



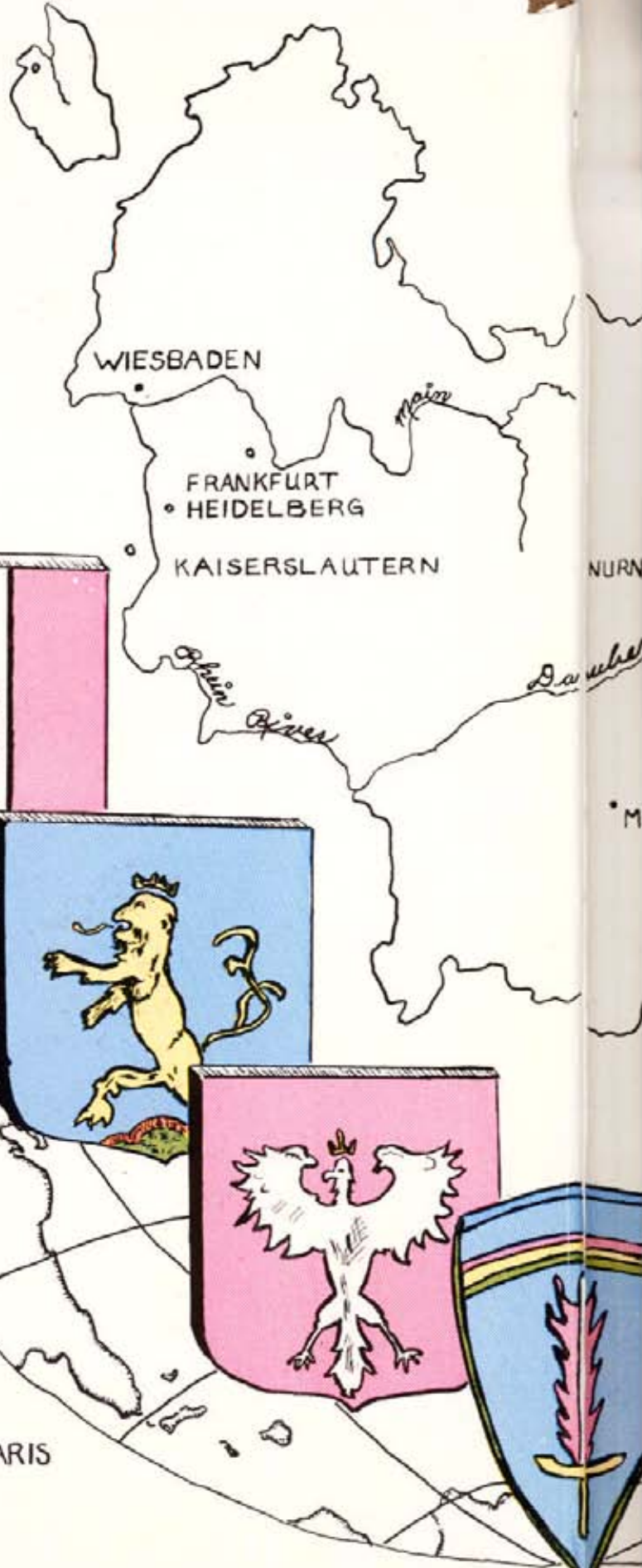
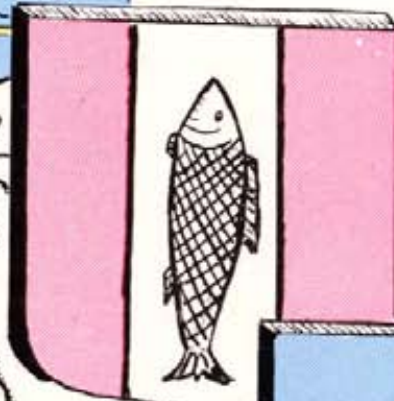
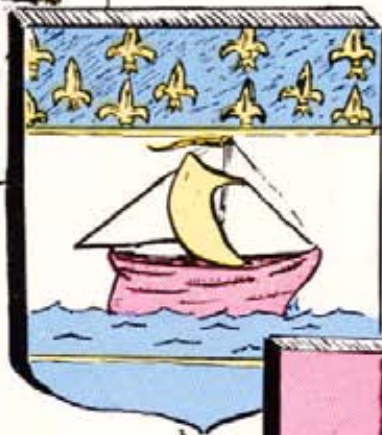
1953



