and 1960's. More and more families were allowed to travel overseas with their sponsors (husbands/fathers). Support facilities such as schools were not always available. The enrollment in Okinawa advanced to 4,831 students during this 1959-60 school year. Of the eight school facilities, still only three of them were designed as schools in a permanent structure. The others were all temporary butler buildings or quonset huts. Table 1 lists these facilities.

Table 1. Department of Defense Dependents
Schools, Okinawa, 1959-60.

Name	Grades	Type of Building
Kadena M&K	1-2	Temporary
Kadena Elementary	3-6	Permanent
Naha/Tyler	1-2	Permanent
Naha/Adams	3-6	Quonset
Machinato	1-6	Quonset
Zukeran	1-6	Permanent
Kubasaki Junior High	7-12	Quonset*

School board minutes, enrollment projections, records and the Superintendent's Reports reflect a serious concern over the lack of adequate school facilities to house the increasing number of students arriving on Okinawa during the early 1960's.

In spite of increases in enrollments (5,921 in 1960-61; 7,283 in 1962; 8,877 in 1963), no new construction took place on Okinawa, although plans were approved to add new classrooms to Kadena and Zukeran Elementary Schools. More quonsets were added to Naha Elementary, Tyler Elementary, Kubasaki Junior High School at Camp Kubasaki, and M&K Elementary at Kadena. These additions took place from August, 1969 to July, 1972.

A new school site was added in 1963 as the enrollment climbed to 8,877 and was located almost midway between

*This information was obtained from a Photo Briefing, The Torii, 1969 (Kubasaki High School Yearbook) and from a personal interview with Mr. Frank Ecker, who was a Principal at Machinato in 1960.

Kadena and Naha Air Base. The school was known (it was never officially named) as Mercy Elementary School and derived its name from the fact that until 1961 the structure had housed an Army hospital by that name. A new hospital was built at Camp Kue near Kadena Air Base. The old hospital facility which consisted of 40 quonset huts was then turned over to dependents schools.²⁸ Over a thousand students in grades one through six were enrolled the first year of operation. Five new classrooms were added to Zukeran Elementary during the school year.

Table 2. Department of Defense Dependents Schools identified as separate units with principals in charge, 1963.

School	Grades	School	Grades
Kubasaki High	10-12	Naha Elementary	3-5
Kubasaki Junior High	7-9	M&K Primary	1-2
Machinato Elementary	1-6	Tyler Primary	1-2
Zukeran Elementary	3-6	Mercy Elementary	1-6
Kadena Elementary	3-5	Adams Elementary	1-2

The Mid and Late
Sixties (1963-1968)

In the United States, the enrollments that were projected to continue increasing at the same rate through the 1960's as they did through the 1950's did not materialize. By 1968, the rate of increase had slowed although redistribution of population continued from the North and East to the West, especially to California.³⁰

On Okinawa the dependents schools continued enrollment

increases. In 1963-64, 10,182 students in grades 1-12 traveled to Okinawa to join their fathers and attend American schools.³¹

With annual increases running from 10 percent to 50 percent, it was difficult to provide adequate school facilities to keep up with the increases. It was seldom possible to plan and obtain permanent school facilities. In the spring of 1964, there were over 350 classrooms in the ten school sites. Of these total classrooms, only just over 100 of them were located in permanent structures constructed for school use. However, most of the quonset and temporary structures were functional and adequate for housing a school mission. It was up to each base and branch of the Service to provide school facilities. If a school (i.e., Kadena Elementary) was located on an Air Force base, the Air Force was responsible for providing (building and maintaining) that school facility even though Army and Navy dependent personnel also attended that school.³²

There has always been only one high school to serve all dependents of Army, Air Force, Navy and United States Government civilian employees located in all of Okinawa.

The one high school was located, until 1964, on an Air Force base. Thus, it was the responsibility of the Air Force to maintain the high school facilities. However, in 1964, one of the largest and better school facilities in the

Pacific region was opened on an Army post--Kubasaki High School. It was located in Kishaba Terrace housing area near Zukeran Elementary. Kishaba is approximately 15 miles north of Naha toward the Pacific Ocean side of the island. The complex of five buildings included an auditorium, gymnasium, combination library-administration building, and classroom buildings.

As reported in the 1965 yearbook³³

The first and foremost activity of the year was moving into the new Zukeran Campus. The gymnasium and auditorium were not completed at the beginning of the school year. Neither were hot lunches served in the cafeteria. Since incomplete buildings caused cramped quarters, it was necessary to hold team-teaching English classes in the library. Gym classes were also a big problem.

The 1965-66 school year registered the smallest percent of increase in student enrollment with only a 1.5 percent increase to 11,221 students.³⁴

This was the first year two junior high schools operated on Okinawa. A new junior high school was opened at the Naha Port Area. The enrollment in grades 7, 8, and 9 was approximately 725 students. The school was constructed in August, 1965, and consisted of temporary prefabricated buildings.³⁵

The older, established junior high school, Kubasaki, was located on the Pacific Ocean side on Highway 13. The combined enrollment in grades 7 and 8 was 1,590 with about 670 students in grade 9 for a total population of Kubasaki

Junior High of 2,260 students. Converted quonset type troop barracks were used for classrooms.³⁶

The United States military commitments in Vietnam and the political policy of allowing military personnel to bring their dependents with them to overseas posts such as Okinawa resulted in the student population increasing to 12,871 during the 1966-67 school year. Table 3 details the ten schools in operation in May of 1967.

Table 3. Location, name, level and housing of schools in operation on Okinawa, May 1967.

Location	Name	Grades	Type of Building
Kadena	M&K Elementary	1-3	Temporary
Kadena	Kadena Elementary	3-6	Permanent
Kishaba	Zukeran Elementary	1-6	Permanent
Kishaba	Kubasaki High	10-12	Permanent
Camp Mercy	Mercy Elementary	1-6	Quonsets
Naha	Adams Elementary	3-6	Quonsets
Naha	Tyler Primary	1-3	Permanent
Port Naha	Port Wheel Junior High	7-9	Temporary
Kubasaki	Kubasaki Junior High	7-8	Quonsets
Kubasaki	K-9	9	Quonsets

The Peak Years--
Year by Year (1968-1971)

In the spring of 1968, the student population reached 14,347 students.³⁷ An additional school was added to the 1967 list. An elementary school located near the hospital at Camp Kue for approximately 275 students in grades 1-3 was opened. It consisted of 12 quonset huts with no support facilities, such as a gymnasium and auditorium.³⁸

The enrollment reached 15,175 students during the 1968-69 school year.³⁹ Two more schools were opened--Kinser Junior High School opened at Camp Kinser, located 20 miles north of Naha City limits.⁴⁰ This made the third junior high to open on Okinawa. It opened with an enrollment of 1,063 students in grades 6-8. The buildings were converted butler barracks buildings. Hauge Elementary School was also in operation this school year for 300 fourth graders. The facility consisted of seven converted quonset huts.

More facilities were required the school year of 1968-69 because of Department of Defense Instruction 1342-8, which established kindergartens as part of Department of Defense Overseas Dependents Education Program⁴¹ which was operated with appropriated funds. Kindergartens were operated in four locations for approximately 1,200 students. There were kindergartens at Kadena Air Base, Naha Air Base, Camp Boone (near Mercy) and one at Camp Chinen. None of the kindergarten facilities were in permanent structures built for schools.

1969-1970

Enrollment increased in Okinawa schools as did the building of new school facilities. Machinato received a brand new permanent concrete building designed as a school with 66 classrooms and all the support facilities--

auditorium, gymnasium, media center, etc. Naha Air Base also received a new permanent school building containing 20 classrooms. Under construction this year, too, were new classroom additions to Kadena Elementary School which opened during the 1970-71 school year.

The Army funded the two million dollar new facility at Machinato and the Air Force funded the one-half million dollar facility at Naha which was named Eisenhower Elementary School. The enrollment reached 15,284 in April, 1970.⁴²

Mr. Robert Engel, Assistant Superintendent for Logistics, in May of 1969, reported on the project to obtain relocatable modular classrooms. This report gives some insight into the rapid increase of students and the problems involved in obtaining adequate facilities:⁴³

Relocatable modular classrooms, sometimes referred to as 'instant space classrooms', will soon become a reality in DOD Dependents Schools, Pacific Area. Congress has approved funds for the acquisition of relocatables, bids have been let, and the contract will be awarded in June 1969.

An estimated 90 days is required for site preparations including excavation and grading, installation of utility lines, and construction of concrete foundations. This work will be completed prior to the delivery of relocatables to the various job sites. An estimated erection time of 30 days is required for the assembly of each complete relocatable school facility.

The concept of relocatable school facilities is not new and relocatables and other prefabricated structures have been utilized by stateside school districts since the early 1950's. Spiralling enrollments and the building time-lag for permanent type

school construction, 2-3 years from planning board to date of occupancy, have been the primary factors for use of temporary school facilities.

In the Pacific Area, the student enrollment in DOD operated schools was 37,000 in 1965-66; 42,000 in 1966-67; 45,900 in 1967-68; and in 1968-69, the enrollment in grades K-12 (as of 21 January 1969) was 51,700.

In stateside school districts, school construction programs are normally financed through local school bond referendums. In DOD Schools, buildings are funded through the MCP (Military Construction Program).

The relocatables proved not to be relocatable and were not economical to maintain. They were not designed for the weather on Okinawa. While they did serve to eliminate a critical facilities problem and were very comfortable and functional, the cost of maintenance proved to be almost prohibitive. A new pitch roof was installed on relocatable buildings at Kadena Middle School; those at Naha Middle School were abandoned in 1976 as not being cost-effective. ⁵³

The 1970-71 school year was the last year on Okinawa of conservative enrollment increases. Including the kindergarten students, it reached an all time high at 15,885 students during March, 1971.⁴⁴ School year 1970-71 also set another record--it was the full school year of the greatest number of school sites. These school sites included the Hauge Elementary School with only a fourth grade housed there and Kinser Junior High School with grades

6-8 which had been opened in 1968 and closed in 1971.⁴⁵

In 1969 there were 179 permanent and 292 temporary classrooms being utilized. During the 1970-71 school year permanent classrooms increased to 265 while temporary classrooms decreased to 264.⁴⁶ Temporary classrooms were those located in quonsets, butler buildings or other facilities designed for construction offices and workers.

The 1971-72 school year was the beginning of a new trend in enrollment that has continued until the date of the writing of this dissertation. That year (1971-72), enrollment dropped to 14,237.⁴⁷ There was also a new trend (which had actually started the previous year) in facilities toward increasing the percentage of permanent as opposed to temporary classrooms each year.

Also this school year (1971-72), two new relocatable middle school facilities were opened--one at Kadena Air Base (Kadena Middle School) and one at Naha Air Base (Naha Middle School). These relocatable units were purchased by the Air Force and were shipped in and assembled on a site that had been prepared the year before. The schools were constructed with cafeterias, administrative offices, rest-rooms, and libraries. They were also air conditioned with individual classroom compressors located outside each building or unit.

Table 4 details the schools in operation during the 1971-72 school year.⁴⁸

Table 4. Location, name, level, and housing of schools in operation on Okinawa, 1971-72 school year.

Location	Name	Grades	Type of Building
Kadena AB	M&K Primary	K-2	Temporary
Kadena AB	Kadena Elementary	3-4	Permanent
Kadena AB	Kadena Middle	5-8	Relocatable
Kashaba	Zukeran Elementary	K-5	Permanent
Kashaba	Kubasaki High	10-12	Permanent
Kubasaki	Pacific Middle	6-8	Quonset
Kubasaki	K-9	9	Quonset
Machinato	Machinato Elementary	K-6	Permanent
Camp Mercy	Mercy Elementary	1-5	Quonset
Camp Boon	Boon Kindergarten	K	Quonset
Naha AB	Tyler Elementary	K-3	Permanent
Naha AB	Eisenhower Elementary	1-4	Permanent
Naha AB	Naha Middle	5-8	Relocatable
Camp Kue	School of Hope	Sp. Ed.	Permanent

1972-73 School Year

For the second consecutive year (1971-72 and 1972-73) Okinawa school population declined; enrollment for the latter year reached 12,222 students (including kindergarten).⁴⁹ The only change in facilities this year was the completion of a wing of new classrooms at Kadena Elementary School. This was perhaps the first year in which obtaining school facilities was not a critical problem in Okinawa.

One of the reasons for a decline in enrollment was the decrease in the activities of the United States military and government officials due to the reversion of Okinawa back to the Japanese. Okinawa was no longer governed by the Occupational Forces of the United States

Government. The Japanese Government also exerted diplomatic pressure to reclaim lands once a part of their nation occupied by United States Forces after World War II. In June of 1973 the author of this paper became the fourth full-time superintendent of all Department of Defense dependents schools in Okinawa. During this school year, the enrollment continued to decrease to 11,235 students in kindergarten through grade twelve.⁵⁰

The only change in school facilities for the 1973-74 school year was the closing of the kindergarten at Camp Boon located near Camp Mercy in the northern fringe of the city of Naha. With the decrease in enrollment there was sufficient space at Mercy Elementary School to accommodate the kindergarten students who had attended Camp Boon.

1974-75 School Year

Enrollment continued its downward trend during 1974-75 to 9,329 students in all eleven schools,⁵¹ largely because of Army withdrawal from Okinawa--the first of three annual withdrawal phases. As a result, Mercy Elementary and kindergarten were closed, and the facilities were turned back to the Japanese Government. The most unique school in the Pacific, Kubasaki Nine -- a school made up of only ninth graders--was also closed. The ninth grade was merged with Kubasaki High School, making it a 9-12 high school.

Also closed was Tyler Elementary School located at

Naha Air Base. Naha Air Base had already been turned over to the Japanese Air Force with the exception of the housing. With Eisenhower Elementary and Naha Middle School there were sufficient facilities to house the population of students located at that end of the island.⁵²

With the continued drop in enrollments and a little better support in maintenance of the remaining facilities, the 1974-75 school year probably marked the best year for facilities since the opening of a school at Awase in 1946.

One problem that occurred each September at the beginning of a school year was the lack of air conditioning in most of the school facilities. During the opening of school in August until the middle of October, it often became very hot and humid in Okinawan buildings with no air conditioning. Since most homes, businesses and offices on the island were air conditioned, parents and teachers would write letters to congressmen, and commanding generals applying a great deal of pressure upon school administrators to obtain air conditioning for the classrooms. School administrators in turn would apply pressure upon the military support units to obtain the air conditioning. In spite of the concern, pressure and frustrations, many of the schools remained without air conditioning.

1975-76 School Year

As the Army withdrew from Okinawa and the United States

military commitments decreased in the Far East, the student enrollments continued to decline.

Like many school systems in the United States, student population was beginning to decrease and the availability of much more classroom space became a reality. The average daily enrollment for the 1975-76 school year was 8,676 students, in kindergarten through grade twelve.⁵³ Table 5 details the schools in operation during the 1975-76 school year.

Table 5. Location, name, level and housing of schools in operation on Okinawa, 1975-76 school year.

Location	Name	Grades	Type of Building
Kadena AB	M&K Primary	K-3	Temporary
Kadena AB	Kadena Elementary	1-4	Permanent
Kadena AB	Kadena Middle	5-8	Relocatable
Kue	School of Hope	Sp. Ed.	Permanent
Kashaba	Zukeran Elementary	K-4	Permanent
Kashaba	Kubasaki High	9-12	Permanent
Kubasaki	Pacific Middle	5-8	Quonset
Machinato	Machinato Elementary	K-8	Permanent
Naha	Eisenhower Elementary	K-4	Permanent
Naha	Naha Middle	5-8	Relocatable

This year was the year that the Japanese Government started plans for building new school facilities to replace the facilities they took over at Naha and Mercy. The new school facilities are being planned for Kadena Air Base in the housing areas that the Japanese have built and are in the process of building. According to agreement reached between the two governments (Japan and the United States)

as government military bases were turned over to the Japanese, the Japanese would build similar facilities (churches, schools, hangers for airplanes, homes, etc.) on other United States military bases. In the case of the schools and homes, these were being built at Kadena Air Base as the Japanese Air Self Defense Force took over the United States air field formerly at Naha.

1976-77 School Year

By January of 1977 the United States Army had almost completed their withdrawal from Okinawa. Enrollment stabilized at 7,650 students.⁵⁵ Naha Middle was closed in June 1976. The middle school students who still lived in the Naha Air Base area were bussed across the city of Naha to Machinato Elementary School which now enrolled students from kindergarten through grade eight.

Plans for new facilities under the quid pro quo program with the Japanese Government were underway for a new elementary and middle/high school at Kadena Air Base. The Japanese had started building 150 new homes for families to live at Kadena Air Base. These were to replace the homes at Naha Air Base which the Japanese Self Defense Force had taken over. The next phase of the quid pro quo was the construction of the schools.

1977-78 School Year

Enrollment in Okinawa during 1977-78 remained fairly stable with only a slight decline to 7,480 students. School facilities remained the same as during the 1976-77 school year with the exception of maintenance and repairs which had improved considerably from previous years.

Plans for the new facilities progressed during the 1977-78 school year but actual construction awaited funding by the Japanese Government. It was reported in the Morning Star (local newspaper) that the Japanese Government allocated \$50 million (yen equivalent) for the Okinawa quid pro quo program.⁵⁷ Actually, the site preparations for both schools were completed by the spring of 1978. Depending upon Japanese funding, the facilities will likely be completed during the 1980-81 school year. When these facilities are occupied, it will represent the first time since the inception in 1946 that all dependents schools on Okinawa are housed in permanent buildings designed as school facilities.

Footnotes for Chapter II:

- ¹ Margaret Skuse, A History of American Schools on Okinawa (an unpublished paper), 3 p.
- ² Ibid.
- ³ Gertrudes Bruner (letter dated 29 September 1947, giving detailed information on her knowledge of 1946-47 SY).
- ⁴ The Torii 1952 Yearbook, published by the student body, Okinawa American High School.
- ⁵ Ibid.
- ⁶ Bruner letter.
- ⁷ Area Superintendent's (PACIFIC) Activity Report, 1968-69, Activity Report on the Operation of Overseas Dependents Schools--Pacific Enrollment Trends and Projections.
- ⁸ Bruner letter.
- ⁹ Civil Administration of the Ryukyu Islands, Vol. X, 1956-- Report on Typhoon Damage in Ryukyu Islands, p. 236.
- ¹⁰ Skuse, 1955.
- ¹¹ Area Superintendent's Activity Report, 1968-69.
- ¹² The Torii 1952 Yearbook.
- ¹³ U.S. Congress, Public Law 871, Financial Assistance for Local Agencies Affected by Federal Activities and Other Purposes (Washington, D.C., U.S. Government Printing Office, 81st Congress, 2nd Session, 64 Stat. 1100, Sept. 30, 1950).
- ¹⁴ Area Superintendent's Activity Report, 1968-69.
- ¹⁵ The Torii 1952 Yearbook.
- ¹⁶ Area Superintendent's Activity Report, 1968-69.
- ¹⁷ The Torii, 1952.
- ¹⁸ Ibid.
- ¹⁹ A Photo Briefing, 1969 (prepared by Superintendent Price for a Congressional Survey Team).

