1953
Erinnerungen
ERINNERUNGEN

Property of US ARMY
DEPENDENTS SCHOOL DIVISION, EUCOM

PUBLISHED BY SENIORS OF 1953
AMERICAN HIGH SCHOOLS OF GERMANY AND FRANCE
DEDICATION

Because we believe that the actualities of the future are but the dreams of today we dedicate this, our yearbook, to all youth who are thinking and working toward international friendship. May their handclasps forge an inviolable chain of understanding that recognizes no boundary lines.
TO THE 1953 GRADUATES OF THE USAREUR SCHOOLS:

You students have received a unique education. In addition to your normal studies you have had the experience of living in an ancient and cultured land and of observing, on the spot, great events in the history of your own country and that of Germany. You have seen also the bitterness of war replaced by the reflowering of the old friendship between the German and American people.

Through your experience here, your friendship and familiarity with the German people, and your knowledge of their language, culture, and customs, you yourselves represent a new and stronger bond between these two countries. You have therefore an advantage, but also a great responsibility. I trust you may be able to use your position to strengthen further the community of free people upon whose collective strength the peace of the world depends.

JAMES B. CONANT
United States High Commissioner for Germany
I take great pleasure in extending to you, the members of the graduating class of 1953, my heartiest congratulations upon the successful completion of a most important part of your academic studies.

I know this day is a happy one for all of you. It is a day upon which you turn in retrospect to review years of work and study, and it is a day upon which you look forward with the courage and enthusiasm of youth to a future which offers you unlimited hope and opportunity for happiness and success.

It is a day of great importance, not only because it marks a milestone in your educational development, but also because on this day you take a definite step into adulthood with its increased responsibilities and demands.

To prepare you for these responsibilities, and to equip you to meet the demands which will be made upon you in the future, your teachers and your parents have devoted long hours of arduous work and training. They have laid the foundations upon which you will build your future. How well you build will be reflected not only in your future, but in the future of your country as well.

For most of you, your schooling has lacked continuity in locale as your parents have moved from one military post to another, and from country to country. I am sure that this has presented no problem, but rather has contributed much to your education. Geography has been a lively experience to you. Here in Western Europe, you have had the opportunity to observe the people, to learn their language, and to appreciate the cultural and historical background. In turn, you have been the object of scrutiny by the people among whom you have lived and studied. You, as a part of America, portray a vivid picture of America and its democratic way of life. In fact, you, the youth, indicate to the world the future of America with its dedication to peace and freedom.

I wish to congratulate you upon your conduct, upon your tolerance, and upon the understanding which you have shown to the people with whom you have been in daily contact. You have been an inspiration to all who have observed you from day to day. Be assured that you have played a great part in the accomplishment of our important missions.

This message is in the nature of a farewell to you, as I retire after thirty-five years of service to our country in the United States Army. My service has been a privilege. I am most grateful to my fellow countrymen for the honors which have come to me as a result of that service. But this farewell is only in my official capacity as Commanding General, US Army, Europe. I shall continue to serve along with each one of you, in whatever capacity the welfare of our country may require.

May God bless you, and bring to each of you happiness and success in the future.

MANTON S. EDDY
Lieutenant General USA
Commander in Chief, USAREUR
REPORT OF OPERATIONS

PURPOSE
The Dependents School Program was formally established on May 4, 1946. Its purpose was two-fold: (1) to organize and maintain schools on both the elementary and secondary levels in military communities in Germany, and (2) to supply German educators with a model American school system in action, from which to draw inspiration for the reorganization of the German educational program.

GROWTH
From 1946 to 1953 the Dependents Schools grew in number from thirty-eight elementary and five high schools to eighty-five elementary and nine high schools. In 1946, enrollments totalled 3,087 of which 108 were in the kindergarten, 2,353 elementary and 626 high schools. By December 19, 1952 the enrollment had grown to 18,280 with 3,267 in the kindergarten, 13,616 in elementary and 1,397 in high school. 671 American teachers and principals, assisted by 184 German and French employees staffed the schools.

PROBLEMS
The strength at military installations increases or decreases as military duties require. This results in a constantly changing number of children in affected areas, the opening of a school where no school existed in other areas, the adding of a teacher when additional personnel arrive, and the reducing of the number of teachers as the number of children decrease.