Erinnerungen



BREMERHAVEN



USA

PARIS



BERLIN

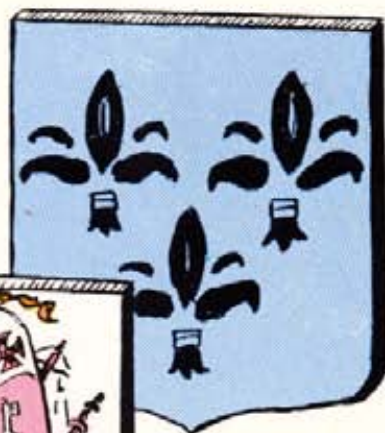
• NURNBERG

Regen River

• MUNICH

GERMANY

FRANCE



ERINNERUNGEN



**Property of US ARMY
DEPENDENTS SCHOOL DIVISION, EUROM**

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

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 living 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.

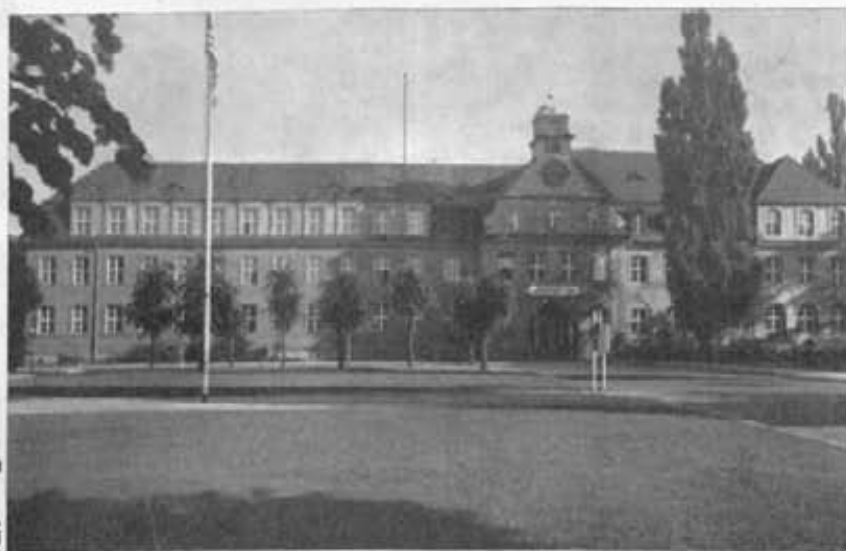
Summer Opportunity Schools were first established in June 1951. The purpose of operating these schools was to meet the needs of the pupils who were retarded by being out of school for long periods during the school year. In the summer of 1952, twenty-five such schools were operating for a six-week session. 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.





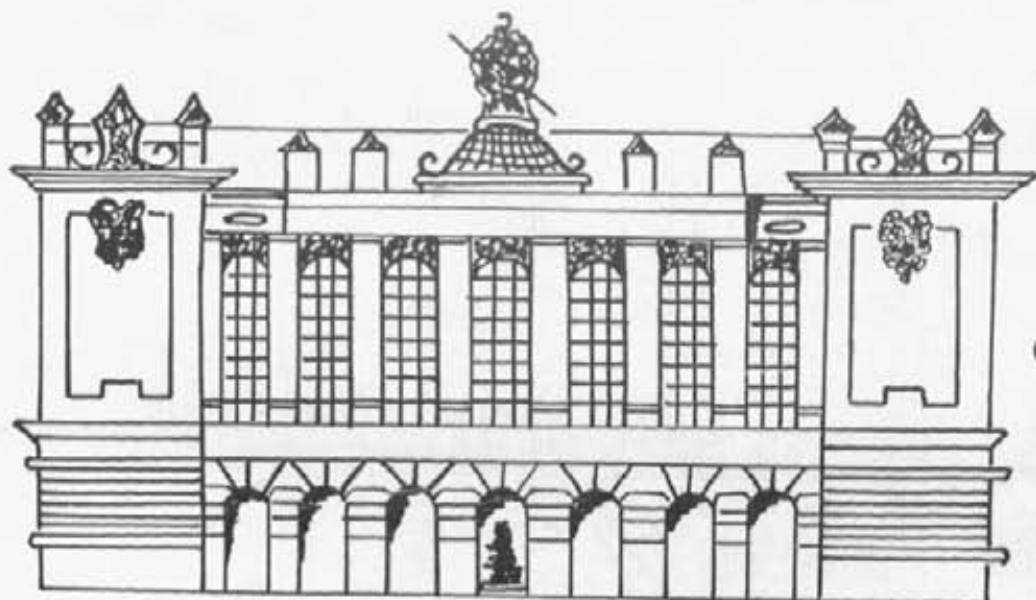
MR. ALEXANDER H. KYRIOS
Principal



MISS H. LANDECK
Secretary

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.