- ²⁰Area Superintendent's Activity Report, 1968-69.
- ²¹Ibid.
- ²²Skuse, 1955.
- ²³Superintendent's Facilities Report, 1956-57 School Year.
- ²⁴Ibid.
- ²⁵H. G. Good, A History of American Education, The Macmillan Company, New York, 1964, p. 533.
- ²⁶Superintendent's Facilities Report, June 1957.
- ²⁷A Photo Briefing, 1969.
- ²⁸Mercy Elementary School Facility Report, 1967, prepared by the Principal, May 1967.
- ²⁹Superintendent's Briefing, June 1968.
- ³⁰U.S. Department of Health, Education and Welfare Office of Education, Educational Statistics Branch. Reference estimates for the 1960's was based upon the 18.5 percent that occurred during the 1950's.
- ³¹Area Superintendent's Activity Report, 1964.
- ³²Okinawa Dependents Schools Information for Incoming Teachers, 1966 (the brochure was prepared by a group of teachers and principals and reproduced locally for all incoming teachers).
- ³³The Torii 1965 Yearbook, published by the student body, Okinawa American High School.
- ³⁴Area Superintendent's Activity Report, 1968-69.
- ³⁵A Photo Briefing, 1969.
- ³⁶Morning Star [Shimban] (local newspaper printed in English) Naha, Okinawa, April 23, 1966--American Secondary Schools on Okinawa.
- ³⁷Air Force Form 1068, Quarterly Report of Enrollments and Staffing, June 1968.
- ³⁸DOD Instruction 1342-8, Establishment and Operation of Kindergartens as Part of the DOD Overseas Dependents Education Program (Washington, D.C.:U.S. Government Printing Office, November 6, 1968).

- ³⁹ AF Form 1068, June 1969.
- ⁴⁰ A Photo Briefing, 1969.
- ⁴¹ DOD Instruction 1342-8, Establishment and Operation of Kindergartens as Part of the DOD Overseas Dependents Education Program (Washington, D.C.:U.S. Government Printing Office, November 6, 1968).
- ⁴² Air Force Form 1068, Quarterly Report of Enrollment and Staffing, June 1970.
- ⁴³ Robert Engle, Relocatable Modular Classrooms, Department of Defense Dependents Schools, Pacific Area Action, May 1979.
- ⁴⁴ AF Form 1068, Quarterly Report of Enrollments and Staffing, June 1971.
- ⁴⁵ Superintendent's Annual Activity Report, 1 July 1971 (Manpower Enrollments, Organization).
- ⁴⁶ Area Superintendent (PACIFIC) Activity Report, Activity Summary of the Operation of Overseas Dependents Schools--Pacific (Directed to Headquarters United States Air Force (DPTE) 1969-70).
- ⁴⁷ Annual Enrollment Report Records of Superintendent DOD Dependents Schools Okinawa, District II, July 1972. AF Form 1080.
- ⁴⁸ Schools Facilities Planning Report. Prepared by the Superintendent, Department of Defense Overseas Dependents Schools, District II, Okinawa, Japan, September 1973.
- ⁴⁹ Air Force Form 1068 Consolidated Report, Overseas Dependents Schools Quarterly Report, June 1973.
- ⁵⁰ Air Force Form 1068 Consolidated Report, Overseas Dependents Schools Quarterly Report, June 1974.
- ⁵¹ Ibid., June 1975.
- ⁵² The author's first-hand knowledge as the person who took the action to co-locate the ninth grade and close Tyler Elementary School.
- ⁵³ Air Force Form 1068 Consolidated Report, Overseas Dependents Schools Quarterly Report, June 1976.

- ⁵⁴ Superintendents Report on Facilities, 1975-76 School Year.
- ⁵⁵ Air Force Form 1068 Consolidated Report, Overseas Dependents Schools Quarterly Report, June 1977.
- ⁵⁶ Quid pro quo is the term used by the Japanese Government and American Government to describe the military facility exchange. For each building the Japanese take possession of, they replace like kind on a U.S. Military base.
- ⁵⁷ Morning Star [Shimban], "Government Expenditures of Self Defense Force," October 3, 1977, Naha, Japan.

III. STAFFING AND CURRICULUM

Okinawa

In the first year of operation, staffing of the Okinawa schools depended entirely upon who was available on site and who was willing to teach. The curriculum depended upon whatever those individual teachers felt was important and what they were able to teach.

During the 1947-48 school year when the enrollment reached over one hundred students, there were three full-time teachers in grades one through six. Four teachers also taught adult education at night, working with grades seven through twelve in mathematics, science, American history, French and English.¹

There were no records available to substantiate the number and type of teachers for the third year of operation. Reports from individuals who were present on Okinawa during those first few years stated that the high school was considering becoming accredited by North Central Association of Colleges. Thus, there must have been attempts to include all subjects normally required in United States mainland schools.

During the fourth year of operation, 1949-50, most of the school facilities were destroyed by a typhoon. This was also the year that the high school prepared for North Central Association accreditation. Typing and bookkeeping were added

to the high school curriculum and a music teacher was added for all grades.² During this year teachers were recruited for the first time from the United States to teach in dependents schools on Okinawa.

An account of this school year was presented very well by Mrs. Lois Marie Buckingham Shook who, at the time of this writing, is still a business education teacher at Kubasaki High School, Okinawa, Japan. The following account appeared in the PACIFICA³ in September, 1976.

My port call was delayed because Okinawa experienced a 180-mph typhoon. There was so much damage, officials considered sending all dependents home and not having a school. However, with no buildings yet usable as a school facility, we teachers (eight women and three men) landed on 31 August after an 18-day troopship Pacific crossing. Twenty miles away via dusty, bumpy roads was our first "home away from home"--the barbed-wire enclosed women's compound with an armed guard at the gate and the requirement for evening sign-out to include indicating who the lady's armed (required) escort was. Curfew for all personnel was 11:00 pm.

The opening of our school was delayed until late September because the buildings still were not ready. With 75 or 80 students in grades seven to twelve, we started in two quonsets built for family homes. To make up for some of the lost time, school was in session six days a week for the first six-week grading period. My business education classes were on the back porch of one home. We used folding chairs and army field tables. The kitchen cupboards doubled as the school library for the few books it had been possible to salvage and dry after the storm. The two living rooms were for the English and Math classes--largest because they were required courses. The smaller three bedrooms were for the elective classes. The second back porch was the school's office.

Mrs. Shook further described the living conditions and how difficult it was to teach with limited books and supplies; however, she mentioned that textbooks and supplies were received the following year.

The 1950-51 school year staffing consisted of the Superintendent, Willard H. Howland, an administrative assistant, school nurse, and a secretary. There were seven full-time teachers who taught grades seven through twelve. The elementary school consisted of a principal by the name of Homer Tennant and thirteen teachers who taught grades one through six.⁴

A field trip reported in detail in the 1951 yearbook illustrates in a small way, a concern for the Okinawan culture. This school excursion was made to a dedication of the University of the Ryukyus at Shiru, Okinawa, and the inauguration of its first permanent president. The American Junior-Senior High School students were invited to attend by the Okinawan Civil Administration. Music for the dedication was provided by the Okinawan Police Band and the American Army 20th Infantry Band. A congratulatory telegram from General Douglas McArthur was read. A Mr. Koshin Skikiya, former governor of Okinawa, was inaugurated as the first permanent president of the Ryukyus University.⁵ The students also visited the "Haryusen" boat demonstration. The boats, symbolizing an ancient Okinawan festival, were decorated in black and white. They also visited Noha's

salt factory and a bottling plant. Historical records did not indicate that this type of activity was repeatedly used to expose students to the rich Asian culture that was available to all teachers and students.

More teachers were added during the 1951-52 school year to accommodate the increased student population. Four high school teachers and seven elementary teachers were added, plus another school nurse and one more secretary.

All teachers recruited from the United States were required to possess a degree from an accredited college or university and have two years of teaching experience. The uniqueness of Department of Defense schools demanded that teachers be flexible and versatile. There was no established curriculum and no city, county, or state system to support dependents schools on Okinawa. To illustrate what was required of high school teachers during the 1951-52 school year in Okinawa and to give some insight into the curriculum, a brief resume of selected members of the high school faculty is given.⁶

Mrs. IRENE B. MILLER, B.A. from Sarasota, Florida. Attended Florida State College for Women; University of Dijon; University of Paris, Sorbonne, France. At OAHS since 1951. Latin I and II, Spanish I and II, and French I and II. Home room: 7th grade, Section II. Extra-curricular activities: Spanish Club. Hobbies: Nature Study, flower and vegetable gardens.

BAYLOR CARRINGTON, B.S. from Marquez, Texas. Attended Texas A&M, College Station, Texas. At OAHS since 1941. General Science, Chemistry, Biology and Math. Home room: Freshmen. Hobbies: hunting and fishing.

Mrs. LILLIE B. MORRIS, B.S. from Falfurrias, Texas. Attended College of Arts and Industries, Kingsville, Texas and University of Texas, Austin, Texas. At OAHS since 1950. Sociology, consumer economics, girls' P.E., 7th grade history and geography. Home room: Juniors. Extra-curricular activities: pep squad sponsor. Hobbies: flying, boating, photography, cooking, and designing clothes.

M.B. DICKINSON, A.B., MA.A. from Orlando, Florida, attended Hampden-Sydney, Virginia and University of Virginia, Richmond. At OAHS since 1951. Physics, 7th grade English, spelling, arithmetic, science. Home room: 7th grade, Section I. Hobbies: golf and reading.

Mrs. MARGARET H. SKUSE from Boston, Massachusetts. Attended Massachusetts School of Art and Boston Museum of Fine Arts School, Boston, Massachusetts. At OAHS since 1949. Librarian. Hobbies: Drawing and dramatics.

ALBERT G. ALDERTON, B.A., M.A. from Garden City, New York. Attended Amherst College, Amherst, Massachusetts. At OAHS since 1951. 8th grade English, civics, modern and world history, and world geography. Home room: 8th grade, Section II.

It should be noted that all of the teachers on the high school faculty with the exception of the librarian held at least a bachelor's degree and were versatile in their teaching assignments. It should be noted also that there is nothing in these resumes that would indicate they were living, teaching, or interested in the host country. Latin, French, and Spanish were taught but not Japanese. There was a Spanish Club but no Japanese Club.

During the 1952-53 school year between 18 to 25 students were enrolled in each of the first four grades. The fourth and fifth grades contained approximately 24 students in all. One section had 13 students who were slow learners. There were two sixth grade classes of only 12 to 14 students.⁷ Other than a lower teacher-pupil ratio, indications were that these students on Okinawa were receiving an almost identical education to that of their counterparts in the United States.

The Okinawa American High School was in many ways typical of many small town high schools throughout the United States with an enrollment of 300 to 400 students. There were several exceptions, however, other than the location and facilities. For example, this high school enrolled one or more students from every state in the union with the exception of Wisconsin and North Dakota. Included also were students born in the Philippines, Okinawa, Japan, Norway, and China. Turnover of students was probably greater than in most high schools of this size due to shifts in military assignments. An example of the turnover of students was reported in the yearbook.

The Dragons had planned to go to Japan for the Far Eastern High School Basketball Tournament, but, due to transportation difficulties, were unable to go. During the season the team changed constantly. It lost four players who returned to the Z.I. and four players arrived to replace them.⁸

The students' activities listed in the high school yearbook gave no indication that the school was located outside of the United States. The year's activities included Freshman initiation, a Halloween party, a basketball team, Sophomore and Junior class plays, Junior-Senior prom and even a senior "Ditch Day." These activities were identical to those held in hundreds of schools located in the United States. In the historical records available, there did not appear to be any attempts to make these American high school students aware of either local or regional culture. Okinawan, Japanese, or Southeast Asian studies were conspicuously missing from the curriculum.

A high school principal was added to the staff during this 1952-53 school year for the first time.

1953-54 School Year

During this year, grade six was not included in the high school. The following courses were offered in grades 7-12:

Biology	Government
Chemistry	World Geography
Physics	World History
Typing	American History
Shorthand	Sociology
Art	Consumer's Economic
Algebra	Problems
Geometry	Music (Chorus/
Science	Instrumental)
Mathematics	Latin
Social Science	French
Journalism	Spanish
Physical Education	Literature

Clubs: Model, Camera, Red Cross, Science,
Yearbooks, Plays, Stamp⁹

There was some indication in the May, 1954, Principal's Activity Report that one elementary school was attempting to make the American students aware of Japanese and Okinawan culture.¹⁰ It was reported that the school took six one-day field trips during the school year. Students were exposed to Sumo Wrestling, a Rice Harvest, Japanese Dancing (Okinawan), some of the fine arts--lacquering, weaving, glass making. Some classes visited local homes.¹¹

Records indicated a few teachers were teaching students to speak simple words in Japanese.

A review of the school records dated between 1954 and 1957 revealed no significant changes or differences in the curriculum of the elementary or high school. The curriculum and school activities were typical of schools in the continental United States.

Curriculum in Elementary - 1957

The following viewpoint was expressed in a primary school Curriculum Guide written in 1957:

Our children come from every state and even other countries. They will return to state-side schools to complete their work. Our first concern is to insure that the transition is as smooth as possible. Therefore, standards of achievement are stated in terms of the average current practice in the United States.¹²

The following philosophy was also expressed in the Curriculum Guide:

The ultimate goal of education in America is development, to the fullest extent, of the individual's physical, mental, social, emotional, and moral potential so that he may contribute the greatest value to society and, at the same time, satisfy his individual needs and ambitions. Therefore, the individual child is the basic unit of instruction.

In this forty-page curriculum guide only one page included activities dealing with Japanese or Okinawan culture. These two activities were a unit on Girls' Day (March 3) and Boys' Day (May 5) which included recommended activities of reading Japanese folk tales, singing Japanese songs, Sumo in dramatic play, flying carp and doing origami (paper folding).¹³

By way of contrast with schools in the United States it might have been productive for the teachers in Okinawa to have been exposed to the recommendations of Loenard S. Kenworthy in his text, *World-Mindedness*, so that they could have taken advantage of their location. The social studies programs for these students could have been given more meaning by comparing, contrasting and finding similarities with American and Japanese cultures.

The late fifties was the time period President Eisenhower nominated James R. Killan as a Special Assistant for Science and Technology. Killan advocated increasing academic standards in public schools for science and mathematics. James Conant proposed his 21 Point Plan to push the gifted and put the lower achievers in vocational education. Vice Admiral Hyman G. Rickover attacked the schools. Kenworthy's

ideas of World-Mindedness were forgotten during this period of time.

Staffing and Curriculum Into the 1960's

During the six-year period from 1954 to 1960, student enrollment went from approximately 2,240 to 4,800 students with the Okinawa Dependents Schools increasing from two schools to eight. The professional staff, most of whom were recruited from the states, increased to over 300 personnel.

The pupil-teacher ratio had increased in the elementary schools by 1960 to approximately 26 students per classroom teacher with special instructors in art, music, and physical education. There were no elementary counselors, special education teachers, or other such specialists. Zukeran elementary School did have one teacher who spent part of her time outside of the regular classroom as a remedial reading teacher.¹⁴ Although the dependents schools had not previously hired local national teachers, two of the elementary schools did use Okinawans to assist with local culture studies during this time period.

The idea of using the Japanese Nationals as teachers developed in Japan in the early 1950's. The United States Government hired many Japanese as interpreters. Several of these interpreters ended up in dependents schools and taught American students to speak Japanese and do origami (paper folding) and art work. Later in the 1950's, regular classes were established for these Japanese to teach about the culture of their people and nation.

In the school year 1959-60, Kubasaki High School had a principal, an assistant principal, a full-time guidance counselor, and a nurse. There were 22 teachers, including a full-time music teacher and a full-time librarian. Both industrial arts and home economics were offered. Spanish, French and Latin (but not Japanese) were offered. All three of these romance languages were taught by full-time teachers who taught only their respective languages. There were two full-time English teachers and one teacher who taught English and speech. The industrial arts teacher also taught a class in biology. The school offered a wide scope of student activities in sports, drama, music, yearbook, newspaper, and in student government.

Kubasaki High School was the only American high school on the island. The local Okinawan schools did not play football and it was not possible to transport Kubasaki High School football players to Japan to play other American schools, yet these students would not be deprived of their favorite sport. The school was divided into sections according to the housing areas where the students lived. Each of the three sections had a football team with cheerleaders and a community (housing area) to support them. The high school band took turns playing for each of the three teams. Although each of the players of the three teams attended the same high school, the football games were executed with all the competitive spirit and enthusiasm that only an American high school can develop.

First Japanese Culture Teachers - 1959

The School Board minutes reflect attention being given to developing a Japanese culture program for the dependents schools on Okinawa. The following statement appeared in the 17 December 1959 minutes:¹⁵

In addition to the present Japanese class in the Junior High School instructors are being interviewed for Kadena Elementary, Kadena Primary and Naha Elementary. Provided the instructors are satisfactory, one class will begin in each of the above-mentioned schools in the near future. Constant liaison will be maintained with Dr. Genshu Asato, President of the University of the Ryukyus and all available sources to procure instructors.

This was perhaps the first official act to hire Japanese teachers to teach American students Japanese (Okinawan) culture although Japanese language and some culture studies had been included in the curriculum prior to this date.

Field Trips

The Okinawa American Dependents Schools Teachers' Information Brochure, 1963-64, stated the following regarding field trips:¹⁶

There are a few worthwhile activities on Okinawa which merit the time and effort required for a field trip. Trips will be limited to one each semester.

No approval will be given for trips to places of pseudo-historical interest such as Suicide Cliff.¹⁷ Nor will permission be granted for groups to visit indigenous schools for the purpose of observing classes since the language barrier makes such a visit of little or no educational value.

These two sections of the teachers' informational brochure appear (verbatim) in the 1956-57 brochure. It would appear that the principals, superintendent, and military school board did not encourage teachers to take students on field trips. There also seemed to be a great concern for the safety and welfare of students. The same brochures stated that students could eat only in United States Military Installations and that they should carry their own drinking water.

There were many learning opportunities for hundreds of American students who spent two or three years on such a beautiful island with a rich and different culture. Located on this small island (four to eight miles wide) and thirty-four miles long) during this time period were sugar cane mills, family sugar refineries, rice harvesting (by hand), glass blowing, lacquer ware manufacturing (home industry), weaving and tapestry, fishing villages and many colorful ceremonies and customs.

The policy concerning field trips changed by 1965 mainly as a result of Congressional action in 1962.¹⁸ The 1965 field trip guide listed over 60 field trips for students and even some for teachers. There were no limits set on the number that could be taken. By 1968 field trips were an important part of the curriculum. Each school had at least one and as many as three Okinawan culture teachers

to assist with field trips and to develop field trip guides.

Congressional Action Causes Change

In 1962, Congress instructed the Defense Department to study the overseas dependents schools and make recommendations for improvement. A survey committee of civilian educators was appointed to conduct a survey which led to the establishment of Department of Defense Instruction 1342.6. This document has been revised three times, once in 1966 following a visit in 1965 by an investigating team from the Committee on Labor and Education, and again in 1968 and 1970.¹⁹

These actions resulted in much more support for the dependents schools in Okinawa. Department of Defense Instruction 1342.6 resulted in staffing increases for all schools in the Pacific Area, although it did take several years to actually get personnel to the field. The Pacific Area Office, which was established in Hawaii and the District Offices located in Japan, Okinawa and the Philippines were greatly activated by additional personnel and support. Curriculum development and improvement activities started in 1965-66 school year and by the 1968-69 school year had expanded to all aspects of the curriculum.

Two of the four main deterrents to uniform high quality education in the overseas dependents schools as reported by the 1962 survey committee were the absence of centrally coordinated educational leadership and insufficient and outdated

curriculum in most schools.²⁰ With such strong statements going to Congress, it was a mandate to the dependents schools to improve the quality of education. The curriculum personnel added to the Area Office and each of the District Offices in 1968 caused numerous activities to take place in curriculum development, pupil personnel services, testing, inservice training of teachers and improved organization of schools to better facilitate learning. It also prevented the overseas dependents schools from becoming isolated from the mainstream of educational happenings in the United States. During the 1950's and early 1960's school officials were required to spend most of their time and energy to obtain essential support of the schools. Schools were not given enough support to obtain current curriculum materials, adequate facilities, or the personnel to develop and improve curriculum. They became isolated from changes taking place in American education, as evidenced in the report of the 1962 Congressional Survey Committee.²¹

By the late 1960's curriculum personnel from the Pacific, including Okinawa school personnel, were able to attend national educational conferences and meet and talk with their counterparts in the United States. Also many educators with national reputations were able to travel to overseas schools to offer workshops and meet with teachers.