Since many high school students are widely dispersed, it is necessary to bring them from small installations to a city where a high school has been established. Due to the distances involved, dormitories were established, in which the out-of-city students reside, thereby presenting additional major problems. In some of the areas, it has been difficult to obtain adequate physical facilities, while in others, factors such as small classrooms, number of grades to be taught and the number of one-teacher schools, preclude optimum pupil-teacher ratios. These schools supported in a foreign land with the foregoing adverse conditions, require at
least a per-pupil cost comparable to schools in the United States. Recruitment of teachers, the salary differential and the securing of proper supplies and material, present further problems. In those areas where it is impracticable, due to distance involved, to utilize Dependents Schools, other English-speaking schools, or other adequate schools for eligible dependents are utilized. Where enrollments are too small to justify establishment of a Dependents School, Calvert Courses are provided for elementary school students and the University of Nebraska supplies the high school courses.

THE SUMMER PROGRAM

Teachers who request summer duty are usually assigned either to the Summer Opportunity Schools or to the In-Service-Training School.

Summer Opportunity Schools were first established in June 1951. The purpose of operating these schools was to meet the needs of the pupils who were retarded by being out of school for long periods during the school year. In the summer of 1952, twenty-five such schools were operating for a six-week session. At locations where schools open late in the year, an “extension school” is established for a six-week period. This is another means of giving the student a chance to complete a full year’s study.

In-Service-Training Schools or “Teacher Workshops” operate each summer to make necessary curriculum evaluation and recommendations. Courses of study are reviewed annually for adequacy and are changed or implemented where necessary.

CONCLUSION

Many and colorful are the incidents that have marked the life and growth of DSD. Seven years ago we started from nothing and in spite of this humble beginning, we have grown to a large, modern school system. Soon graduation will be here for 235 seniors who will take with them happy memories of school life in Europe. This Annual, our sixth, is a glowing testimony to the vigor and spirit of the American Schools in Germany and France. Truly, the two-fold purpose for establishing the dependents schools is being achieved. The guiding force behind this development has been the DSD headquarters staff at Karlsruhe, whose pictures appear on pages 9, 10, and 11 of this Annual.
In October, 1946, the Gertrauden School for Girls changed its name to become the Thomas A. Roberts School for American dependents in Berlin. The peculiar geographical position of Berlin has made its enrollment unpredictable. However, we have been very fortunate in retaining our high school which we are very proud of. A new school building is being erected, and we hope to move in at the beginning of the fall term. Mr. A. H. Kyrios arrived in the midst of the 1948 blockade as a teacher-coach, and in 1952 assumed the position of school principal. He is a graduate of Tuft's College where he received his B. A. and M. of Ed. degrees.

Miss Landeck has been with the school as the principal's secretary since its first opening in 1946.
ADMINISTRATION

Lt. S. E. Hlebec
Mrs. I. Henachoff
Private Lee
Miss L. Fischer
Major General
LEMUEL MATHEWSON
Commandant of Berlin

Brigadier General
MAURICE W. DANIEL
Commander of Berlin Military Post

Colonel
C. P. EASTBURN
Executive Officer

Lieutenant
S. E. HLEBE
School Officer

School Board

Captain E. L. Riddler
Mrs. Margaret E. Lord
Colonel C. P. Eastburn, Chairman
Mr. Don C. Travis
Lt. S. E. Hlebec
Mr. A. H. Kyrion, Principal
(not in picture)
Mr. Edward Maguire
M/Sgt. J. E. Bailey
Chaplain (Major) J. T. Donelly

P. T. A.

Captain E. L. Riddler
Major L. D. Martin
Lt. W. N. Stakel, Treasurer
Mrs. Margaret E. Lord, Secretary
Mrs. D. C. Travis, President
Commander G. C. Wood, Vice-President
Mrs. W. E. Crookshen
Mr. A. H. Kyrion
Lt. S. E. Hlebec
Lt. Colonel R. D. Allbro
(not in picture)
MR. ALEXANDER H. KYRIOS
Principal
Tufts College, B.A., M.Ed.
Lynn, Massachusetts

MISS MARY J. HENSON
English; Typing; Annual Student Council; Senior Class Advisor
Blue Mountain College, B.A.
Jackson, Mississippi

MISS MARGOT PIETSCHE
Arts and Crafts
Art Institute, Chicago, Illinois
Commercial Art School
Federal School of Commercial Designing
Berlin, Germany

MRS. GERTRUD GEICKE
Librarian
Berlin, Germany

MR. HAROLD L. EMUS
Biology; Chemistry; Science; Social Studies
Physical Education; Counselor
University of Southern California, B.A.
Los Angeles, California

MISS MARY GREGORY
Mathematics; Geography; Physical Education; Newspaper
Kent State University, B.S.
Brooklyn, New York

MISS LELIA LOU BIGGS
Music, Chorus
Southwest Texas State College, B.A.
Texas University, M.M.
San Marcos, Texas

MRS. ERIKA SCHIRMER
German
Heidelberg University
Ph. D., B.U.
Berlin, Germany
We the Senior Class of the Berthoud High School being assembled to underwrite our future towards the end of our high school era, we hereby dedicate this scroll to the memory of those who laid the groundwork for our success. Our class, under the guidance of our beloved teachers, has strived to achieve excellence in all endeavors. May this scroll serve as a testament to our unity and determination. God bless us all.
Four years ago the class of 1953 started out on the highway to success. The first steps we took were slow and faltering, but as we moved forward, they became more confident.