STÄDTISCHE OPER, BERLIN



BRUCKNER



BEETHOVEN



LISZT

ADMINISTRATION

Lt. S. E. Hlebec
Mrs. I. Henachoff
Private Lee
Miss I. 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. HLEBEC
School Officer



SCHOOL BOARD

SCHOOL BOARD
Captain E. I. Riddler
Mrs. Margaret E. Lord
Colonel C. P. Eastburn, Chairman
Mr. Don C. Travis
Lt. S. E. Hlebce
Mr. A. H. Kyrios, Principal
(not in picture)
Mr. Edward Maguire
M/Sgt. J. R. Bailey
Chaplain (Major) J. T. Donnelly



P. T. A.
Captain E. I. Riddler
Major L. D. Martin
Lt. W. N. Steshko, Treasurer
Mrs. Margaret E. Lord, Secretary
Mrs. D. C. Travis, President
Commander G. C. Wood,
Vice-President
Mrs. W. R. Croucher
Mr. A. H. Kyrios
Lt. S. E. Hlebce
Lt. Colonel R. D. Albro
(not in picture)

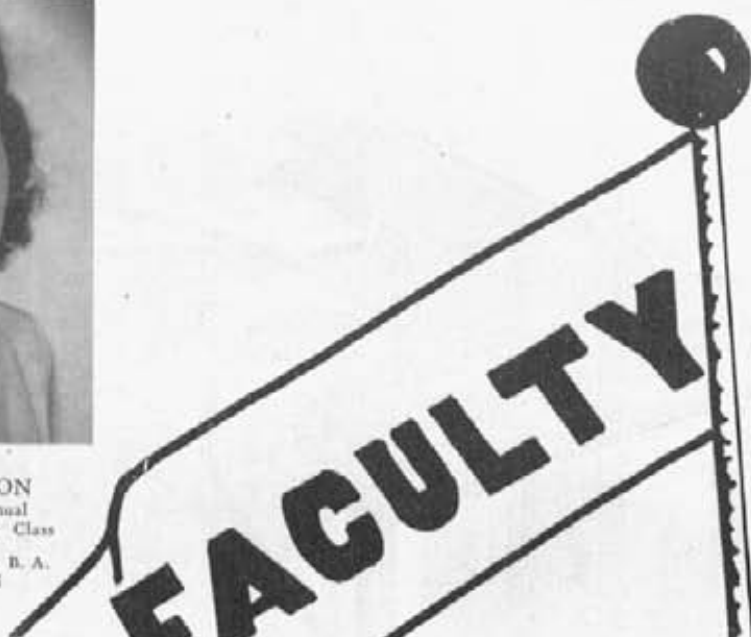
P.T.A.



MR.
ALEXANDER H. KYRIOS
Principal
Tufts College, B. A., M. Ed.
Lynn, Massachusetts



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



MISS
MARGOT PIETSCH
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



Ladies and Gentlemen, this is your man about town, George Edwards, to conduct tonight's tour through your nation's capital.

Our first stop tonight will be the Metropolitan Concert Hall on Washington Boulevard. The feature pianist tonight will be Mrs. Leon Schultz, the former Miss Nancy Leone, whose fame has spread far and wide. Miss Leone, who has for the past four years been making a tour throughout Europe, will tonight play one of her husband's arrangements. The talented musician attended the New England Conservatory of Music in Boston.

I'm sure Miss Leone will give one of her superb performances tonight, as she always does.

We now go through the large red brick building on the corner of Fifth and Penn. We all know this building which is so dear to our hearts. It is the welfare clinic headed by Mrs. J. I. Long, the former Miss Betsy Mathewson. Mrs. Long is doing one of the finest jobs ever done by a welfare worker in this or any other country. Mrs. Long, now the mother of two fine children, attended Middlebury College in New England.