Changes and Trends in
Curriculum in the United States

By the mid-1960's trends in curriculum development in the United States were changing. In the areas of learning strategies, curriculum development in the social sciences, the teaching of reading, and organization of schools for learning were changing rapidly.

The President of the National Council for the Social Studies stated in the foreword of the 39th Yearbook that public funds in vast sums were being made available to implement scientific education. The American public, he mentioned, had not yet awakened to the fact that the greatest challenge to our generation is our human values and living together in peace.²²

The work of Hilda Taba in developing a rationale for a new social studies curriculum model and teaching strategies was becoming nationally known.²³ This curriculum development of Hilda Taba and other educators might not had had an effect upon the dependents schools if it were not for a high turn-over rate of teachers on Okinawa which caused a replacement of teachers from the United States. Also, by the late 1960's the addition of curriculum ccoordinators and sufficient funds to support curriculum development projects and inservice training for teachers helped to put the dependents schools on Okinawa in contact with current curriculum development trends in the United States by 1975.

These concepts and methods were quite different from the one practiced in the dependent schools in Okinawa during the 1950's and early 1960's. The state of California expended some ambitious efforts in producing guidelines for an inquiry-conceptual approach to the Studies of Man. The California Statewide Social Sciences Study Committee met in April, 1968. This large-scale effort involved more than 200 social scientists who produced the Studies of Man.²⁴ This guide noted a concern for attitudes and values and stressed that the way in which history is learned is as important as particular historical data. It also stressed modes and processes of inquiry.

Inservice Programs for Teachers and Curriculum Improvement Projects

In 1968 teachers in Okinawa heard Dr. Robert Anderson, Professor of Education, Harvard University, and Dr. John Goodlad, Dean of the Graduate School, University of California speak on team teaching, nongraded concepts, organizational patterns and philosophies.

Dr. Rose Burgess Buchler, Professor from Southern Illinois University, was a consultant for Okinawa's fall teachers' conference. Miss Julia Teasley, Scott Foresman consultant, conducted workshops in reading for grades 1-8 in Okinawa, Japan, and the Philippines from 22 September to 13 October 1968.

Mr. Thomas Beall from the American Book Company met

with teachers in Japan on 16-17 September and Okinawa on 19-20 September on workshops in the READ SERIES and Conlon's Elementary English. The Ealing Corporation STARTING TOMORROW in-service program for elementary teachers provided enough materials so that Mrs. Helen Goddard, Elementary Curriculum Coordinator, District II, Okinawa, was able to conduct two workshops in New Ways to Composition and Understanding the School's Neighborhood.²⁵

Further, Department of Defense dependents school personnel could attend the following inservice programs:

- 1) The National Science Foundation Summer Institute in Biology, Science, Electronics and Math for junior high school teachers and Computer Oriented Mathematics, sponsored an institute in Tokyo, Japan, by the University of Hawaii.
- 2) The University of Georgia Workshops in Children's Literature held at Clark Air Base in the Philippines for 30 Department of Defense dependents school teachers.
- 3) Michigan State University offered three courses per school year on Okinawa for graduate credit.

The 1969-70 Area Superintendent's report stated that curriculum improvements were taking place in the following areas: 1) Expansion of reading approaches other than present basal and supplementary programs such as

Open Court, Project Read, Open Highway and Getting Ready.

- 2) Learning centers have been established in Okinawa emphasizing attention on the individual rather than the group.
- 3) Multi media centers have been expanded.
- 4) The Host National Program continues to be one of the outstanding activities of the elementary schools throughout the Pacific Area.

Staffing Problems and Increases

High turnover of teaching personnel made inservice programs less effective. In 1969 the Area Director of Elementary Education, Ms. Helen Slosburg stated:

It is difficult to initiate new programs in the Pacific Area because of teacher turnover, the time lag between ordering and receiving new materials and employing the proper consultants when they have enough time to travel into the Pacific Area and meet with personnel from all four districts.²⁶

Staffing for the 1968-69 school year on Okinawa consisted of 653 Public Law 86-91 teaching personnel.²⁶ Of these 653 teachers, 108 were wives of military personnel. Of the total 653 teachers only 232 would remain for the 1969-70 school year. One hundred sixty-nine resigned; 252 received transfers to other Department of Defense Schools.²⁷

In 1969 twenty Okinawan teachers were hired to teach in the American schools in Okinawa. They were hired to teach culture, music, art, Japanese language, Judo and physical education. Additional American teachers were assigned to teach art, music and physical education in the elementary grades:²⁸

Table 6. Special teachers in Okinawa Department of Defense Schools, 1968-1970.

Year	Music	Art	P.E.
1968-69	24	9	9
1969-70	37	32	33

Also, a Coordinator for Reading was added to the District staff for the 1969-70 school year, and seven of the schools hired full-time school nurses.

Expansion of Pupil Personnel Services

During the 1971-72 and 1972-73 school years, the pupil personnel services were greatly expanded. Test services for students were initiated on a world-wide basis. A Child Guidance Clinic was established with a staff of two psychologists and a social worker, plus a clerical assistant.

A program was started for children with learning

disabilities. One learning disabilities teacher each was placed in three of the larger elementary schools. Also, a program was started for an increasing number of students who spoke English as a second language. Two additional teachers were hired to work with some of these students.

A nurse was hired for each school during the 1970-71 school year. A School Health Guide was published which established the school nurse as a full member of the school faculty. Nurses served as consultants to teachers and also taught classes in health to students.

Through the United States Office of Education, University of Ohio developed a counseling and guidance institute for the Pacific area Department of Defense schools. Through the University of Ohio program a number of elementary school counselors qualified to be employed in dependents schools. By 1973 all schools in Okinawa had at least one full-time counselor. The ratio in elementary schools was 500 students to each counselor and 250 in middle and high schools. Through the early 1970's the program in Specific Learning Disabilities and English as a second language were also greatly expanded.

Pacific Area Pro-
gram Advisory Council

The first PAPAC was organized in 1968 under the direction of Dr. James N. Pepper, the Pacific Area Superintendent. Charter members of this group were the Superintendent of

District II Okinawa, Mr. Harold Price; Mr. Joseph Blackstead, the Superintendent of District I; and Mr. Roland Peterson, District III Philippines Superintendent.

PAPAC was organized to provide a forum that a classroom teacher, a school faculty, or a district staff could use in presenting a program, a project, or a good idea that could have areawide implications. It also provided a communications channel to get information from the Area Office in Hawaii to local schools in Japan, Korea, Okinawa, and the Philippines. The first PAPAC meeting was held in Okinawa during the fall of 1968.

The following results were reported in the Superintendents publication "Action", May of 1969.

The meetings have been consisting of a general session followed by group meetings of elementary, middle schools, and secondary levels of interest. Some of the areas of concern have been the implementation of the kindergarten program. A handbook for kindergarten parents and an area-wide report card have been developed by a district and submitted for area-wide consideration for adoption. In the middle school session, the group has been working on developing a middle school philosophy. The secondary group has been studying graduation requirements and a more uniform textbook and course listing.

One of the advantages of these meetings has been that educators are now looking at problems with the area concept in mind. An additional advantage is that it gives district and school level personnel the opportunity to have face to face meetings with members of the area staff.

As was pointed out it was one of the first efforts to create a Pacific Area concept of developing programs, considering

needs, staffing, and developing a common curriculum. Dr. Edward Killin, who became Area Superintendent (later referred to as Area Director) further developed this concept of making the Pacific Area a unified organization rather than three or four independent districts.

Congressional Survey Follow-up

As a follow-up on the 1962, 1966 and 1968 surveys, a 1971 report included seven accomplishments that took place in the Pacific Area Department of Defense Dependents School. These accomplishments, however, failed to convince Congress that reorganization was not necessary because in 1976 other actions were taken to improve the overall operation. The seven accomplishments were: 1) special subject teachers were added to the elementary school in art, music and special education. Specialists were also added in developmental reading and remedial reading;

2) The Pacific Area program included kindergarten which was not included previous to January, 1969;

3) The World-Wide Testing Program was implemented in September, 1969;

4) Host Nation and local culture programs were included in all schools;

5) A Program Advisory Committee was established to involve personnel at all levels in curriculum planning and implementation;

6) The in-service and professional education program was expanded to include Michigan State University, who conducted three workshops for all principals to keep them current on new educational developments and techniques. Courses were available for credit for all three Pacific Districts. The United States Office of Education funded a training program for elementary guidance counselors through The Ohio State University; and

7) The Overseas Education Association was granted exclusive recognition to represent non-supervisory personnel on April 7, 1969.²⁹

Department of Defense Schools
World-Wide Organization For
Curriculum and Staffing

In 1964 a standardized dependents schools system was to have been created by placing it under control of the Office of the Assistant Secretary of Defense (Manpower and Reserve Affairs) (OASD-M & RA). In 1974 the Office of Overseas Dependents Education was created to operate Department of Defense Schools. In July, 1976, Congress shifted the complete responsibility for operation of overseas schools from the three military dependents to the new Office of the Department of Defense Dependents Schools (DODDS).

The congressional mandate of 1976 directed that all funding, manpower, curriculum development plus complete

operation be vested in the Office of Dependents Schools (ODS).

The Office of Overseas Dependents Education set up a meeting in Washington, D.C., 9 September 1974.³⁰ This was one of the first concrete curriculum efforts for the world-wide Department of Defense overseas schools at the time operating under the three military services. At this meeting ten broad curriculum subject area divisions were developed. Following this meeting, a study was undertaken of each of the ten major curriculum subject area divisions by the three geographical school area representatives. The second major planning meeting was a conference of the Office of Overseas Dependents Education Curriculum Review Committee (OODE CRC) held March 10-14, 1975. The conference focused on developing a framework, with tasks and responsibilities outlined, of a five-year basic plan for curriculum.

Criteria for selecting the curriculum cycling sequence were utilized to guide the process of determining the sequence of study for ten curriculum subject areas. After much discussion and review, the curriculum representatives decided upon the five-year curriculum study cycling sequence. This basic structure and process of curriculum review was implemented.³¹ After 1976 the Office of Dependents Education had control of funding, manpower, and curriculum development. The Curriculum Development and Review Plan included funding, staffing, and implementation in 1976.

As the plan was used each year, it was expanded and refined to reflect the experience gained and the changing needs of the overseas dependents schools. The plan was believed to be successful on Okinawa because it involved educators at all levels of the school system. The model plan is basically a process and procedural one. A description of the DODDS Five-Year Curriculum Development Plan is in the appendix.

Curriculum and Staffing Highlights - 1972-78

In the 1970's there were several factors that caused the dependents schools on Okinawa to become part of the mainstream of education in the United States.

1) The turnover rate of teachers remained high until the supply of teachers in the United States exceeded the demand.³² The turnover caused new teachers from the United States to come into Okinawa with new ideas and concepts in education.

2) Those teachers remaining on Okinawa were allowed to return to the United States each summer to attend summer school at government expense.

3) Michigan State University was contracted to offer from three to five graduate courses each year. The courses were offered during the evening hours, allowing the professors to serve as consultants to principals and teachers during the day. The subject areas in which the courses

were offered were selected by the Superintendent, with information obtained from teachers and principals.

4) A number of teachers, principals, and district staff members were selected each year to attend national professional conferences.

5) Curriculum consultants from the United States were brought in to conduct workshops and assist with curriculum development projects such as the World of Work, Individual Guided Education, and cultural programs.

6) Curriculum materials and equipment were in much greater supply and the time required to obtain them was greatly reduced over the previous ten-year period. Schools were able to staff and organize effective media centers with ample supplies of printed material, teaching aids, and audio-visual equipment and software.

By 1973 school officials on Okinawa spent much less time and effort in obtaining and attempting to maintain school facilities. More time, more professional personnel, and more funds were available for developing and improving curriculum.

Kubasaki High School

Kubasaki High School, the only dependents high school on Okinawa, was typical of many high schools in the United States with enrollments from 1300 to 1600 students. It was organized into a six-period day with no innovative organizational patterns. It has been accredited by North

Central Association since 1953 with visitations every three years. It has received only a few warnings for inadequate facilities and those were always corrected within one year.

The school was staffed with three principals, four counselors, a work-study (PVOT) coordinator, and a student activity director. The teacher-pupil ratio from 1971 to 1978 was from 1:16 to 1:20 with all fully qualified teachers.

The outstanding features of the high school which received positive comments from the community and North Central Association reports were

- 1) The student activity program which provided all students opportunities to participate in clubs, hobbies, sports (tennis, golf, archery, soccer, diving), newspaper, and many academic clubs and associations.

- 2) The Practical Vocational Training (PVOT) program which involved students in work experience in many military activities such as nurses' training, dental assistance, television studio, truck repair, electronics, food service.

- 3) The Fine Arts Program which involved many students in Okinawa craft and art activities. In 1974 an artist-in-residence program was developed. The world famous Charles Laloma, a Hopi Indian from Arizona, was brought to Okinawa to work with high school and middle school students. He helped students make jewelry out of silver and local materials.

The two greatest weaknesses in the educational program

are in the areas of providing effective learning activities for the students who speak English as a second language and for neglecting to take full advantage of the learning situation afforded those living in an Asian culture.

Elementary and Middle Schools

The three middle schools, Pacific, Naha, and Kadena were organized to develop the middle school concept of giving students exploratory courses in art, crafts, music, Japanese language, home economics, woodworking, world of work, photography, marine biology, and outdoor education.

Pacific and Kadena Middle Schools were accredited by the North Central Association in 1975 and 1976 respectively. These schools were each staffed with counselors, reading improvement specialists, and learning disabilities teachers. The media centers in the middle schools and the six elementary schools were well organized and equipped to meet accrediting standards.

Attempts were made over the years to accommodate the students with problems understanding and speaking English. English as a second language teachers were hired in 1972, 1973 and 1974, but no well-defined program was ever established. Not all schools had these teachers, although some of the language problems were handled by learning disability teachers.

The Japanese schools from mainland Japan established an Institute of Marine Biology on a small island off the coast of Naha, Okinawa called Tokashiki. Both middle school and elementary students from American dependents schools participated with Japanese students in this institute. From 50 to 100 American students could be accommodated with Japanese students in the dormitories and dining facilities. Programs in outdoor education and marine biology were developed for the American students who lived and ate with the Japanese students for periods of two to five days.

In 1975, the first elementary school overseas, Zukeran, was accredited by the North Central Association. This school was organized for an Individual Guided Education program. Michigan State University provided the guidance and assistance in developing the IGE program from 1972-1976. The program has since been modified to a more conventionally organized school.

Footnotes for Chapter III:

- ¹Gertrudes Bruner, letter dated September 29, 1949.
- ²The Torii, 1953, p. 56.
- ³PACIFICA, (PACAFRP 214-5, Volume 3, No. 1, September 1976), "Claw Hammers and DDT," p. 12.
- ⁴The Torii, 1953.
- ⁵Dr. L. W. Warner, A Report on the Dedication of the University of the Ryukyus. February 12, 1951. (This was a report sent to the Superintendent concerning the inauguration of the first permanent president of University of the Ryukyus. It was sent to him because the Junior-Senior High School students attended.)
- ⁶Okinawan American High School Faculty. (Unpublished file record of the faculty made up by Mr. N. J. Howland, Superintendent for Colonel Clarence J. McColl of the School Board.)
- ⁷Okinawa American High School Faculty.
- ⁸The Torii, 1953, p. 44. "Z.I." refers to Zone of Interior, which means the continental United States.
- ⁹Ibid., p. 61.
- ¹⁰"Principals' Activity Report". (This was a required report that was submitted monthly to the Superintendent.) p. 3, May 1954.
- ¹¹Ibid.
- ¹²"Curriculum Guide," (FEC Pamphlet 350-950-2 Far East Command, January 1, 1957), p. 1.
- ¹³Ibid.
- ¹⁴DOD Dependents School Personnel and Enrollment Report (PACAF Form 134) May 1960.
- ¹⁵Okinawa Dependents School Board Meeting, December 17, 1959.
- ¹⁶Okinawa American Dependents Schools, Teachers Information Brochure, 1963-64, p. 19.
- ¹⁷Suicide Cliff is located on the Pacific side of the island near Naha. Thousands of Japanese soldiers committed suicide here after World War II.

- ¹⁸To be discussed later in this chapter and more fully in Chapter IV.
- ¹⁹Survey Committee, Overseas Dependents Schools: Recommendations for Improvement (Washington, D.C.:U.S. Government Printing Office, December 1962), p. 26.
- ²⁰Ibid.
- ²¹Ibid. See Chapter IV on The First Major Reorganization.
- ²²National Council for the Social Studies, 39th Yearbook; Social Studies Curriculum Development: Prospects and Problems. Dorothy M. Fraser, Editor. 1968.
- ²³Hilda Taba, Professor, School of Education, San Francisco State College, 1965.
- ²⁴California Statewide Social Studies Study Committee "Preliminary K-12 Social Sciences Framework," April, 1968.
- ²⁵Area Superintendent's Activity Report, 1968-69.
- ²⁶Employment records for local national hires. March, 1969. List is in the Appendix.
- ²⁷Area Superintendent's Activity Report, 1969-70.
- ²⁸Enrollment records, Air Force Form 1070, 1970.
- ²⁹DOD Pacific Area, An Investigation of the DOD Dependents Schools, Pacific Area House Committee on Education and Labor (Washington, D.C.:U.S. Government Printing Office, 91st Congress, 2nd Session, January 2, 1971), p. 49-50.
- ³⁰DOD Overseas Schools Five-Year Curriculum Review Plan, September 1975.
- ³¹Five-Year Curriculum Review Plan, DS Manual (DS Manual is a Dependents Schools manual).
- ³²Staffing Reports. PACAF Form 134, Personnel Enrollment Reports 1973-1976. The turnover rate dropped from approximately 75% in 1973 to less than 25% in 1976.

IV. ORGANIZATION

Significant Laws, Regulations and Directives

After World War II, American Military leaders allowed dependents of military personnel to travel overseas just as soon as housing was available in war-ravaged territories. This policy also included Okinawa.

The first group organized to plan for dependents to live overseas was USFET (Special Occupational Planning Board of the United States Forces in the European Theater). Although this group was set up to plan for overall living quarters, commissaries, post exchange, and schools for dependent children in Germany, the results influenced the development of schools for dependent children in Okinawa.

In February, 1946, the War Department informed USFET that they would allow dependents schools, but would assume no financial obligation for the schooling of any dependents schools overseas. Further, the schools were not to interfere with the occupational duties of military forces.¹

In Europe, despite tremendous difficulties in obtaining adequate textbooks, supplies and school buildings, the school year began October 14, 1946, in 35 elementary schools and five high schools.² Schools were also started in mainland Japan at Johnson and Yokota and in Okinawa at Awase.

Initially in Europe a concept of dual command set a

pattern. Under this organization, the military command provided logistical support and funding systems; civilian educators provided the educational program. This dual command existed at each level of organization from the main headquarters to base installation. The local installation was responsible for providing the school plant facilities, teacher quarters, lunch facilities, and student transportation. Custodial and maintenance personnel, clerical help, and interpreters were also the responsibility of the military commander. What was taught in school and how it was taught and who taught it was the responsibility of the civilian educators.³ This early concept of dual command or areas of responsibility was also implemented in Okinawa according to early records.⁴

The Army and Navy were responsible for their respective educational programs. When the United States Air Force was created from the United States Army Air Corps in 1947, it was given equal standing with the Army and Navy and given responsibility for its own personnel's dependents' educational needs.

The three services operated separate educational systems until 1964. On Okinawa, the Army was in charge of the occupational forces and dominated the control of schools, even those located on Air Force installations at Kadena. However, in the year following, legislation gave the Air Force management authority over all schools in the Pacific

and at that time the Air Force did take over as manager.