On September 8, 1952, when the doors of TAR were first swung open, the Senior Class of 52-53 proudly took its place, resolved to make this last year the best. We elected our class president, PAT GOETZ, who first entered the halls of TAR in February of 1951. She quickly became one of the regular TAR-ians and was the reliable and intelligent Betsy Mathewson, who was first of the veteran member of the whole school. Nancy Leone, the newest member of the class, and the newest student, came along in March of 1950. Pat Goetz is the Student Council representative.

Nancy Leone, the newest member of the class, arrived in June, but enrolled in September. We selected Pat for the Student Council representative, and Nancy Leone quickly qualified for her as class secretary. The quick piano fingers of Nancy Leone and the success of President Goetz, along with the coordination of the annual and making plans for graduation, including “Mock Election” and a National Book Week Assembly, made this year’s book. Betsy Mathewson, the previous Editor-in-Chief of the school paper, was also a member of the senior class. Betsy’s previous knowledge of working with the annual established her as the Editor-in-Chief of this year’s book.

We should like to express our appreciation to all our readers who have helped us during our high school years, and we sincerely hope that each senior will reach her desired goal and become an upstanding citizen of a peaceful world.
June, 1953, and the Juniors have only one more chapter to go in the great book entitled, *High School*. As we add the third chapter to our book, let us review the activities and characters. This year as the class was so small, only a president was elected, Jan Ewalt, the newest member of our class, who arrived in dear old Berlin in July, 1952, from Seattle, Washington. Mary Ann Corcoran is our old-timer, being in Berlin two and a half years. Jerry Smith is our middle-ager, transferring here in March, 1952, from Heidelberg.

Working very hard on the school paper, *Bear Facts*, were Jerry Smith, the editor-in-chief, and Jan Ewalt, the humor columnist.

Contributing their various abilities to the annual were Mary Ann Corcoran, one of the art editors, Jan Ewalt, lay-out editor, and Jerry Smith, one of the photo editors.

Representing the Junior Class on the Student Council was Jerry Smith, who was Student Council president.

Participating in the mock presidential election that was given for the PTA were Mary Ann Corcoran, who helped with the voting, and Jan Ewalt, who gave a campaign speech for Eisenhower.

As we close the third chapter in *High School*, we find that the characters are remembering the activities of the past year and are looking forward to adding the final chapter next year as Seniors.
If ever a class struggled for existence, it has been the Sophomore Class of TAR; but despite the lack in number, the spirit of this class cannot be dampened.

When the Sophomores gathered in September, 1952, there were four members — Ronnie Egan, Payton Ellis, Elizabeth Schreyer, and James Cox. Ronnie, one of the brightest among us, left for the Hague in September, and we were also very sorry to lose Peyton Ellis, who left for Frankfurt, thus leaving Liz and Jim to hold the fort. Jim Cox became the class president and Liz, the class secretary. Two welcome additions to the class from Stateside were Kathleen Mather and Virginia Wine. Participating in many school projects, the Sophomores make up in spirit and enthusiasm for what they lack in numbers.

At the beginning of the year the Freshmen Class also consisted of four members — Richard and Gertrude Hansel, Ellen Mathewson, and Richard Smith. In January Richard and Gertrude returned to the States, and Ellen Mathewson left for Orleans, France. In the meantime Joan Ware had enrolled in this slowly diminishing class to be Richard's classmate and to make "Just We Two" a reality for the Freshmen.
First Row: Ellen Corcoran; Norma Scheyer; Ann Higgins
Second Row: Richard Lynch; William Durbin; Yvya Skabish
George Mather; David Smith
ROOMS

DEMOCRACY AT WORK
STUDENT COUNCIL
Voya Shakich
Richard Lynch
Ellen Mathewson
Jerry Smith, President
Pat Goetz
Jim Cox
Miss Henson, Advisor

BEAR FACTS STAFF
Kathleen Mather
Jimmy Cox
Ellen Corcoran
Richard Smith
Voya Shakich
Ellen Mathewson
Jerry Smith, Editor
Miss Gregory, Adviser
Liz Shroyer
Pat Goetz
Jan Ewalt
Nancy Leune

ANNUAL STAFF
William Durbin
Richard Smith
Ellen Mathewson
Kathleen Mather
Miss Pitts, Art Adviser
Jan Ewalt
Betty Mathewson, Editor
Pat Goetz
Miss Henson, Adviser
Jerry Smith
Jimmy Cox
Mary Ann Corcoran
The annual conference of representatives of the staffs of Erinnerungen, the yearbook of the American High Schools in Germany and France, met at Frankfurt High School on February 6, 1953.