Our tour now takes us to the operating room at the Walter Reed Hospital, the great Army Medical Center at Washington, D. C. There is now being performed a very technical and difficult operation. The surgeon is none other than Miss Patricia Goetz, one of the first women to ever master the art of brain surgery. Miss Goetz studied at the University of Virginia and interned at Walter Reed, where she also received her first appointment. Here is an item of real interest. All three of these women we have seen tonight doing great jobs graduated together from Thomas A. Roberts High School in Berlin, Germany. As one might say, "What a small world!"

We, the Senior Class of the Berlin High School being of sound mind and body, do hereby bequeath the following assets to our successors: I, Betsy Mathewson, leave my ability to understand Mr. Kyrios's moods to Jan Ewalt. I, Nancy Leone, leave the piano in the recreation room to Kathleen with hopes that we meet together in Carnegie Hall. I, Patricia Goetz, leave my geography work-book to Jerry Smith. May the preceding be enacted at the date of our graduation from the Berlin High School.

SENIORS



PAT GOETZ



BETSY MATHEWSON
President



NANCY LEONE

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 once more swung open, the Senior Class of 52-53 proudly took its place, resolving to make this last year the best of them all. We elected our class president, reliable and intelligent Betsy Mathewson, who first entered the halls of TAR in March of 1950. Pat Goetz, a definite asset to the whole school, having entered in February of 1951. She quickly became one of the regular ole-TARians and was elected our Student Council representative, and is the newest member of the class. She arrived in Berlin in June, but enrolled this September in TAR. We selected Pat for our annual and making plans for graduation, the quick piano fingers of Nancy Leone easily qualified her as class Secretary.

Between working diligently on the annual and making plans for graduation, the Senior class has taken part in numerous school activities, including a "Mock Election" and a National Bookweek Assembly program. Pat Goetz and Nancy Leone are both members of the school paper, Bear Facts. 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 teachers 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.

JUNIORS



JANICE EWALT
President



GERALD SMITH



MARY ANN CORCORAN

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.

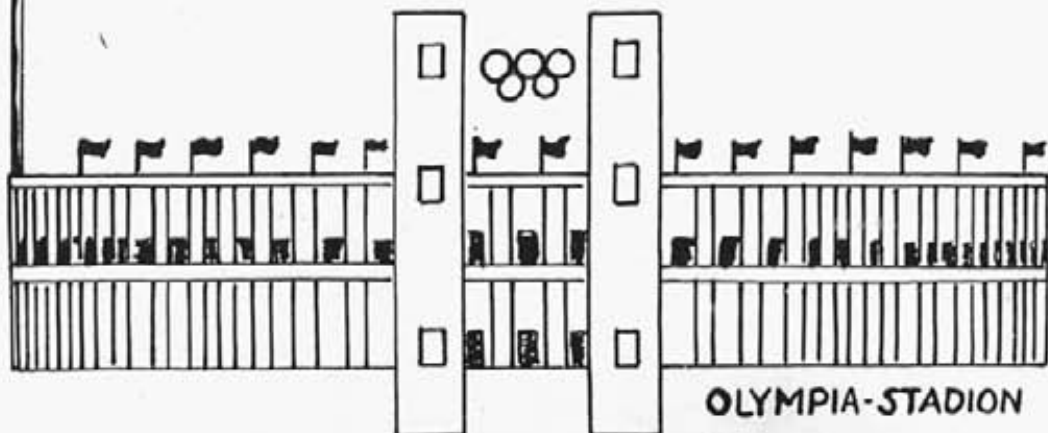
Working very hard on the school paper, *Bear Facts*, were Jerry Smith, the editor-in-chief, and Jan Ewalt, the humor columnist.

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.



OLYMPIA-STADION

SOPHOMORES

FRESHMEN



Jimmy Cox
President



Elizabeth Schreyer



Virginia Wine



Kathleen Mather



Richard Smith
President



Ellen Mathewson



Richard Hansel



Gertrude Hansel



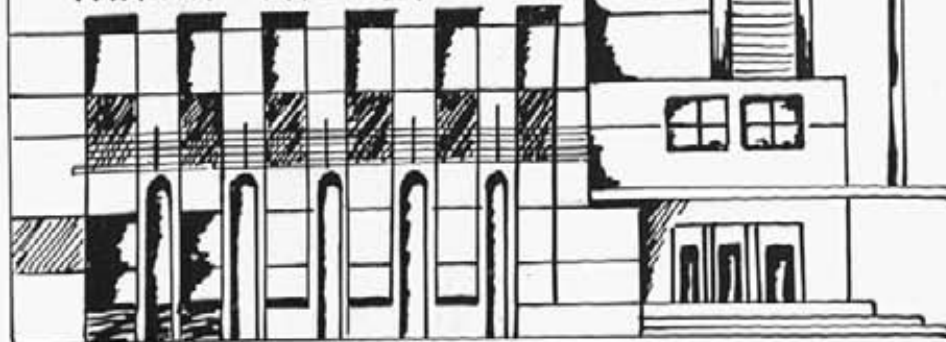
Joan Ware

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 members.