In 1947 Public Law 271 was passed by the 80th Congress for Government Relief in Occupied Areas.⁵ Public Law 871, passed in 1950, appropriated funds for overseas dependent children, Financial Assistance for Local Agencies affected by Federal Activities, and for other purposes.⁶ Public Law 871 also provided tuition-free public education for dependents of military and civilian employees of the Department of Defense located overseas.

In 1959, Public Law 86-91 was passed to help solve many problems related to teachers for the overseas schools.⁷ Teaching personnel were originally classified in civil services categories of GS-7 which corresponded to the rank of about a Master Sergeant. No financial recognition was given for advanced professional preparation (higher degrees or for prior experience). The overseas salaries did not keep abreast of stateside salaries.⁸

Inadequate housing, plus low salary and other factors such as not having officer's status, tended to lower teacher morale and affected teacher turnover. About one-third of the teachers world-wide left the overseas schools annually.⁹ The turnover in Okinawa in 1956 was 75 percent.¹⁰

Public Law 86-91 covered, in part, the following points:

- 1) the establishment of teaching positions;
- 2) the fixing of the rates of basic compensation for

teaching positions in relation to the rates of basic compensation for similar positions in the United States;

- 3) the entitlement of teachers to compensation;
- 4) the payment of compensation to teachers;
- 5) the appointment of teachers;
- 6) the conditions of employment of teachers;
- 7) the length of the school year or school years applicable to teaching positions;
- 8) the leave system for teachers;
- 9) quarters, allowances, and additional compensation for teachers; and
- 10) other such matters as may be relevant and appropriate to the purposes of this Act.

Public Law 86-91 did not solve the complex teacher problems even with the pay adjustments. This topic will be covered in detail in the section on Staffing.

Through the years certain working procedures were developed by the three military services. The secretary of each military department (Army, Navy and Air Force) was responsible for the educational policy and operation of elementary and secondary schools in overseas areas.

A central office for dependent educational matters was established at the Washington, D.C., headquarters of the Army, Navy, and Air Force. Each office had total responsibility for educational policy, formulation of organizational and administrative practices and the supervision of operations

for its respective military dependents overseas. The directors of the dependents schools for each military branch were professional civilian educators.¹¹

Since the secretaries of Army, Navy and Air Force were grouped under the Secretary of Defense, the Department of Defense maintained some control over all the dependents schools worldwide. The Office of the Assistant Secretary of Defense (Manpower) was delegated to develop, install and coordinate the personnel and payroll programs for the professional educators involved in the dependents schools.¹²

Generally, the three services worked closely together and achieved a high degree of standardization. However, strong differences of opinion did arise occasionally. When this occurred, the matter was referred to Manpower for solution.

The first major reorganization of the administration of Department of Defense dependents schools started in 1962. In an effort to improve the schooling available to all dependent children worldwide, the Department of Defense asked six qualified and respected educators from various backgrounds to visit a representative sample of overseas dependents schools. They were asked to examine and evaluate these military operated schools and make recommendations for improving programs, administration, organization, financing, and personnel of the schools.

For two months, September 17 to November 16, 1962,

these six educators visited over eighty schools, about 25 percent of the total number of schools in Japan, Korea, Okinawa, Taiwan, the Philippines, France, Germany, Spain and Great Britain. While at each school, they attended briefings, held discussions with both military and civilian school personnel, met with teachers, read school documents, and examined the physical facilities.¹³

Four main conditions were recognized as deterrents to uniform high quality education in the overseas dependents schools:

a) limited and insufficient operating funds to meet each year's increased enrollment and the inflexibility of such funds; b) the absence of centrally coordinated educational leadership for these schools c) insufficient and outdated curriculum in most schools; and d) the relatively low priority of these schools within the Defense establishment.¹⁴

Almost 160,000 American dependent children attended Army, Navy, or Air Force schools during the 1962-63 school year. These elementary and high schools numbered over 290 located in twenty-five nations across the world. When compared with stateside school systems, the overseas dependents schools ranked as ninth largest, surpassed only by New York, Los Angeles, Chicago, Detroit, Philadelphia, Houston, Baltimore, and Dade County, Florida.¹⁵

The Committee realized that the early years were awkward ones not only for the schools but also for the military. The attempted solutions had been stop-gap, and at no time had

there been any overall long-range planning. In making their recommendations, they also realized that lasting improvements would be impossible without a reorganization of leadership at all levels of responsibility.

Reaction to the report was relatively rapid. Department of Defense officials were receptive to many of the recommendations as reflected in Defense Department Directive 1342-6 issued January 3, 1964.¹⁶ Becoming effective July 1, 1964, the Directive instructed the following Concept of Operation:

a) the Secretaries of Military Departments will operate Dependents schools located on their respective bases; b) the Overseas Dependents Schools shall be divided into three geographical areas: Europe, Pacific and Atlantic; and c) the Secretaries of the Military Departments will provide for academic administration for schools within their respective designated areas.

Under the direction of the Secretary of Defense, the Assistant Secretary of Defense for Manpower was responsible for organization, operation, administration, and logistical support of the Overseas Dependent Schools system of the Department of Defense. The functions were to determine general curricula, procure materials, establish professional standards for professional personnel, recruit personnel and develop standards of operation and administration of the academic program.

Further, Directive 1342.6 gave the Secretaries of the Army responsibility for European School Area; the Secretary of the Navy, the Atlantic Area; and the Air Force, the

Pacific School Area. This meant that the Air Force was given the responsibility for the schools in Okinawa.

This directive (1342.6) also gave the respective Secretaries of the Military the authority to select the school area superintendent. It also designated the superintendent's responsibilities, which were to organize and supervise the educational program in all schools, provide consultant service to school professional personnel and review logistical support as it affected the academic programs.

As the reorganization of the entire overseas schools complex was carried out, a number of entirely new problems were created. Responsible school administrators recognized that such transitional problems were inevitable and took steps to solve them. Within four years, conditions had stabilized, the directive had been modified, and a single educational system for all military and federal civilian children was instituted.

On Okinawa the results of the implementation of Defense Department Directive 1342-6 meant that the Secretary of the Air Force was assigned responsibility for administration of all dependents schools in the Pacific. Thus, the Army was no longer the geographical manager for the schools on Okinawa. All school personnel on Okinawa become Air Force employees.

The regional office was established in Honolulu, Hawaii, with the Headquarters of the Air Force in the Pacific. The

District Superintendent on Okinawa reported directly to the Area Superintendent in Hawaii and each principal reported to the District Superintendent in Okinawa. In the year that followed, the staffing, logistical support and facilities improved substantially. The overall funding was also improved. Mr. Richard Meyering, the superintendent of the Air Force schools in Japan, established the first Pacific Area office at Hickom Air Force Base in Honolulu, Hawaii, July 1, 1964. Later the same year, John Dunworth took over as the first permanent Pacific Area Superintendent. In 1967, a school administrator by the name of James N. Pepper replaced Dr. Dunworth as Superintendent. Dr. Edward C. Killin, the present Regional Director, was appointed to the post in 1972.

Under the provisions of Department of Defense Directive 1342-6, four school districts were established. District I, Japan and Korea; District II, Okinawa; District III, Philippines and Taiwan. In 1966, Korea became District IV but in 1971 it was changed back to part of District I. Also Midway Island was administered under the area office in Hawaii.

From the beginning of the Department of Defense Dependents Schools in 1946, there was a gradual decline in the number of military personnel involved in the operation of the schools. As Department of Defense Directives 1342-6 were rewritten, the authority for operating schools gradually shifted from military personnel to civilian educators. The revisions of Department of Defense Directive 1342-6 in

July, 1966, and again in 1968 both restricted the number and scope of the management of the schools by the military. The revision in 1974 eliminated most military personnel from Department of Defense Dependents Schools Organization, even the military supply personnel.¹⁷

As a district, the organization above school level on Okinawa was not as complex as that of other areas--there was a superintendent designated by the Army from the very beginning. In the beginning, according to a letter from Mrs. Gertrudes Bruner, who arrived on Okinawa in the fall of 1947, an Army officer by the name of Wildman was designated as Superintendent in September, 1947. (She stated he was also the fire starter, janitor, plumber, carpenter.)¹⁸

In 1948, Mr. W. J. Howland was appointed Superintendent of Schools. The Air Force and Navy had personnel assigned to Okinawa but did not have a school on an Air Force base until Kadena Elementary was opened. At times, there were schools operating on Navy facilities but since a majority of the students were Army the schools were supported by the Army. Mr. Willand J. Howland was Superintendent from 1948 to 1957. Mr. J. W. Hoffman was Superintendent for less than one year until Mr. Harry C. Frey was appointed as Director of American Dependents Schools on Okinawa.¹⁹

Mr. Frey was Director (Superintendent) until 1967 when Harold Price arrived on Okinawa to assume the position of Superintendent. Mr. Price was Superintendent until January,

1973, when Mr. Don Grant assumed the position of Acting Superintendent until Harold C. Brown, the present writer, assumed the position in June, 1973.

There was never an Air Force or Navy Superintendent or Director established on Okinawa as was the case in mainland Japan. There has always been only one high school on Okinawa, located on an Army post. The first school managed by the Air Force, a primary school, was not established until 1953. These factors have made it relatively simple for the transition from Army to Air Force management in 1964 and to a Department of Defense Agency in 1974.

Other Laws and Directives that Influenced Department of Defense Schools

Teacher Pay

Seven years after the enactment of Public Law 86-91 (Defense Department Overseas Teachers Pay and Personnel Practices Act 1959) Public Law 39-391 was passed bringing overseas teachers' salaries in line with teacher salaries in larger systems in the United States. This law set overseas teacher salaries at the average for the ten larger systems of the United States.

Establishing Kindergartens

A study of the requirements for establishing kindergartens as part of the Department of Defense Overseas

Dependents Schools was conducted beginning in September, 1967, by the United States Department of Health, Education, and Welfare/Office of Education Bureau of Research. The project number was 7-9038 under contract number OEC-1-7070938 1905.²⁰ The project was directed by the former Pacific Area Superintendent Dr. John Dunworth. At the time of this project, he was employed by Ball State University, Muncie, Indiana.

As a result of the contracted project, recommendations to establish kindergartens as part of Department of Defense Schools were included in the Department of Defense Instruction 1342-8 which was implemented.²¹ Approximately 1200 kindergarten students attended their first year of school on Okinawa during the 1968-69 school year.

Improved Budgeting

Instruction 1342-5, concerned with fiscal matters, helped those administering dependents school funds. It resulted in improved budgeting contributing to increased funds for Department of Defense Schools and less competition for dollars with the military.²² It also helped in identifying all costs actually incurred by Department of Defense Schools so that actual projections of cost could be budgeted.

School Nurses

Instruction 1342-9 authorized the use of appropriated funds to support school nurses and upgrade the overall school health services.²³ Previous to this instruction, Air Force and Army nurses were sometimes assigned part-time to Department of Defense Schools on Okinawa. Because of the shortages of military nurses and the lower priority the schools were given, not all schools were covered with nursing service. It was actually not until 1970 before all schools on Okinawa were covered by a nurse. It was also very difficult to recruit qualified school nurses with degrees in nursing and the required courses to meet NCA standards.

Teacher Transfer and Recruitment

Directive 1342-6 gave authority to provide for a common recruitment, selection and transfer of all Department of Defense Overseas Schools professional personnel to and between overseas school areas.²⁴ This directive standardized personnel policies among the Army, Navy and Air Force. It also provided for school employees to transfer between Army, Navy and Air Force schools. This directive encouraged teachers to remain in the overseas system and also to transfer from one area to another. The turnover in Okinawa was always quite high. This directive made it easier to obtain

experienced overseas teachers even though the turnover continued.

Department of Defense Schools
Congressional Investigations

After the reorganization of the Department of Defense Schools in 1964, criticism of the school inadequacies continued and led to House Resolution 596 in 1965.²⁵ This resolution authorized an investigation of overseas dependents schools.

A team inspected schools in fourteen countries in thirty-four days. This team recommended that all schools be organized as one system and that the Department of Defense be given authority over all levels of school administration in the field.²⁶ Directive 1342-6 was revised authorizing the Department of Defense to be responsible for establishing all policies for the organization, operation, administration, and logistical support for all overseas schools.²⁷

This directive was a step closer to taking Department of Defense Schools out of the hands of the Army, Navy, and Air Force and developing the single manager concept that is in effect at the date of this dissertation.

The next major investigation was authorized by House Resolution 1044 dated October 19, 1966. The report on this investigation was presented in April 1967.²⁸ The immediate result of this report was the action of Congress to pass Public Law 90-96.²⁹ This law gave the schools a separate

appropriation of funds and thus added yet another step toward independence from military commanders faced with choosing between military and educational needs.

The two committees, the one in 1965 and the one in 1966, whose reports were published in 1966 and 1967 respectively, served as the basis for several legislative and administrative changes that have improved on all overseas dependents schools, including the ones on Okinawa.

These two reports also created heightened awareness of the enormity of the overseas schools and brought much attention to the many problems and complaints. The first session of the 91st Congress sought to evaluate first-hand the implementations of changes and to determine if additional changes were necessary.

House Resolution 572 approved on December 18, 1969³⁰ authorized the investigative Committee of 1970. The investigation began in the Pacific on January 6, 1970, and ended January 23, 1970, a trip of 18 days. This trip included visits to the schools in the Philippines both Department of Defense and International American Schools, Thailand, Taiwan, Korea, Japan and Okinawa.³¹

The reports issued after the 1965 and 1966 investigations indicated that most complaints from teachers focused on inadequate teacher pay, inadequate facilities and equipment, high teacher-pupil ratios, and outdated and insufficient textbooks and reference materials. The 1967

investigative Committee noted that Okinawa in 1966 had nine schools housed in quonset huts.

The 1970 Committee was concerned with the actions taken to improve the situations reported in the other two investigations. The concern was in the area of curriculum also.

Because of the significance of the report from the 1970 Committee, the findings are briefly summarized:

1) The school facilities and housing for teachers ranged from excellent to inadequate.

2) No funds were available to finance co-curricular activities such as sporting events, music festivals, debate contests.

3) There was no uniform policy on assigning military personnel to areas overseas with children who required special education needs.

4) The salary schedule for teachers allowed only two years' credit for all previous teaching experience.

5) There was a breakdown in communications between the Washington, D.C. level and the school level.

6) There was evidence of problems (long delays) in receiving adequate supplies and equipment.

7) Inequities existed in educational opportunities provided children overseas--no kindergartens in most areas.

8) There was no basic legislation which required elementary and secondary education to be provided to children overseas.

As a result of these findings, the 1970 Committee recommended that 1) a National School Council be established to develop policy. The council should consist of high-level officials from Federal agencies and civilian organizations which operate the overseas schools; 2) it should take immediate action to provide adequate housing for all teachers; 3) additional credit should be given teachers for previous teaching experience beyond two years; 4) the Department of Defense should present a five-year plan to Congress which will result in adequate facilities, teacher housing, educational materials, instructional supplies, science and laboratory equipment and staffing. It was also recommended that civilian positions within dependents schools be elevated.

The other recommendations specified that immediate action should be taken to assure that supplies and equipment were readily available, that research funds were authorized to study the best type of school facilities to meet the needs, and further, that school facility requirements would not have to compete with military construction projects.

An important part of these recommendations was the last one which stated that the Department of Defense should submit:

a complete report annually to the appropriate committees of the Congress--including the respective education committees--concerning the educational program. Such report should include philosophy, objectives, achievements, strengths, weaknesses, and problems.³³

The work of the House investigative Committee of 1970 resulted in increased support and elevated status for the Department of Defense Schools.

The Office of Overseas Dependents Education was created July 1, 1974. The Assistant Secretary of Defense put into effect Directive Number 1342.6 which cancelled Department of Defense Directive 1342.6 dated July 16, 1968. This Directive based upon the authority vested in the Secretary of Defense established the Office of Overseas Dependents Education (OODE) and also established the Overseas Dependents Education Council (ODEC). It also provided for the policies for the administration and management of the Department of Defense Overseas Dependents Education System.³⁴

The Mission of this Directive was as follows:

- A. Assure the provision of quality education from kindergarten through 12 for eligible minor dependents of United States military and civilian personnel of the Department of Defense stationed in overseas areas.
- B. Provide advice and counsel to the Assistant Secretary of Defense (Manpower and Reserve Affairs) on matters relating to the Overseas Dependents Education Program.

The Organization was to be as follows:

- A. The OODE shall be established as an Office of the Secretary of Defense field activity under

the policy guidance and direction of the Assistant Secretary of Defense (Manpower and Reserve Affairs). It shall consist of:

1. A Director.
 2. A subordinate organization structure which shall be established by the Director.
- B. The ODEC shall be established as an educational advisory committee to the Assistant Secretary of Defense (Manpower and Reserve Affairs). It shall consist of:
1. A Chairman, who will be designated by the Assistant Secretary of Defense (Manpower and Reserve Affairs).
 2. One representative from each of the Military Departments.
 3. The Director, OODE, who shall serve as the Executive Secretary of the Council.

Note that an organization independent of the military was created by this directive. The only influence for military departments was to come from the Overseas Dependents Education Council which was advisory in nature and structure.

The Director of OODE was given authority to organize, direct, and manage. The Director was to supervise and administer the Overseas Dependents Education System for the following:

- A. Development of curricula.

- B. CONUS recruitment, selection and assignment and the inter-area transfer of personnel.
- C. Consolidated financial management activities, in coordination with the Assistant Secretary of Defense (Comptroller).³⁵

Also, the Director was to develop policy and technical guidance with respect to:

- A. Educational goals and objectives, curricula, educational programs, instructional materials and techniques, professional standards, and staff criteria.
- B. Recruitment, selection, assignment, and transfer of personnel.
- C. Financial management activities, in coordination with the Assistant Secretary of Defense (Installations and Logistics).³⁶

The Assistant Secretary of Defense (Manpower and Reserve Affairs) was made the supervisor of the Director of OODE. The Assistant Secretary of Defense (Installations and Logistics) was to provide support for school construction, modification, and repair.

The Assistant Secretary of Defense Comptroller was to provide technical advice and support to the Director of OODE on financial management activities.³⁷ Under the July 1, 1974 Directive 1342.6 the Director, OODE was to be a civilian selected by the Assistant Secretary of Defense (Manpower and Reserve Affairs). However, the Area Superintendents were to be selected by the Military Department responsible for the geographic area (Air Force in the Pacific).

This Directive also gave the Secretaries of the Military Departments authority to:

1) Operate and provide administrative support for the Overseas Dependents Education Program.

a) Army--Europe, Africa, and Asia to 90°E. Longitude.

b) Navy--Atlantic, including North, Central and South America.

c) Air Force--Pacific, including the Far East to 90°E. Longitude, Australia, and New Zealand.

2) Insure that installation commanders provide the required logistical support for schools on their respective installations.

3) Include in their financial programs all reimbursable expenses, procurement and military construction items incident to the operation of the Overseas Dependents Education System and separately identify such expenses in their respective budgets and financial plans submissions.

4) Secure joint approval of the ASK (Manpower and Reserve Affairs) and ASK (Installations and Logistics) for school facilities construction.

This directive was short-lived. It was changed for one of the same reasons that changes in organization were made in 1964 and 1968, namely, Congressional concern over a fragmented system in Overseas Dependents School system.

Department of Defense Dependents
Schools Becomes "Of Age"

In 1964, a standardized dependents schools system was created and placed under the overall control of the Office of the Assistant Secretary of Defense. In 1974, the Office of Overseas Dependents Education was created and operated under the Office of the Assistant Secretary of Defense (MRA and Logistics). In 1976, the Congress of the United States shifted the complete responsibility for operation of the overseas schools from the three military departments to the new Office of the Department of Defense Dependents Schools (DODDS).