This is the fifth year that the students of the American High Schools in Germany and France have combined their efforts to produce a yearbook to record their school life abroad.

This year there are ten sections in the book — nine high schools and one junior high school. Each annual staff begins work in September, choosing a theme appropriate to their area and school and expressing in the art, photography, and write-ups the way in which the school life of American students is carried on in a foreign environment. Many of the "erinnerungen" (memories) are typically American while many are flavored with the atmosphere of the particular area in which the school is located.

Though combined into one book, each section is really a separate book — quite original and different from each of the others. This may perhaps create a lack of unity in the book as a whole but it is much preferred by the students; for in the one book they can find the faces of their friends who have transferred to other schools in the zone and in France, or those they met "on the boat coming over", or those with whom they went to school in the States.

The work and efforts of each annual staff is culminated by the annual conference where representatives of the various staffs meet to turn in their "dummy" copies and to make decisions on the pages which represent all the schools. Each school submits choices for the end pages, the state distribution pages, the dedication and the farewell, and from these are chosen the ones to be used in the yearbook. Problems of production and publication are discussed and recommendations made for the future.

At the fifth conference the discussion and decisions were most ably led by Bonnie Bailey from Heidelberg High School, recorded by Kay Zitsman from Paris High School and directed by Miss Gay Long who has been in charge of coordinating the various sections of the combined annual for the past four years.

As in the preceding three years, the Frankfurt high school seniors, under the direction of Miss Luise Kramer, were hosts to the other schools, taking care of arrangements for billeting, transportation, entertainment and refreshments. Mr. Stanley Hergenroeder who represented the headquarters staff of American Schools in Germany and France commended the students on this meeting as a fine example of cooperation and democracy in action.

Representatives to the annual conference were:

Miss Mary Jane Henmon  Patricia Goez  Berlin  Mrs. Mary Patterson  Jean Cain  Munich
Miss Dorothy Kay  Jill Strock  Beemebaven  Mr. Bruce Grote  Leslie Foster
Miss Luise Kramer  Jerry Hoodert  Miss Alice Brewer  Robert McAfee  Nurnberg
Miss Gay Long  Carol Birmingham  Frankfurt  Kay Zitsman  John Wardle
Miss Dorothy Arnold  Patricia Lauder  Heidelberg  Miss Yooler Weight  John Clark
Miss Caroline Zaiser  Bonnie Bailey  Heidelberg  Mr. Werner Tegethof  Deene Maibach  Wiesbaden
      Betsy Donnert  Heidelberg  Miss Mary Jo Flanary  Dean Glasser
      Edna Garcia  Kaiserslautern  Rena Roop  Stuttgart
      Joan Lunde  Kaiserslautern  Alice Wood
FAREWELL

As we close the final page of this record of our studies abroad, we should like to think, not of our departure from our many pleasant experiences in high school, but rather of the entry into a wider world which we may be able to enrich because of our experiences in Europe.
AMERICAN SCHOOLS IN GERMANY AND FRANCE

ENROLLMENT AND TEACHING STAFF

American elementary schools and secondary schools in Germany and France are staffed by teachers and administrators who have come to Europe from every section of the United States. As of January 1953, this staff was comprised of 495 elementary teachers and teaching principals, 89 high school teachers, 25 principals, four regional superintendents, two nurses, 14 dormitory supervisors and teacher-advisers, and 74 kindergarten teachers. The total pupil enrollment including the kindergarten was 18,280. Dormitories for high school students are maintained in Frankfurt, Heidelberg, Munich and Nuernberg. German personnel are employed in all schools in Germany. Their services include the teaching of the German language, assistant teachers, librarians, clerks and secretaries. French personnel are employed in the American schools in France in a like manner. From the beginning of the operation of American Dependents Schools in Europe in 1946, the number of schools has increased each year until at the present time there are 85 elementary schools and nine four-year high schools including the Paris American High School. Seventeen of the elementary schools are in France.