This congressional mandate directed that all funding, manpower, curriculum development, and the complete operation of the program be vested in the Office of Dependents Schools (ODS) so that there would be only one, rather than three, educational programs for the dependents of military and civilian personnel located overseas.³⁸

Reorganization

One of the first acts of the Director of the New Office of Dependents Schools (ODS) was to propose a Reorganization Plan. Notwithstanding the policy and guidance under the Director, ODS, it was felt, one efficient and effective standardized, worldwide system did not exist. The Director felt each of the three regions operated differently in providing

education, finance and logistic support to the schools in their respective geographical areas. Also, the Director felt that the three regions were still influenced by their former interests and desires of the military departments from the previous organization.³⁹

The purpose of the reorganization was to achieve more efficient and effective management of the DODDS operation by reorganizing the above-school-level management functions. The reorganization was to improve management by balancing the work force among regions, improve the span of control and establish worldwide standards for educational programs.

The reorganization plan called for establishing five regions with no subordinate districts. The five regions included the following:

1. Atlantic--High Wycombe, England
2. Mediterranean--Torrejon AFB, Madrid, Spain
3. Germany North--Frankfurt, Germany (Mainz Kastel)
4. Germany South--Karlstuhe, Germany
5. Pacific--Futenma, Okinawa, Japan

The total organization would consist of a headquarters staff and five regions. Each would include a Director and five operating divisions (Education, Logistics, Fiscal, Personnel, and Administrative Services). Each headquarters would be staffed as shown in Table 7.

Table 7. Staffing requirements for the five educational regions and the Office of Dependents Schools.

Office	ODS ¹	PAC	ATL	MED	GER-S	GER-N	TOTAL
Director	3	3	3	3	3	3	18
Education	24	21	21	21	22	22	131
Logistics	10	10	10	10	10	10	60
Personnel	16	6	5	6	4	4	41
Fiscal	11	9	10	8	10	10	58
Administrative Services	9	5	5	5	12	6	42
Total	73	54	54	53	61	55	350

¹Located in Washington, D.C.

Defense Audit Service Report

The Director of Overseas Dependents Schools asked for and received an audit to determine the feasibility of implementing his Reorganizational Plan. The Defense Audit Service conducted the requested audit early in 1978 and submitted a report (no. 909) June 15, 1978, recommending the reorganizational plan with a few changes. One of the many changes recommended and later approved was the addition of 21 spaces to the DODDS-wide staff of 131 educational specialists (Curriculum Coordinators). Another important recommendation, which was also approved, was to establish field offices in lieu of eliminating the district offices entirely.

Impact Upon Okinawa

The results of the mandate from Congress in 1976 to remove schools from under any type of control or management by the military resulted in the moving of the Region Office from Hawaii to Okinawa. The Region Office of the Pacific moved to Okinawa because of its central location between Japan and the Philippines (the other two districts). It was not necessary to be located with Headquarters of the Air Force since they no longer managed Department of Defense Schools.

The audit report (no. 909) recommended that field offices be established in the Pacific Region where the District Offices were established. This recommendation resulted in the establishment of a Chief Administrator being assigned to perform the functions of the district office staff even though the position was located in the same area with the Region Office.

Footnotes for Chapter IV:

- ¹United States Army, The American Military Occupation of Germany 1945-1950 (UNAREVR Historical Division, 1953), p. 120-1.
- ²Siemon & Sher, p. 15.
- ³Elizabeth Sorgent Francis, "A History of the Department of Defense Overseas Dependents Schools: 1946-1961", Research Paper (William and Mary College, 1970), p. 11-13.
- ⁴Bruner letter.
- ⁵U. S. Congress, Public Law 271, Supplemental Appropriation Act of 1948, July 30, 1947.
- ⁶U. S. Congress, Public Law 871, Financial Assistance for Local Agencies Affected by Federal Activities and Other Purposes (Washington, D.C., U.S. Government Printing Office, 81st Congress, 2nd Session, 64 Stat. 1100, September 30, 1950).
- ⁷U. S. Congress, Public Law 86-91, Defense Department Overseas Teachers Pay and Personnel Practices Act (Washington, D.C., U.S. Government Printing Office, 86th Congress, 1st Session, 73 Stat. 215-17, July 17, 1959).
- ⁸James, p. 37.
- ⁹Stoffel, Frederick, "Teaching in Overseas Schools," National Education Association Journal, LIV, May 1964.
- ¹⁰Annual Report, DOD Dependents Schools Pacific 1966 (Personnel records on staffing--included in staffing section of report, page 76) Air Force Form 1060. Quarterly Report, June 1956.
- ¹¹Breeding, p. 14.
- ¹²Oshiro, p. 86.
- ¹³Survey Committee, Overseas Dependents Schools: Recommendations for Improvement (Washington, D.C., U.S. Government Printing Office, December 1962), p. 26.
- ¹⁴Ibid., p. 5.
- ¹⁵Ibid., p. 5.

- 16 DOD Directive 1342-6 (Washington, D.C., U.S. Government Printing Office, January 3, 1964). p 2-5.
- 17 DOD Directive Overseas Dependents Education (ASD-C) No. 1342.6, July 1, 1974.
- 18 Gertrudes Bruner, letter dated September 29, 1975.
- 19 The Torii 1959, published by the Student Body, Kubasaki High School.
- 20 John Dunworth, Project Director, A Study of the Requirements for Establishing Kindergartens as part of DOD Overseas Dependents Schools, September 1967.
- 21 DOD Instruction 1342-8, Establishment and Operation of Kindergartens as Part of DOD Overseas Dependents Educational Program (Washington, D.C., U.S. Government Printing Office, November 6, 1968).
- 22 DOD Instruction 1342-5, Cost Classification and Definition of Costs Subject to the Statutory Limitations for the DOD Overseas Dependents School System (Washington, D.C., U.S. Government Printing Office, September 17, 1971).
- 23 DOD Instruction 1342.9, Health Program for Minor Dependents in Overseas Dependents Schools (Washington, D.C., U.S. Government Printing Office, November 1968).
- 24 Addendum to DOD Directive 1342-6, July 16, 1968.
- 25 DOD Education of Dependents Overseas, A Report by the Investigating Committee of the Select Subcommittee on Education (Washington, D.C., 89th Congress, 2nd Session, March 1966).
- 26 Ibid.
- 27 Addendum to DOD Directive 1342-6 (August 15, 1966).
- 28 DOD Education of Dependents Overseas, A Report by the Investigating Committee of the General Subcommittee on Education and Labor (1967).
- 29 U.S. Congress, Public Law 90-96, DOD Appropriations for 1968 (Washington, D.C., U.S. Printing Office, 90th Congress, 1st Session, 81 Stat. 242, September 1967).
- 30 DOD Education of Dependents Overseas by DOD and Independent American Schools, A Report by the Investigating Committee of the General Subcommittee on Labor, 91st Congress, 2nd Session, June 1970).

- ³¹DOD, Report by the Investigating Committee of the General Subcommittee on Labor (June 1970).
- ³²DOD, Education of Dependents Overseas by the DOD and Independent American Schools, a Report by the Investigating Committee of the General Subcommittee on Labor, p. 7-10.
- ³³Ibid.
- ³⁴DOD Directive (ASD), Number 1342.6, July 1, 1974).
- ³⁵Ibid., p. 3.
- ³⁶Ibid.
- ³⁷Ibid., p. 4.
- ³⁸Concept Plan, Reorganization of the Department of Defense Overseas Dependents Schools Program (Prepared by Director [ODS], May 1978).
- ³⁹Audit Report. Report On the Review of the Department of Defense Dependents Schools Proposed Reorganization Plan (Defense Audit Service; Audit Report No. 909 dated June 15, 1978), p. 3-5.
- ⁴⁰Ibid.

V. THE ETHNIC MIX
COMPOSITION OF THE STUDENT BODY

To illustrate the ethnic mix and composition of the student body of the Department of Defense Overseas Dependents Schools in Okinawa, a sample consisting of the senior class was taken. The sample was obtained from the Torii, Dependents High School Yearbooks.

The sample also consisted of the junior class for the three years 1950-53 because the senior class was so small for those years.¹

School Year 1950-51

	<u>Number</u>		<u>Number</u>	
	6	Seniors	0	Black
	0	Asian descent	0	Born outside US
from:				
	1	Illinois	1	Michigan
	1	Maine	1	Missouri
	1	Maryland	1	Virginia
	9	Juniors		
from:				
	1	California	1	New York
	1	Kentucky	2	Ohio
	2	Minnesota	2	Texas

Note: There are at this date no Blacks, no one born outside of the United States nor anyone of Asian descent.

School Year 1951-52

<u>Number</u>		<u>Number</u>	
9	Seniors	0	Black
1	Asian descent	1	Born outside US
from:			
3	California	1	Tennessee
1	Kansas	2	Texas
1	New York		
14	Juniors	0	Black
0	Asian descent	0	Born outside US

School Year 1952-53

17	Seniors	0	Black
1	Asian descent	1	Born outside US
from:			
4	California	1	Ohio
1	Colorado	1	Oklahoma
1	Florida	1	Oregon
1	Georgia	1	Pennsylvania
1	Michigan	2	South Carolina
1	Montana	1	Texas
36	Juniors	0	Black
1	Asian descent	1	Born outside US
from:			
1	Arizona	1	New Jersey
6	California	1	New Mexico
1	Connecticut	1	North Carolina
1	Georgia	1	Oklahoma
1	Illinois	1	Oregon
1	Indiana	1	Pennsylvania
1	Louisiana	1	South Carolina
1	Maine	1	Texas
1	Minnesota	1	Utah
1	Mississippi	2	Virginia
1	Missouri	1	Washington, D.C.

School Year 1953-54

	<u>Number</u>		<u>Number</u>	
	31	Seniors	0	Black
from:	0	Asian descent	0	Born outside US
	1	Arizona	1	New Mexico
	8	California	1	New York
	1	Colorado	1	Oklahoma
	1	Connecticut	1	Oregon
	3	Florida	1	Pennsylvania
	1	Georgia	1	South Carolina
	1	Indiana	2	Texas
	1	Minnesota	1	Utah
	1	Missouri	2	Ohio
	1	North Carolina	1	Virginia

Note: There were no students from Hawaii although the Army was hiring many men from Hawaii as lower level GS employees. Many of these employees married and later their children attended Department of Defense Schools.

School Year 1954-55

	36	Seniors	0	Black
from:	6	Asian descent	5	Born outside US
	8	California	1	Nevada
	1	Colorado	1	New Mexico
	1	Florida	2	New York
	1	Georgia	1	Oklahoma
	2	Illinois	4	Ohio
	1	Massachusetts	3	Texas
	1	Missouri	1	Virginia
	1	Montana	2	Wisconsin

Note: Of the five students born outside of the United States, four were born in Japan, and one in the Republic of the Philippines.

School Year 1955-56

	24	Seniors	1	Black
from:	1	Asian descent	7	Born outside US
	1	Arizona	1	Florida
	1	California	1	Indiana

1955-56 (continued)

<u>Number</u>		<u>Number</u>	
1	Maryland	2	South Carolina
1	Massachusetts	1	Tennessee
1	Mississippi	1	Virginia
1	Montana	2	Washington, D.C.
1	New York	1	Wisconsin
1	Oklahoma		

Note: Of the seven students born outside the United States, one was born in the Philippines, one each from Canada, New Zealand, Germany, and England and two from Okinawa. Not all students reported which state they were from.

School Year 1956-57

	30	Seniors	0	Black
	3	Asian descent	1	Born outside US
from:	2	Arizona	1	New York
	3	California	1	Ohio
	2	Georgia	1	Oregon
	3	Hawaii	1	South Carolina
	1	Indiana	1	South Dakota
	1	Massachusetts	5	Texas
	1	Minnesota	1	Virginia
	1	Missouri	1	Washington
	1	Nebraska	1	Wisconsin
	1	New Mexico		

School Year 1957-58

	50	Seniors	3	Black
	4	Asian descent	3	Born outside US
from:	1	Alabama	1	Kansas
	4	California	1	Maine
	1	Colorado	1	Massachusetts
	1	Connecticut	1	Michigan
	2	Florida	3	Minnesota
	4	Hawaii	3	Missouri
	1	Illinois	2	Nebraska
	1	Iowa	1	New Jersey

1957-58 (continued)

from:	<u>Number</u>		<u>Number</u>	
	2	New York	3	Texas
	1	Oklahoma	3	Virginia
	1	Oregon	1	Washington
	1	South Carolina	2	Washington, D.C.
	1	South Dakota	1	West Virginia

School Year 1958-59

Data for this school year not available.

School Year 1959-60

88	Seniors	5	Black
9	Asian descent	na	Born outside US

Number from each state not available.

School Year 1960-61

	132	Seniors	2	Black
	21	Asian descent	8	Born outside US
from:	5	Alabama	1	Nebraska
	1	Arizona	1	Nevada
	1	Arkansas	1	New Hampshire
	16	California	3	New Jersey
	4	Colorado	4	New York
	4	Florida	2	North Carolina
	2	Georgia	1	Ohio
	16	Hawaii	1	Oklahoma
	1	Illinois	1	Oregon
	6	Indiana	4	Pennsylvania
	1	Kentucky	4	South Carolina
	1	Maryland	1	South Dakota
	1	Massachusetts	21	Texas
	5	Michigan	1	Utah
	2	Minnesota	2	Virginia
	4	Mississippi	1	Washington
	2	Montana	1	Washington, D.C.

Note: The number born outside the United States and the number of Asian descent were beginning to increase each year.

School Year 1961-62

	<u>Number</u>		<u>Number</u>	
	142	Seniors	1	Black
	16	Asian	6	Outside the US
from:				
	1	Alabama	1	Missouri
	3	Arizona	2	Nebraska
	1	Arkansas	4	New Jersey
	18	California	3	New Mexico
	2	Colorado	9	New York
	2	Connecticut	1	Nevada
	4	Florida	4	Ohio
	6	Georgia	3	Oklahoma
	11	Hawaii	1	Oregon
	1	Idaho	5	Pennsylvania
	2	Illinois	2	South Carolina
	2	Indiana	1	South Dakota
	2	Iowa	15	Texas
	1	Kansas	2	Utah
	3	Louisiana	6	Virginia
	3	Maryland	4	Washington
	2	Massachusetts	1	Washington, D.C.
	4	Michigan	1	West Virginia

School Year 1965-66

	378	Seniors	17	Black
	61	Asian	25	Outside the US
from:				
	4	Alabama	5	Massachusetts
	11	Arizona	4	Michigan
	1	Arkansas	2	Minnesota
	31	California	2	Missouri
	15	Colorado	1	Nebraska
	1	Connecticut	1	New Hampshire
	7	Florida	2	New Jersey
	4	Georgia	2	New Mexico
	17	Hawaii	4	North Carolina
	2	Idaho	2	Oklahoma
	4	Illinois	3	Pennsylvania
	1	Indiana	3	South Carolina
	3	Kansas	1	South Dakota
	1	Kentucky	5	Tennessee
	2	Louisiana	11	Texas
	1	Maine	9	Virginia
	3	Maryland	1	Vermont

1965-66 (continued)

<u>Number</u>		<u>Number</u>	
5	Washington	3	West Virginia
3	Washington, D.C.	1	Wisconsin

School Years 1966-67 and 1967-68

Data for these school years not available.

School Year 1968-69

	299	Seniors	19	Black
	80	Asian	28	Born outside US
from:				
	4	Alabama	3	Missouri
	3	Arizona	3	Nevada
	4	Arkansas	1	New Hampshire
	4]	California	7	New Jersey
	7	Colorado	2	New Mexico
	2	Connecticut	8	New York
	12	Florida	5	North Carolina
	8	Georgia	1	North Dakota
	31	Hawaii	6	Ohio
	9	Illinois	4	Oklahoma
	1	Indiana	8	Pennsylvania
	4	Kansas	5	South Carolina
	1	Kentucky	3	Tennessee
	3	Louisiana	25	Texas
	3	Maine	3	Utah
	6	Maryland	23	Virginia
	10	Massachusetts	8	Washington
	3	Michigan	2	Washington, D.C.
	1	Minnesota	1	West Virginia
	1	Mississippi	3	Montana

School Year 1971-72

	333	Seniors	28	Black
	112	Asian descent	29	Born outside of US

Note: Many of the students of Asian descent were born in Hawaii and were of Japanese descent. The Army hired many civilians from Hawaii of Japanese descent because

they could speak the Japanese language. A large number of the employees of Japanese descent married Japanese nationals, thus many of the students have fathers who were second or third generation Americans of Japanese descent and mothers who are Japanese nationals. The language spoken in most of these homes was Japanese first and English second.

School Year 1972-73

<u>Number</u>		<u>Number</u>	
356	Seniors	28	Black
134	Asian descent	51	Born outside US

Note: Every state in the union was represented with California and Texas leading. Alaska and Oregon had three each.

Note the large percentage of students of Asian descent. One of the reasons the percentage is so high is that a majority of the students' fathers are civilian employees who can stay overseas for an indefinite time, thus there is an accumulative effect. The military tour of duty on Okinawa was from two to three years. Another reason that the percentage of students of Asian descent is high is that military personnel of Asian descent also tend to apply and get assignment in Japan and Okinawa.

School Year 1973-74

<u>Number</u>		<u>Number</u>	
315	Seniors	24	Black
110	Asian descent	54	Born outside US

Note: All states were represented. Students were born in the following countries:

Japan	Venezuela
Philippines	Okinawa
France	Panama
England	Columbia
Germany	Korea
Taiwan	

1973-74 (continued)

Five of this graduating class were born in Oregon.

The teachers considered one of the most serious problems they had during this year was dealing with students who spoke English as a second language. The percentage of students born outside of the United States and of Asian descent was actually higher in the primary grades (1-3); however, not all students in this category spoke English as a second language. Many of the highest achieving students were of Asian descent but perhaps one-third of them had language problems in speaking and reading English.

School Year 1974-75

<u>Number</u>		<u>Number</u>	
328	Seniors	32	Black
116	Asian descent	57	Born outside US

Note: All states were represented with the exception of Vermont. Students were born in the following countries:

Japan	Viet Nam
Okinawa, Japan	Hong Kong
Philippines	Thailand
France	Indonesia
Taiwan	Korea
Italy	Germany
Australia	England

Many of these students who were born outside of the United States were born in the country of their father's military assignment. There were also more assignments of military fathers who were on an unaccompanied tour of duty in Viet Nam or Thailand and were allowed to transfer to Okinawa and have their family join them for a consecutive overseas tour.

School Year 1975-76

<u>Number</u>		<u>Number</u>	
286	Seniors	37	Black
96	Asian descent	47	Born outside US

1975-76 (continued)

Note: There were students from each state with the exception of Vermont, New Hampshire and Montana. There were two students who were born in Puerto Rico and one in Guam.

School records indicated that the senior students were born in the following countries:

Australia	Korea
England	Hong Kong
Italy	Philippines
France	Taiwan
Japan	Thailand
Japan (Okinawa)	Mexico
Germany	

School Year 1976-77

<u>Number</u>		<u>Number</u>	
273	Seniors	32	Black
84	Asian descent	35	Born outside US

Note: There were no senior students from Oklahoma, New Hampshire, Vermont or Maine; all other states were included plus Guam and Puerto Rico.

Records indicated that senior students were born in the following foreign countries:

England	Philippines
France	Taiwan
Japan (Okinawa)	Thailand
Germany	Korea
Mexico	Panama

Desegregation of Schools
in the United States

On May 17, 1954, the Supreme Court rendered its landmark decision on public school desegregation in *Brown v. Board of Education of Topeka, Kansas*.² It is not unusual for social change in the United States to be a slow and arduous process. The impact of this decision on the dependents schools on Okinawa can be traced through the preceding data on the number of black senior students at Kubasaki High School from 1950 to 1978. It should be noted that the percentage of seniors is probably much lower than that of the students in the first, second and third grades due to the probability of the parents being younger. The number of blacks entering the service increased greatly during the 1960's and early 1970's.