SCHOOL ADMINISTRATION

American schools in Europe are under the joint direction of the Director of the Dependents Education Organization and the Commanding Officer of the 7755 Dependents School Detachment. Education and curriculum administration is headed by educational specialists in the fields of secondary education, elementary education, audio-visual aids, music, guidance, testing and library.
For convenience of administration the school area is divided into four regions. The schools are under the general supervision of the regional superintendent. The regional superintendent visits the schools frequently for the purpose of assisting principals and teachers and carrying on the necessary liaison.

THE EDUCATIONAL PROGRAM

Standard curricula and sound American educational philosophy according to practices of the best American public schools, have been accepted as patterns of the education of children in the American schools in Europe.

Each school is supplied with basic textbooks along with an abundance of well chosen supplementary texts, library books, workbooks, and audio-visual aids. A headquarters staff librarian works in close cooperation with all schools assisting personnel in the efficient operation of a school library.

Students' activities are enriched by opportunities found for travel and study of varied German and other European environment. Pupils completing the work of a grade in the American schools in Germany and France are prepared to enter the next advanced grade in any elementary or high school in the States.

German language instruction is part of every school program. In the high schools German and French are offered as a regular elective subject. All foreign language instruction is given by qualified native personnel.

HIGH SCHOOL PROGRAM OF INSTRUCTION AND GUIDANCE

American high schools in Europe are accredited by the North Central Association of Colleges and Secondary Schools. A basic curriculum is offered which allows each student to acquire those techniques and bodies of knowledge essential for personal and social adjustment and development in our modern society.

In addition to this basic curricular offering, a program of pupil activities, including music, art, athletics, homemaking, business subjects, shop, journalism, and dramatics, is offered to the extent which physical, personnel, and financial considerations in the various schools allow. Throughout the high school program an attempt is made to use to best possible advantage the cultural-geographical location of the school to enrich the program of studies and to ensure the utmost profit from the unique opportunity of living in a foreign country.

The student personnel program places great emphasis upon evaluation of individual student needs, interests, and aptitudes. To this end, approved standardized instruments of evaluation are used to supplement personal counseling interviews, written records, and teacher and parent evaluations. With this body of information at hand, an attempt is made to guide each student in that direction where success and happiness are indicated.

Follow-up studies indicate that over 60% of the students who have graduated from American high schools in Europe entered an institution of higher learning. The curriculum allows a student to prepare himself for admission to any college or university in the United States.
Tests of the College Entrance Examination Board are administered upon request and students, recommended by their principals for college entrance, have repeatedly scored high in these examinations.

Some graduates of American high schools in Europe have entered United States military and naval academies and others have been awarded scholarships for study in well-known colleges and universities in the United States.

HEALTH AND SAFETY EDUCATION

Health and safety activities are operative in all schools. School nurses are assigned to some of the larger schools. In the smaller schools a local nurse is on call at all times. Medical officers of local installations assist in the administration of physical examinations and health care. In many local installations pupils are provided with a hot noon lunch at a minimum cost. The noon lunch is prepared and served by German personnel under the direction of a local installation officer.

MODERN SCHOOL FACILITIES

The passing school year has shown outstanding progress in the construction of modern school plants in Germany. Many local communities, through their American engineers and in cooperation with Dependent School headquarters staff, have succeeded in erecting school buildings comparable with some of the best in the States. The safety and health of school children has been taken into account in both the selection of the location and construction of new buildings.

PARENT-TEACHERS ASSOCIATIONS

Parent-Teacher Associations have become an important factor in the operation of a successful school in most school communities. Forty-two PTA's are now in operation in Germany and France. Several have become members of the National Congress of Parents and Teachers. A European Command Parent-Teacher Council was organized in October 1951 at a meeting in Garmisch by delegates from nearly all PTA's in Germany. Most PTA's in Germany have become members of the Council. The principal objectives are to exchange experiences on successful PTA activities and practices, to unite in common projects, and to cooperate in definite lines of work for the improvement of conditions affecting the welfare of children and youth in American communities.

ATHLETICS AND PLAYGROUND ACTIVITIES

School playgrounds are equipped with playground apparatus including swings, slides, high bars and teeter-totters. Most playgrounds are also equipped with basketball and volleyball courts. In many schools playrooms and gymnasiums are made available to both elementary and high school pupils. Playground and playroom supervision is regarded as a regular duty of the teaching staff. In many schools regularly established physical education classes are conducted for both boys and girls on all grade levels. Athletic sports, particularly football, basketball, and baseball, are carried on in high schools and in the larger elementary schools.