The Civil Rights Act of 1964 contained several sections which speeded up the process of desegregation and also committed the Federal Government to assume more responsibility. Title VI of the act provided that

No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.³

Dependents Schools had grown considerably and, of course the mix with several Asian cultures was a healthy one.

The ethnic mix by 1978 was such that in some classes both in the elementary and high schools there did not appear

to be a majority or minority group. The contribution that each group or subcultural group made to the total group was encouraged by teachers and principals. Activities such as food festivals, Japanese holiday observances (dances, Children's Day), Black History Week, Hispanic Week and craft exhibits brought parents and the military community into the schools and recognized all ethnic groups and sub-cultures as being important.

English as a Second Language

To many citizens of the United States, it is assumed that to be American is to "talk American" to acculturate into the American way of life by rejecting old ways, old values, and other languages. Since the teachers for dependents schools on Okinawa were recruited from all over the United States, this same attitude prevailed at times.

Until the 1960's professional educators in public schools in the United States and also Okinawa gave little thought to English as a second language in spite of the need for educating children who speak English as a second language. According to The Encyclopedia of Education (1971)⁴ the lack of attention was due to extralinguistic factors: isolationism, a general misunderstanding of the nature and extent of the "melting pot", and the growth of ethnocentrism paralleling the United States' emergence as a superpower.

However, after World War II, linguistic and ethnic minorities were awakened, as was the nation's conscience, by a concern for civil and human rights. In the process it became obvious that the need for equal opportunities in education required educational programs which would equip children who spoke English-as-a-second language with language skills that would enable them to contribute and compete. The curriculum in Okinawa in the 1960's was typical of the ones in continental United States which is aimed at middle-class English speaking children. Since poor language skills in English do represent a major barrier to success in school, it has become a major concern of both teachers and principals in Okinawa. The percentage of English-as-a-second language students increased considerably by 1968 and teachers were hired to attempt to solve the problem. The problem, however, has never been completely solved and continues to exist.

The Bilingual Education Act (Title VII of the Elementary and Secondary Education Act of 1965, as amended in 1967) provided for use of the bilingual student's mother tongue as one of the media to be used in classroom instruction. This concept was new to many educators.

According to the Encyclopedia of Education on Teaching of Bilingual Children, the common point that all of the Federally funded bilingual programs (in the late 1960's and early 1970's) had with respect to the child's learning basic

English--the learning of basic English was not an end in itself that takes precedence over all other objectives of the school. English was one of the many tools, the student's home language was another, to be used in the development of basic concepts, skills, and attitudes.⁵

Many of the students listed as being of Asian descent have fathers of American heritage and mothers who are of Asian heritage. Some of them have both parents of Asian heritage. Of the students whose mothers are of Asian descent who speak their mother tongue at home, a lack of sophistication of either their mother tongue or English is observed. This remains to be a major problem in the dependents schools on Okinawa.

Footnotes for Chapter V:

- ¹The number of students born outside of the United States was taken from the student yearbook and was not always accurately reported or available.
- ²Brown v. Board of Education of Topeka, Kansas, 374 U.S. 483 (1954).
- ³Delores P. Aldridge, Litigation and Education of Blacks: A Look at the U.S. Supreme Court, The Journal of Negro Education, Volume XLVII Winter 1978, No. 1.
- ⁴The Encyclopedia of Education, Volume 3, The MacMillan Co., and The Free Press, 1971, p. 469.
- ⁵Harold B. Allen, (ed), 1965, Teaching English as a Second Language: A Book of Readings. New York, McGraw-Hill.

VI. SUMMARIZATION, CONCLUSIONS AND RECOMMENDATIONS

The Department of Defense Dependents Schools in Okinawa, Japan, are part of a worldwide system of over 260 schools at 200 locations in 22 countries around the world. Approximately 140,000 children of military and civilian employees receive part of their education in the Department of Defense schools in grades kindergarten through twelve. More than 7,200 teachers and other professional personnel staff these schools.

After World War II it was realized that long occupation of defeated countries would be required. In order to boost morale and maintain trained and competent personnel, wives and children were allowed to travel overseas. Dependents schools were established to provide the education of these dependent children. Funds were not provided by the government until 1950 and even then, in insufficient amounts.

Through a series of public laws, school surveys, committee reports, directives, House Resolutions and Congressional actions, the control and management of the Department of Defense Dependents Schools has been taken out of the hands of the military. The Department of Defense Dependents Schools have been established as an agency of the Department of Defense with a civilian director who reports to the

Assistant Secretary of Defense for Manpower.

The first dependents school in Okinawa was started in 1946 with 25 students. The enrollment increased from 6 to 95 percent for 23 consecutive years to a total enrollment of over 15,800 students in 1971. From 1971 to 1978 the enrollment decreased to approximately 7,480 students in kindergarten through grade twelve.

Providing adequate school facilities has always been a problem, especially during the years the student population increased rapidly and support was limited. Temporary relief was found by purchasing relocatable modular classrooms although by the time they were ready for occupancy the student enrollment was beginning to decrease. After 1971 the student population decreased and the construction of new facilities allowed for sufficient space although some of the buildings were substandard. An agreement was reached between the American and Japanese Governments for the United States to give Naha Air Base to the Japanese Self Defense Force in exchange for the construction of new buildings at Kadena Air Base. This quid pro quo includes new school facilities to be located at Kadena Air Base. A completion date has been set for 1981.

The curriculum of the dependents schools during the first few years depended upon who was available to teach. Teachers were recruited from the United States for the first time in 1949 to staff a school on Okinawa for approximately 300 American students.

The curriculum, staff, and the student body during the first years were much the same as schools of similar size located in the United States. Historical records reveal that problem areas were in obtaining and maintaining school facilities and obtaining educational supplies and equipment. Records also reveal that only on occasions did school officials attempt to take advantage of their location in an Asian culture to benefit students.

In the late 1950's at the time a great deal of political pressure was being applied to the public schools to improve the quality of science and mathematics instruction, dependents schools on Okinawa were not able to develop and maintain an updated curriculum. New and unique situations began to develop. There was an increasing number of students who spoke English as a second language. To the benefit of the teachers and students, the ethnic mix and blend of cultures began to increase through the 1960's.

A Congressional survey committee in 1962 listed several deterrents to quality education in the overseas dependents schools: insufficient funds, no central educational leadership, insufficient and outdated curriculum. As a result of this survey committee and two others during the 1960's, more funds, more time and more personnel were provided to improve, support and develop curriculum.

A series of inservice training programs for teachers, the opportunities for teachers to travel to and from the United States, the availability of graduate courses in education on Okinawa, and consultants and curriculum personnel caused schools on Okinawa to reflect current trends in education that were taking place in the continental United States.

Fortunately, the ethnic and cultural mix of the student body increased through the early and mid-1970's. The development of a more localized curriculum especially in the social sciences and fine arts, plus the hiring of Japanese teachers to teach American students about Asian culture caused the quality of education to increase. Also, the increased involvement of students and teachers in the local environment and Okinawan community along with the development of effective organizational patterns for learning, student activity programs, and improved basic skills instruction caused the Department of Defense Dependents Schools on Okinawa to become an effective educational establishment.

Problems still remain in attempts to meet the educational requirements of students who use English as a second language and to take full educational advantage of living within an Asian culture.

Conclusions

1. The Department of Defense Schools on Okinawa have always had problems obtaining and maintaining adequate school facilities. An inordinate amount of time and effort on the part of school officials has been spent in attempting to solve the problems. This time and effort could have been better spent improving and developing curriculum. Inadequate school buildings have also been a deterrent to high quality education by causing health and safety hazards or discomfort to teachers and students.

2. The decrease in enrollments and the construction of new school facilities by the Japanese Government should show 1981 as the first year in the 32 year history of dependents schools on Okinawa that all school buildings being utilized will be ones designed for school use and of permanent type structure.

3. The Congressional Survey Committee in 1962 that resulted in Department of Defense Directive 1342.6 and the investigations that followed in 1967 and 1970 resulted in greatly improved logistic support for the dependents school in obtaining more professional personnel who, in turn, were instrumental in improving the educational programs for students.

4. The problems related to increased student populations, facility shortages and improving instruction were

similar in Okinawa to many school systems in the continental United States. The unique features of the American schools in Okinawa are the ethnic and cultural mix of the students and its location in an Asian culture.

5. Two unresolved problems are: how to meet the educational requirements of students who speak English as a second language, and how to take full advantage of living in an Asian culture.

6. Congressional approval allowing the Department of Defense Dependents Schools to be taken out of military management completely was the result of a series of laws and directives dating back to 1950, at which time the military services had almost complete management control of dependent schools. This change has resulted in improved educational programs for students.

7. The political and social movements in the United States for civil and human rights were reflected in the cultural and ethnic mix of the student body of the dependents schools in Okinawa.

8. The mission of the Department of Defense is to provide high quality education. This mission has been accomplished on Okinawa; however, as the history indicates, it has required continuous Congressional support. It also requires local support and coordinated educational leadership. The history indicates that the quality of education offered depends upon the degree of support.

Recommendations

1. It is recommended that the Director of the Department of Defense Dependents Schools be given authority by the Secretary of Defense to restrict dependent children from being sent overseas unless adequate school facilities are available. This limitation will force local military base commanders and the military establishment to place a high priority on providing adequate school buildings.

2. Reports or Congressional surveys similar to the ones in 1962, 1968, and 1970 should be made periodically so that continuous and sufficient Congressional support is given to dependents schools.

3. More research, educational program development, and on-going assessments should be utilized to help students who have problems achieving in school as a result of speaking English as a second language.

4. Programs and student activities resulting in greater participation for American students in Okinawan activities should be continuously supported. These activities should promote a better understanding between the two cultures. The Japanese language and studies of the culture should become part of the social studies, language arts and fine arts curriculum.

5. The Five-Year Curriculum Development Plan, initiated in 1975, should continue to be used with particular attention being given to full participation of teachers.

It is also recommended that parent participation be increased.

Implications of the Study

The logistical support provided by the military establishments in obtaining and maintaining adequate school facilities on Okinawa has been deplorable. Immediate Congressional action is necessary to require the military departments to provide adequate school facilities. In cases where adequate school facilities are not provided, the Director of Dependents Schools needs to be authorized to restrict the movement of dependent children overseas until adequate school facilities are provided.

Congressional actions over the period of time of this study removed the management of dependents schools from military authority. These Congressional actions would indicate that there was conflict between military establishment and the ideals of American public schools. Indications of the investigations are that the military placed higher priorities and values on their military missions than on supporting dependents schools. The authoritarianism required by the military did conflict with the democratic principles required in the operation of dependent schools. Not only are there strong implications that the military establishments should not manage or administer dependents schools, but steps are needed to insure Congress and

civilian school officials that support requirements are met on a timely basis and at an adequate level.

The benefits derived from speaking and understanding the language of the host country (Okinawa) should justify the teaching of the Japanese language in each school. Implications are that not nearly enough support, emphasis, or educational leadership has been expended to develop and implement such a program. There are likewise no indications that adequate educational leadership or support was given to develop educational experiences for students to allow them to take advantage of living in an Asian culture that would create within each student a better understanding of the Okinawan people.

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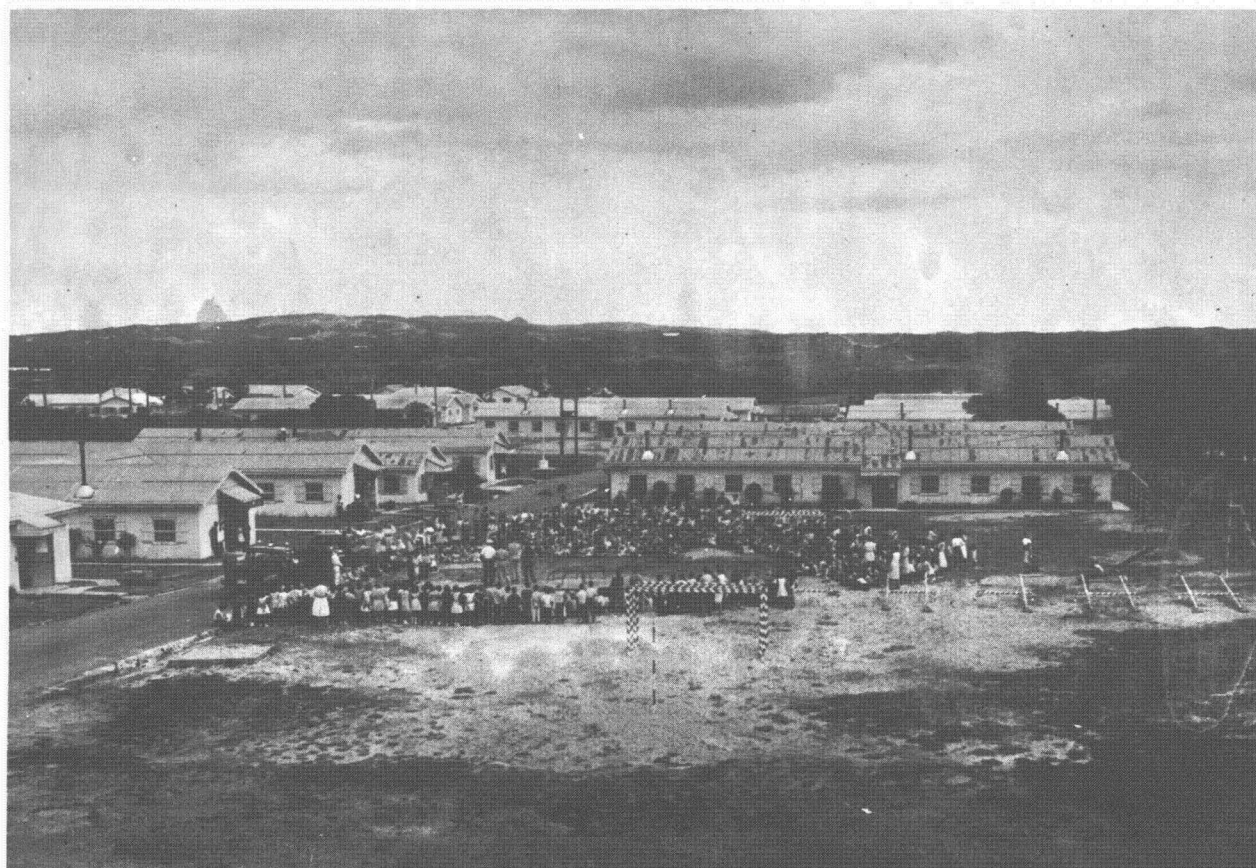
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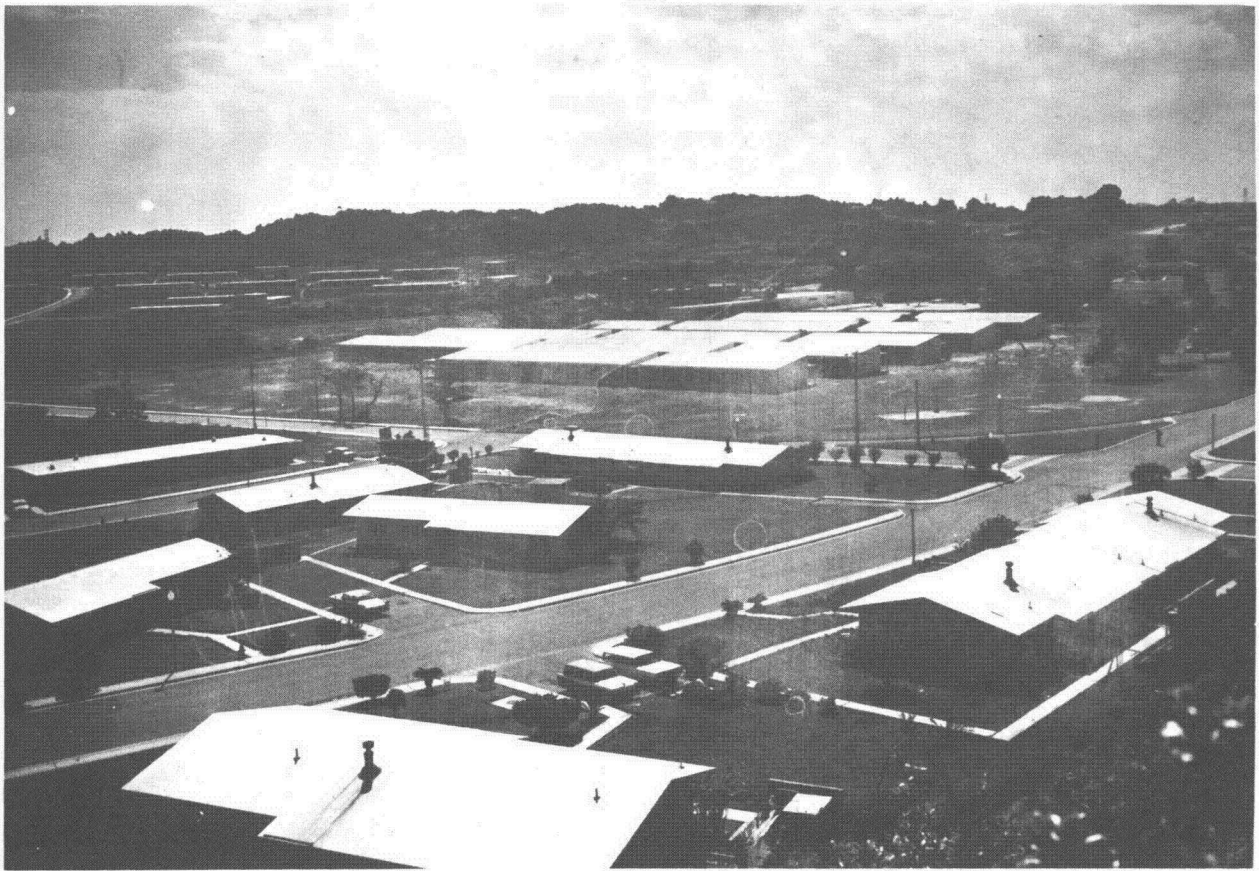
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APPENDICES

SCHOOLS IN OKINAWA IN 1969M & K PRIMARY SCHOOL

The M & K Primary School is located on Kadena Air Base which is approximately 20 miles north of Naha, the capital city of Okinawa. Converted temporary type construction camp buildings are used in this area. 1945 students were enrolled in grades 1, 2, 3 as of May 1969. The faculty consists of 74 classroom teachers, five special teachers, a principal, two assistant principals, two librarians and two secretaries. Forty-six sections of M & K classes were in double session. Four local nationals were assigned in this area; two clerk-typists, one library assistant and one mimeo-supply clerk. Eighty-six Department of the Air Force civilians were assigned and four local national personnel in 1969.

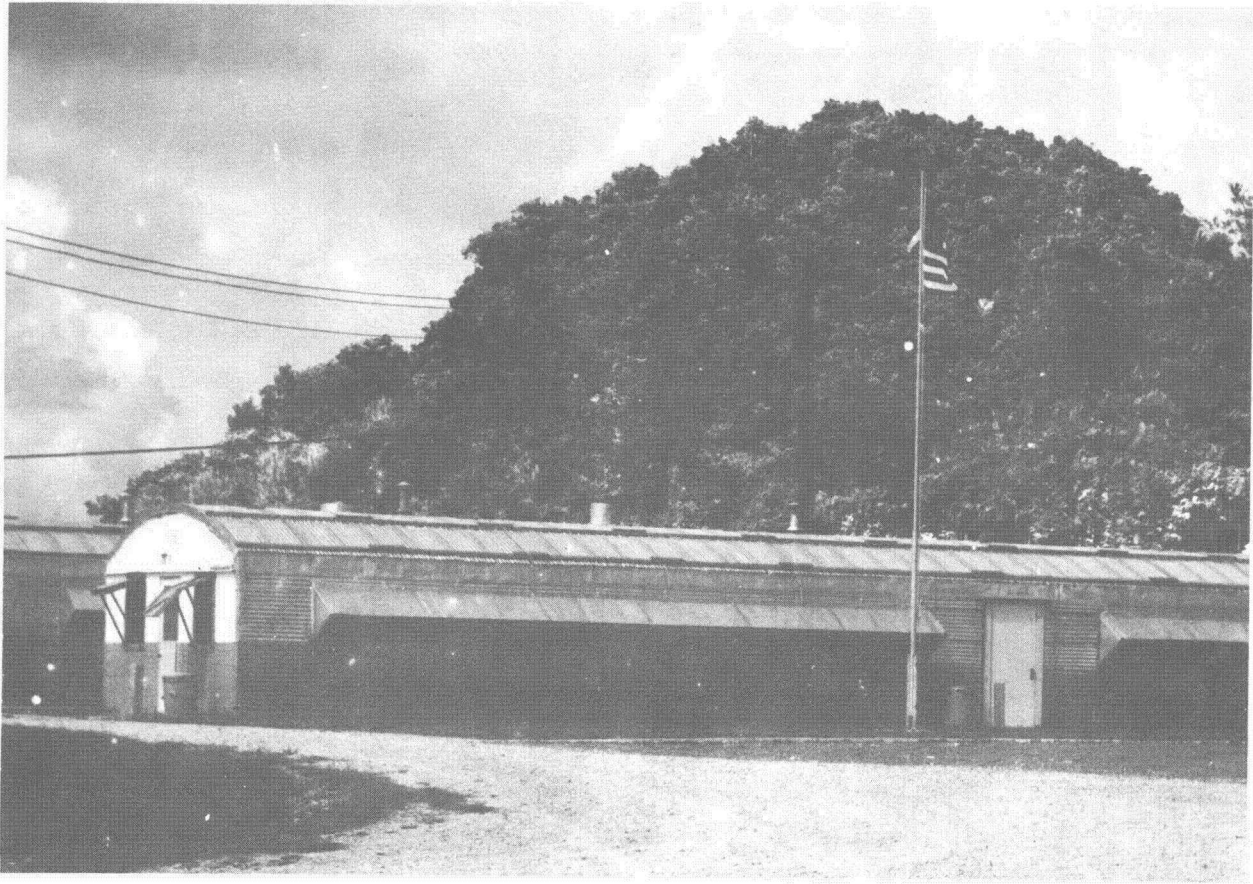
<u>GRADE</u>	<u>ENROLLMENT</u>	<u>CLASSROOM TEACHERS</u>	<u>P/T RATIO</u>	<u>TEACHERS + SPECIALISTS</u>	<u>P/T RATIO</u>
1	689	24	28.7		
2	649	26	25.0		
3	607	24	25.3		
TOTALS	<u>1945</u>	<u>74</u>	<u>26.3</u>	5	24.6



KADENA ELEMENTARY SCHOOL

The Kadena Elementary School is located on Kadena Air Base which is approximately 20 miles north of Naha, the capital city of Okinawa. This school is permanent school construction and was completed in 1955. 1140 students were enrolled in grades 4, 5 and 6 as of May 1969. The faculty consists of a Principal, Assistant Principal, 42 classroom teachers, four special teachers, a librarian and a secretary. Six local nationals were assigned in this area, two library assistants, two clerk typists, two mimeo-supply clerks. Total school staffing in this area was 56. 50 USGS Department of the Air Force civilians and six local nationals.

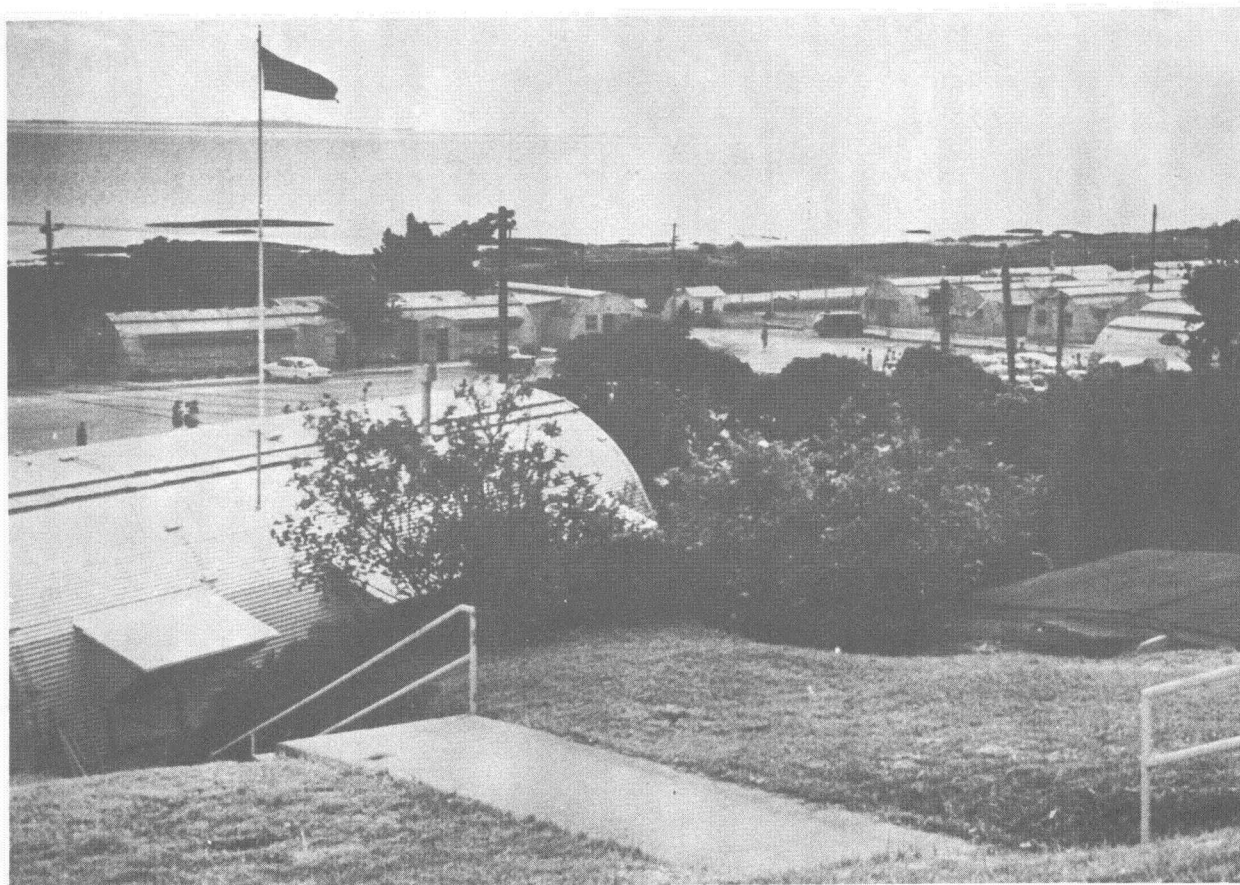
<u>GRADE</u>	<u>ENROLLMENT</u>	<u>CLASSROOM TEACHERS</u>	<u>P/T RATIO</u>	<u>TEACHERS + SPECIALISTS</u>	<u>P/T RATIO</u>
4	339	13	26.1		
5	599	22	27.2		
6	202	7	28.9		
TOTALS	<u>1140</u>	<u>42</u>	<u>27.1</u>	4	24.8



HAUGE ELEMENTARY SCHOOL

The Hauge Elementary School was opened in April 1968 as a temporary facility to relieve classroom crowding in other schools. It was located in Camp Hauge approximately 20 miles from Naha. This school had 299 fourth grade students enrolled as of May 1969. The staff assigned to this school consisted of a principal, and one librarian/secretary, eleven classroom teachers and one special teacher. There are two local nationals assigned: one library assistant and one supply clerk. Classes were held in converted quonset huts. Total staffing at this school was 15: 13 USGS Department of the Air Force civilians and two local nationals.

<u>GRADE</u>	<u>ENROLLMENT</u>	<u>TEACHERS</u>	<u>P/T RATIO</u>	<u>TEACHERS + SPECIALIST</u>	<u>P/T RATIO</u>
4	299	11	27.2	12	24.9



KUBASAKI NINTH GRADE SCHOOL

The Kubasaki Ninth Grade School was located on Highway 13 and was housed in converted quonset type troop barracks. This school was separated from Pacific Junior High Schools in the summer of 1968. The enrollment as of May 1969 in grade nine only was 788. The staff consists of one principal, one assistant principal, 36 classroom teachers, one special teacher, three guidance counselors, one librarian, and one secretary. Seven local nationals were assigned in this school: three culture teachers, one librarian assistant, two clerk typists, and one supply clerk. Total staffing at this school was 51 in 1969: 44 USGS Department of the Air Force civilians and seven local nationals.

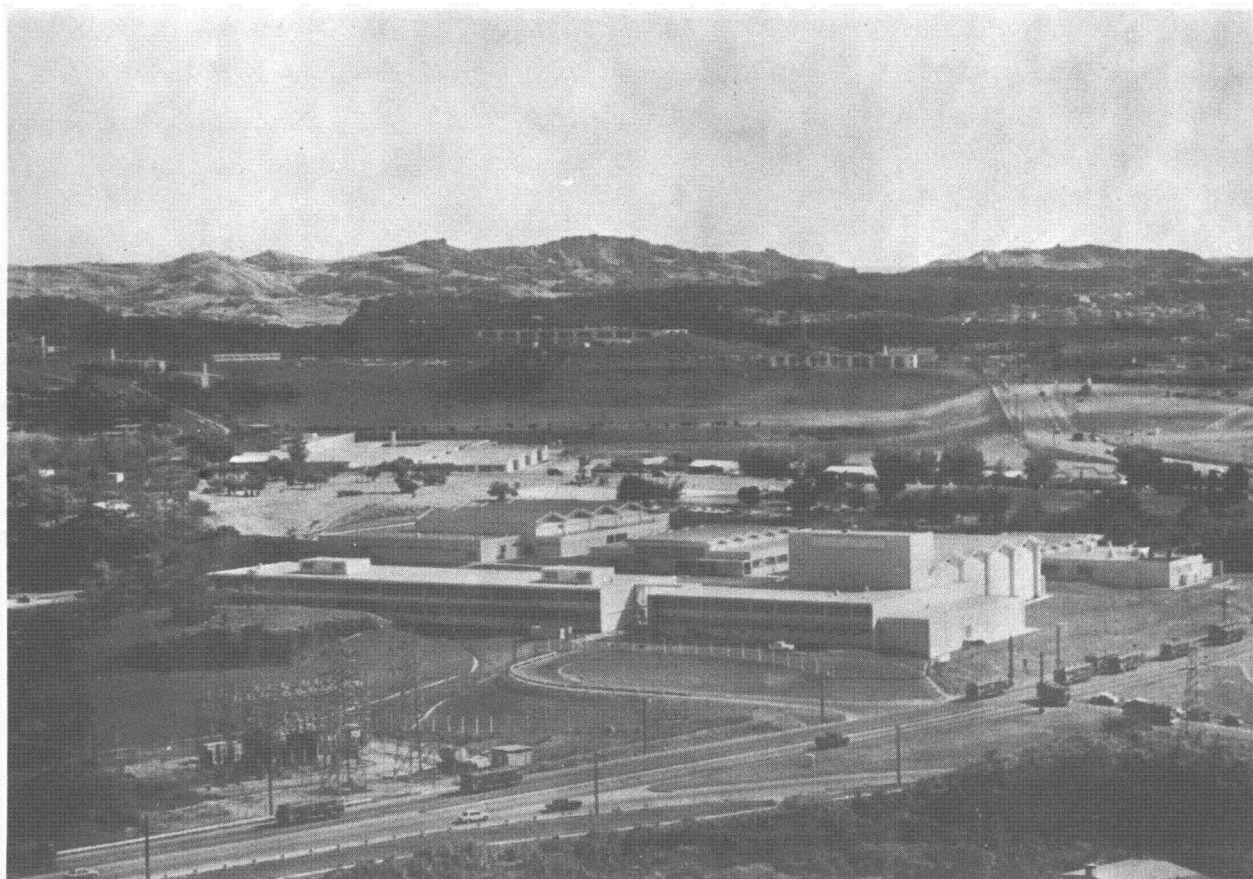
<u>GRADE</u>	<u>ENROLLMENT</u>	<u>CLASSROOM TEACHERS</u>	<u>P/T RATIO</u>	<u>TEACHERS + SPECIALIST</u>	<u>P/T RATIO</u>
9	788	36	21.9	37	21.3



KINSER JUNIOR HIGH SCHOOL

The Kinser Junior High School opened in the fall of 1968. It was located in Camp Kinser approximately 20 miles from Naha. The enrollment in grades 6, 7 and 8 as of May 1969 was 1063. The staff consisted of a principal, assistant principal, two guidance counselors, 37 classroom teachers, six special teachers, one librarian and two secretaries. The school consisted of converted butler barracks buildings. There were five local nationals assigned in this area: Two culture teachers, one assistant librarian, one clerk typist and one memo-supply clerk. Total staffing at this school was 55: 50 USGS Department of the Air Force civilians and five local nationals.

<u>GRADE</u>	<u>ENROLLMENT</u>	<u>CLASSROOM TEACHERS</u>	<u>P/T RATIO</u>	<u>TEACHERS + SPECIALISTS</u>	<u>P/T RATIO</u>
6	304	11	27.6		
7	413	14	29.5		
8	346	12	28.8		
TOTALS	<u>1063</u>	<u>37</u>	<u>28.7</u>	43	24.7



KUBASAKI HIGH SCHOOL

The Kubasaki High School is located in Kishaba Terrace housing area. It was ready for occupancy in August 1964. This is a complex of five buildings including an auditorium, gymnasium, cafeteria, combination library-Administration building and classroom buildings. The portion completed in 1969 had a capacity of thirteen hundred students and additional 20 classrooms were added prior to SY 1969. All students enrolled in grades 10, 11 and 12 were assigned to this school. The faculty consists of 68 classroom teachers, five counselors, two librarians, a principal, three assistant principals, three secretaries. Six local nationals were assigned in this area; two culture teachers, two clerk typist, one mimeo-supply clerk and one clerk. Total staffing was 88 in 1969. 82 USGS Department of the Air Force civilians and six local nationals.

<u>GRADE</u>	<u>ENROLLMENT</u>	<u>TEACHERS</u>	<u>P/T RATIO</u>
10	674		
11	484		
12	326		
TOTALS	1484	68	21.8



MERCY ELEMENTARY SCHOOL

The Mercy Elementary School was located in Camp Mercy about eleven miles north of Naha. The enrollment as of May 1969 in grades 1 through 6 was 1799. The faculty consisted of a principal, two assistant principals, 65 classroom teachers and five special teachers, four teachers of special education for the mentally retarded students, one librarian and two secretaries. Converted quonsets were utilized in this area which in 1946 was the Army Hospital. Six local nationals are also assigned in this area; three clerk typists, one clerk-mimeo, and one library assistant and one clerk. Total staffing in this area was 86 in 1969: 80 were USGS Department of the Air Force civilians and six local nationals.

<u>GRADE</u>	<u>ENROLLMENT</u>	<u>CLASSROOM TEACHERS</u>	<u>P/T RATIO</u>	<u>TEACHERS + SPECIALISTS</u>	<u>P/T RATIO</u>
1	336	12	28.0		
2	325	12	27.1		
3	292	11	26.5		
4	299	11	27.2		
5	284	10	28.4		
6	263	9	29.2		
TOTALS	1799	65	27.7	70	25.7



NAHA ELEMENTARY SCHOOL

The Naha Elementary School operates in two areas on Naha Air Base with 889 students enrolled in grades 4, 5 and 6 as of May 1969. The staff assigned to this school consisted of a principal, assistant principal, 35 classroom teachers, a remedial reading teacher, a music teacher, a physical education teacher, a speech correctionist, a librarian and a secretary. Six local nationals were assigned in this area; a culture teacher, two clerk typists, a library assistant and two mimeo-supply clerks. Converted quonset huts were used in these two areas. Total staffing of these schools was 49; 43 USGS Department of the Air Force civilians and six local nationals.

<u>GRADE</u>	<u>ENROLLMENT</u>	<u>CLASSROOM TEACHERS</u>	<u>P/T RATIO</u>	<u>TEACHERS + SPECIALISTS</u>	<u>P/T RATIO</u>
4	287	11	26.1		
5	371	15	24.7		
6	<u>231</u>	<u>9</u>	<u>25.7</u>		
TOTALS	889	<u>35</u>	<u>25.4</u>	39	23.0



PACIFIC JUNIOR HIGH SCHOOL

The Pacific Junior High School was located on Highway 13 and was housed in quonsets. The enrollment as of May 1969 in grades 7 and 8 was 852. The staff consisted of 34 classroom teachers, two guidance counselors, four special teachers and one librarian. Administrative personnel consists of a principal, an assistant principal and one secretary. Four local nationals were assigned in this area; two clerk typists, one library clerk, one mimeo-supply clerk. Converted quonset type troop barracks were used in this area. Total staffing at this school was 48 in 1969: 44 USGS Department of the Air Force civilians and four local nationals.

<u>GRADE</u>	<u>ENROLLMENT</u>	<u>CLASSROOM TEACHERS</u>	<u>P/T RATIO</u>	<u>TEACHERS + SPECIALISTS</u>	<u>P/T RATIO</u>
7	442	17	26.0		
8	410	17	24.1		
TOTALS	852	34	25.1	36	23.7



PORT WHEEL JUNIOR HIGH SCHOOL

The Port Wheel Junior High School was located in the Naha Port Area. The enrollment in grades 6,7 and 8 as of May 1969 was 635. The staff consisted of a principal, assistant principal, two guidance counselors, 26 classroom teachers, a music teacher, a remedial reading teacher, a speech correctionist, a teacher of arts and crafts, a librarian and a secretary. This school was constructed in August 1965 and consists of temporary type prefab butler buildings. Six local nationals were assigned in this area; two culture teachers, one assistant librarian, one clerk typist, one mimeo-supply clerk, and one clerk. Total staffing at this school is 42 in 1969: 36 USGS Department of the Air Force civilians and 6 local nationals.

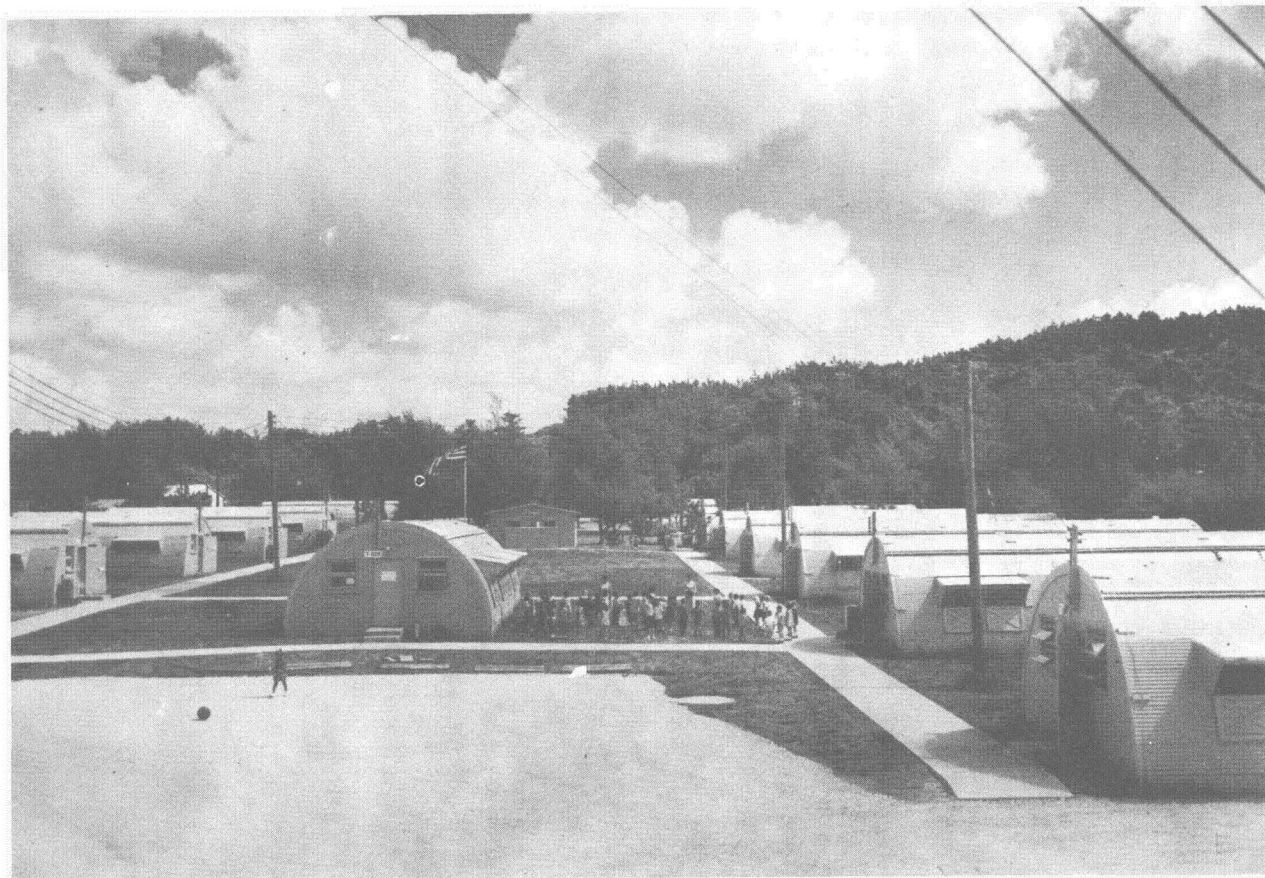
<u>GRADE</u>	<u>ENROLLMENT</u>	<u>CLASSROOM TEACHERS</u>	<u>P/T RATIO</u>	<u>TEACHERS + SPECIALISTS</u>	<u>P/T RATIO</u>
6	105	4	26.3		
7	283	11	25.7		
8	247	11	22.5		
TOTALS	635	26	24.4	30	20.8



ZUKERAN ELEMENTARY SCHOOL

The Zukeran Elementary School is located in Kishaba Terrace housing area about 15 miles north of Naha. The enrollment in this school as of May 1969 was 971 students in grades 1 through 6. The staff consists of a principal, assistant principal, a counselor, 37 classroom teachers, a remedial reading teacher, a music teacher, a physical education teacher, a librarian and a secretary. Eight local nationals were also assigned in this area; four culture teachers, two clerk typists, a library assistant, a mimeo-supply clerk. Zukeran Elementary School is housed in permanent school construction completed in 1953. Five temporary construction classrooms were added in 1963. Total staffing in this area was 53: 45 USGS Department of the Air Force civilians and 8 local nationals.

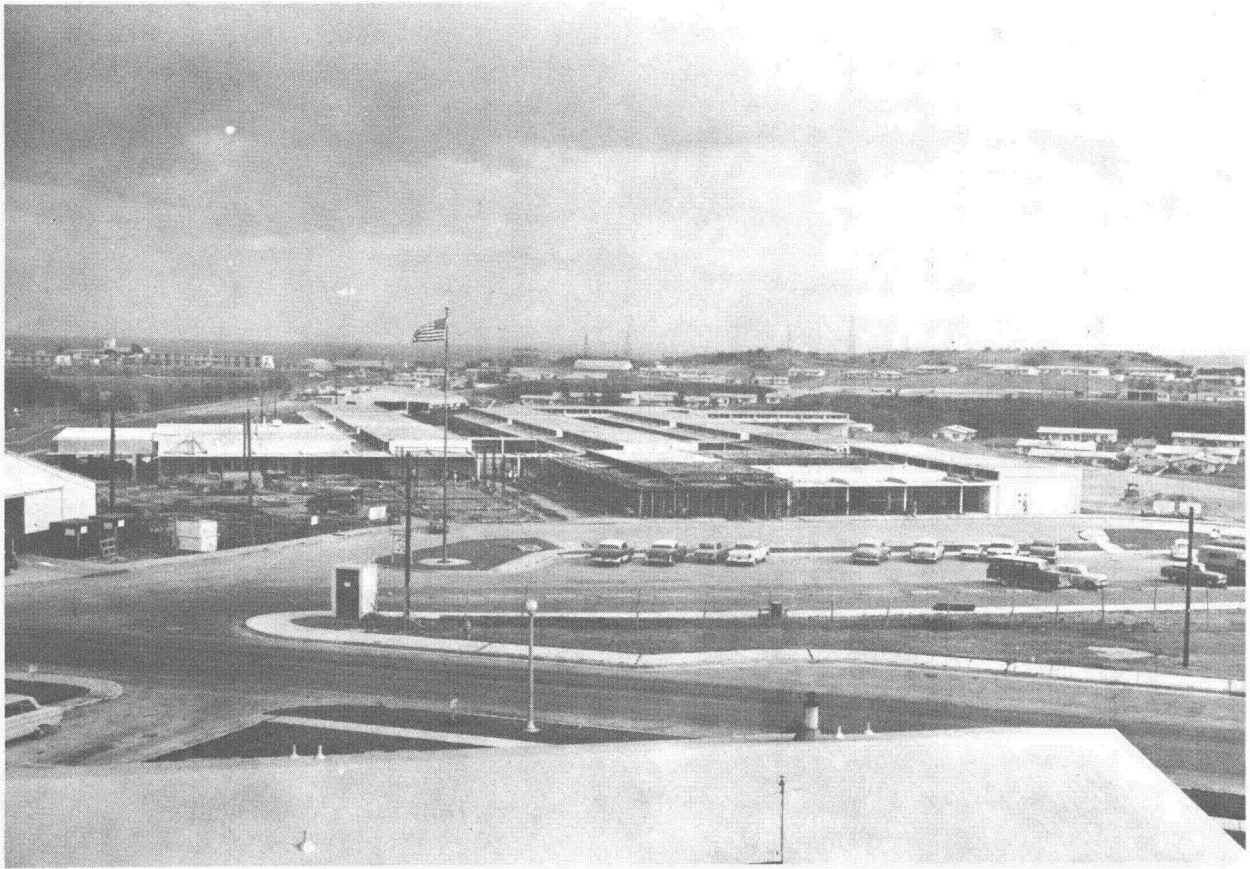
<u>GRADE</u>	<u>ENROLLMENT</u>	<u>CLASSROOM TEACHERS</u>	<u>P/T RATIO</u>	<u>TEACHERS + SPECIALISTS</u>	<u>P/T RATIO</u>
1	160	7	22.9		
2	173	7	24.7		
3	170	6	28.3		
4	164	6	27.3		
5	162	6	27.0		
6	142	5	28.4		
TOTALS	971	37	26.2	40	24.3



CAMP KUE PRIMARY SCHOOL

The Camp Kue Primary School was located in Camp Kue approximately 15 miles from Naha. This school had 248 students enrolled in grades 1, 2 and 3 as of May 1969. The faculty consisted of a principal, ten classroom teachers, one special teacher and one librarian/secretary. There were three local nationals assigned: Two culture teachers and one local national clerk typist. Classes were held in quonset huts.

<u>GRADE</u>	<u>ENROLLMENT</u>	<u>CLASSROOM TEACHERS</u>	<u>P/T RATIO</u>	<u>TEACHERS + SPECIALISTS</u>	<u>P/T RATIO</u>
1	95	4	23.8		
2	83	3	27.7		
3	70	3	23.3		
TOTALS	<u>274</u>	<u>10</u>	<u>24.8</u>	11	22.5

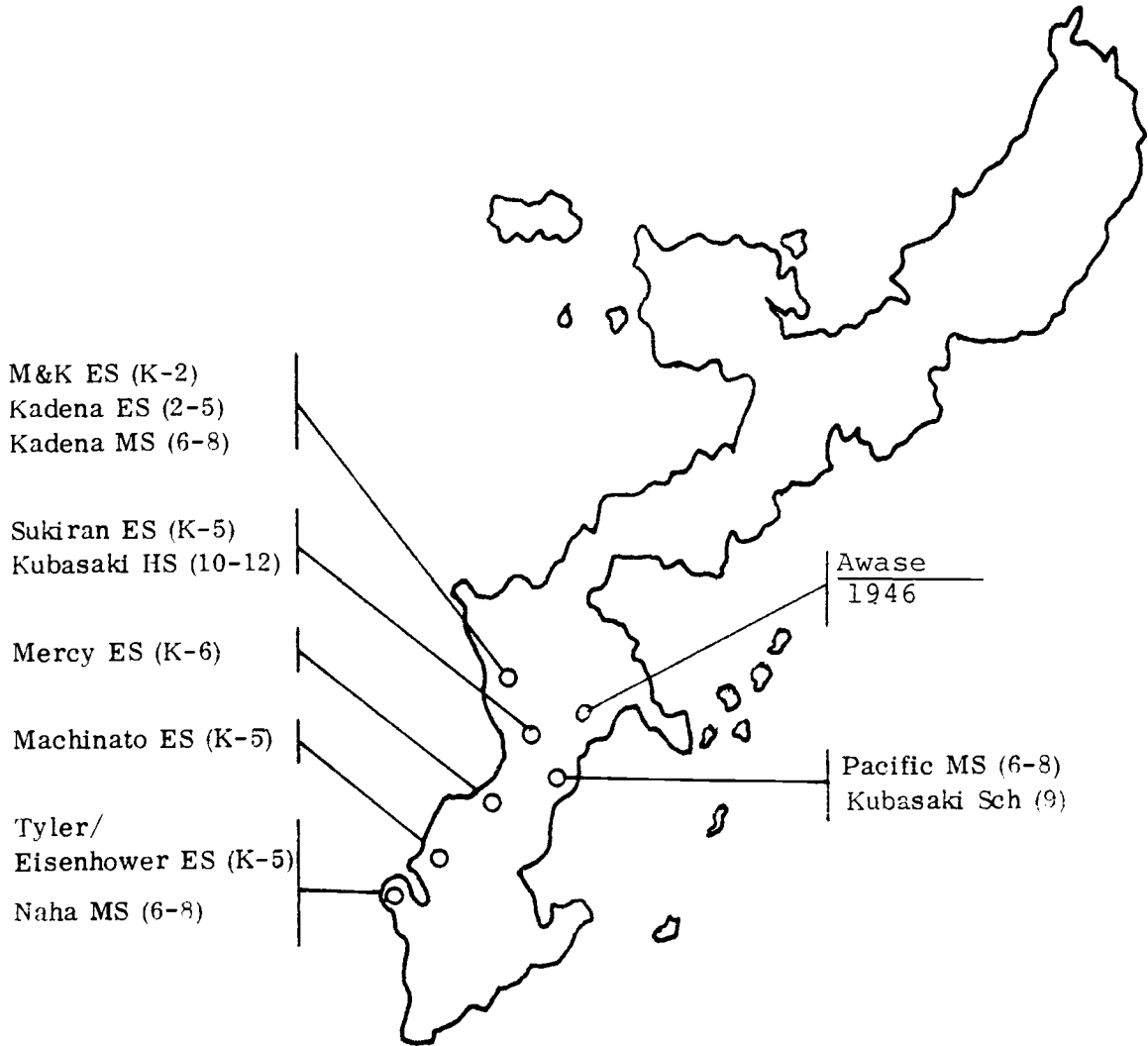


TYLER PRIMARY SCHOOL

The Tyler Primary School was located on Naha Air Base. The first increment of this building was completed in 1958 and the second increment completed in August 1966. This was a permanent school construction. As of May 1969 1,541 students were enrolled in grades 1, 2, 3 and 4. In addition to the principal and two assistant principals there were 64 classroom teachers, a counselor, four special teachers, a librarian, three teachers of special education for the mentally retarded students and two secretaries. Nine local nationals were assigned in this area; three culture teachers, two library assistants, two clerk typists and two mimeo-supply clerk. Total staffing at this school was 87: 78 USGS Department of the Air Force civilians and nine local nationals.

<u>GRADE</u>	<u>ENROLLMENT</u>	<u>CLASSROOM TEACHERS</u>	<u>P/T RATIO</u>	<u>TEACHERS + SPECIALISTS</u>	<u>P/T RATIO</u>
1	524	20	26.2		
2	460	19	24.2		
3	410	19	21.6		
4	147	6	24.5		
TOTALS	1541	64	24.1	68	22.7

Appendix B.



DOD dependent school, Pacific Area - District II Okinawa.

Appendix C.
Five-Year Curriculum Development Cycle

I. Five-year sequence of activities for each category (subject area) of the curriculum.¹

A. Objectives (Functions)

Year 1

1. Note objectives (functions) which should be revised, deleted or added as a result of the evaluation program.
2. Develop, revise systemwide scope and sequence of program, instructional objectives by level.
3. Publish separate list of minimum essential objectives.
4. Develop, revise statement of processes or procedures which interrelate functions, as appropriate.

Year 2

1. Determine extent to which pilot materials facilitate achievement of DODDS objectives (functions).

Year 3

1. Check objectives (functions) for appropriate inclusion of interdisciplinary areas (commitments), in regions.

Year 4

Year 5

1. Review scope and sequence requirements for program, instructional objectives, in regions.
2. Review objectives in terms of minimum essentiality, in regions.
3. Review statement of functions, in regions.

¹DODDS Five-Year Curriculum Development Cycle, published by the Director, Anthony Cardinale, Office of Overseas Dependents Education, 1977.

B. Instructional Alternatives (Alternative Procedures)

Year 1

1. Note outstanding processes which are or should be employed.
2. Note the need for unique management support activities implied by each of the materials under revision.

Year 2

1. Identify processes or procedures which are most successful in materials being piloted in terms of learner characteristics and teaching styles.
2. Note processes procedures or content which might require inservice education.
3. Note management support activities essential to pilot implementation.

Year 3

1. Identify processes which would facilitate achievement of interdisciplinary perspectives.
2. Develop or revise guides incorporating examples of instructional alternatives (alternating procedures) necessary to achieve objectives (functions) and highlighting essential support activities.

Year 4

1. Note problems in the use of instructional alternatives (alternative procedures) embedded in the new materials.
2. Revise guides on the basis of feedback from use.

Year 5

1. Note problems in the use of new instructional alternatives (alternative procedures) designed to support interdisciplinary perspectives.

C. Instructional Materials (Support Materials)

Year 1

1. Survey inadequacies and strengths of current materials.

3. Distribute CRT devices for use in classroom or support services.

Year 4

1. Construct and publish criteria-referenced worldwide evaluation program.
2. Evaluate utility of guides.

Year 5

1. Administer worldwide evaluation program.
2. Complete analysis of worldwide evaluation data.
3. Identify priority areas needing improvement.

Year 2

1. Provide in-service for personnel conducting pilot, as required.
2. Provide in-service education on CRT and evaluation development and validation, as required.
3. Provide in-service education on the need to infuse interdisciplinary perspectives into disciplines or support services, as required.

Year 3

1. Provide in-service education for implementation of new materials, as required.
2. Provide in-service education on the local use of a criterion-referenced evaluation program.

Year 4

1. Provide additional in-service education for implementation of new materials, as required.

Year 5

1. Provide in-service education to participants of the new development cycle as required.

E. Evaluation

Year 1

1. Employ analysis of world wide evaluation results in working with other components.
2. Review and revise CRT devices and evaluation plans to assist in the design of pilots.

Year 2

1. Evaluate pilots.
2. Complete review and revision of criterion-referenced evaluation program.
3. Field test and collect base-line data on new test items or modes.
4. Construct, select, procure, and publish CRT devices for use by local educators.

Year 3

1. Revise previously published CRT devices designed for local use.
2. Complete development and publishing of CRT devices designed for local use.

3. Distribute CRT devices for use in classroom or support services.

Year 4

1. Construct and publish criteria-referenced worldwide evaluation program.
2. Evaluate utility of guides.

Year 5

1. Administer worldwide evaluation program.
2. Complete analysis of worldwide evaluation data.
3. Identify priority areas needing improvement.

Appendix D. Enrollment Statistics
DOD Overseas Dependents Schools, Okinawa

School Year	Enrollment	Percent Increase or Decrease
1946-47	25 (1-12)	
1947-48	149 (1-12)	496.0
1948-49	264 (1-12)	77.2
1949-50	325 (1-12)	23.1
1950-51	346	6.5
1951-52	543	56.9
1952-53	1,057	94.7
1953-54	1,583	49.8
1954-55	2,240	41.5
1955-56	2,465	10.0
1956-57	2,911	18.1
1957-58	3,938	35.2
1958-59	4,339	10.2
1959-60	4,831	11.3
1960-61	5,921	22.5
1961-62	7,283	23.0
1962-63	8,877	21.8
1963-64	10,182	14.7
1964-65	11,040 (1-12)	8.4
1965-66	11,221 (1-12)	1.6
1966-67	12,871 (1-12)	12.8
1967-68	NA	NA
1968-69	15,175 (K-12)	18.0
1969-70	15,284 (K-12)	0.7
1970-71	15,885 (K-12)	3.9
1971-72	14,237 (K-12)	-10.4
1972-73	12,222	-14.1
1973-74	11,235	- 8.0
1974-75	9,320	-16.9
1975-76	8,676	- 7.0
1976-77	7,650	-11.8
1977-78	7,480 (K-12)	- 2.2

Appendix E.

DEPARTMENT OF DEFENSE DEPENDENTS SCHOOLS

PACIFIC REGION

OFFICE OF THE REGIONAL DIRECTOR

1. DIRECTOR
2. DEPUTY DIRECTOR
3. SECRETARY

ADMINISTRATIVE SVC DIVISION

4. EXECUTIVE ASST
5. ADMIN ASST
6. MIS/ADP COORD
7. SPEC PROJ COORD
8. CLERK/TYPIST

EDUCATION DIVISION

9. ED DIV CHIEF

CURRICULUM BR
(ED COORDINATORS)

10. BR CHIEF
11. ARTS/CRAFTS
12. HEALTH/PE
13. INTERCULTURAL
14. LANGUAGE ARTS
15. MATH COORD
16. SCIENCE
17. MUSIC
18. READING
19. SOCIAL STUDIES
20. CAREER ED
21. CLERK/TYPIST
22. CLERK/TYPIST

EVALUATION BR

23. EVAL COORD
24. EVAL COORD
25. CLERK/TYPIST

SUPPLEMENTARY ED

26. SPEC ED COORD
27. PPS COORD
28. AV/MEDIA COORD
29. CLERK/TYPIST

PERSONNEL DIVISION

30. PERSONNEL OFCR
31. PERS MGT SPEC
32. LABOR-MGT SPEC
33. LABRO-MGT SPEC
34. CLERK/TYPIST

FINANCIAL MGT DIVISION

35. FINANCE OFFICER
36. BUDGET ANALYST
37. MGT ANALYST
38. TUITION SCHS SPEC
39. ACCOUNTANT
40. ACCOUNTANT
41. ACCOUNTING TECH
42. CLERK/TYPIST
43. CLERK/TYPIST

LOGISTICS DIVISION

44. LOGISTICS CHIEF
45. FACILITIES SPEC
46. TRANSPORT SPEC
47. SUPPLY SPEC
48. SUPPLY TECH
49. SUPPLY TECH
50. CLERK/TYPIST
51. CLERK/TYPIST

WAREHOUSE OPERATIONS

52. WAREHOUSEMAN
53. WAREHOUSEMAN

SCHOOLS 39

PHILIPPINES KOREA JAPAN
OKINAWA