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.

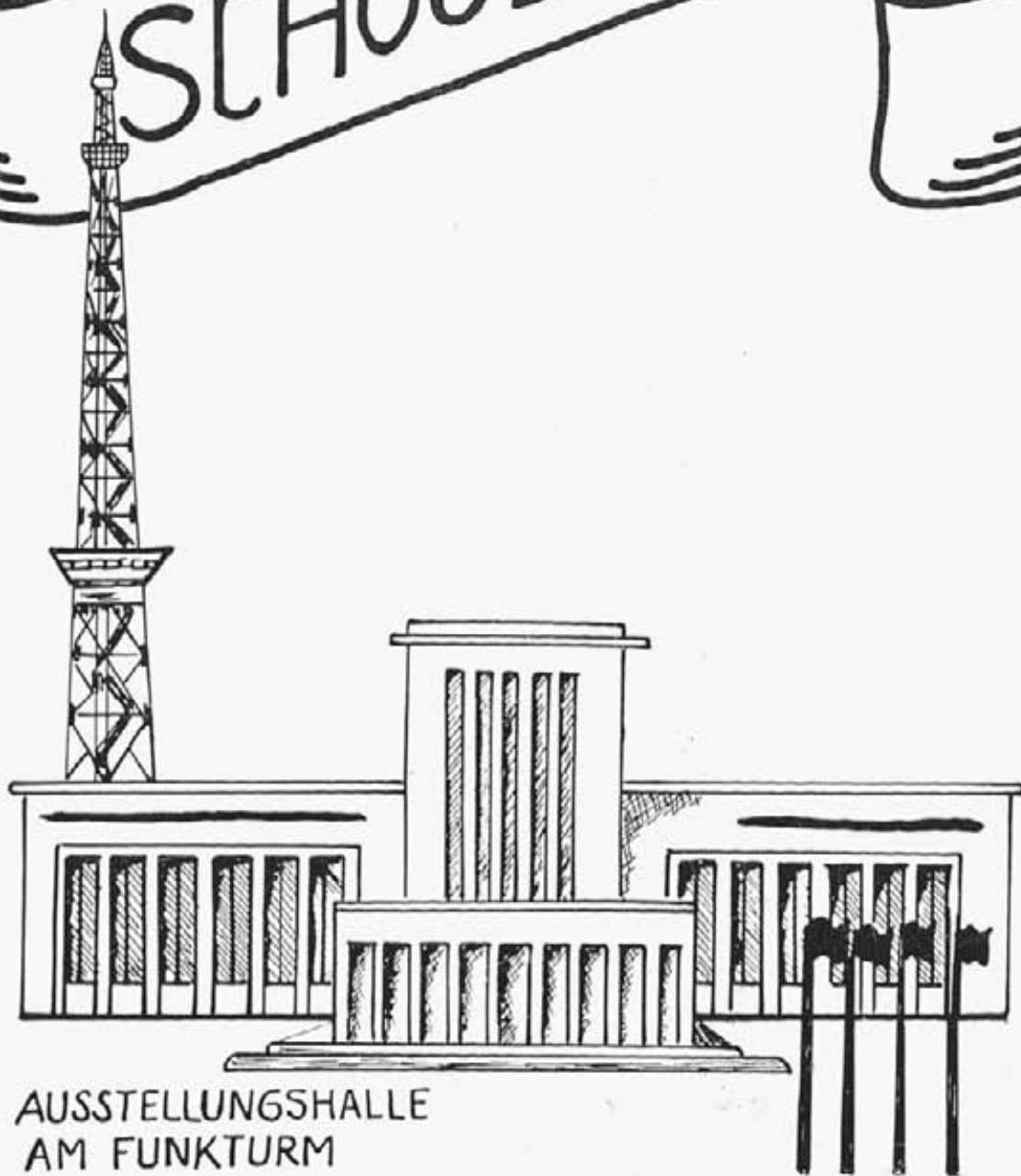
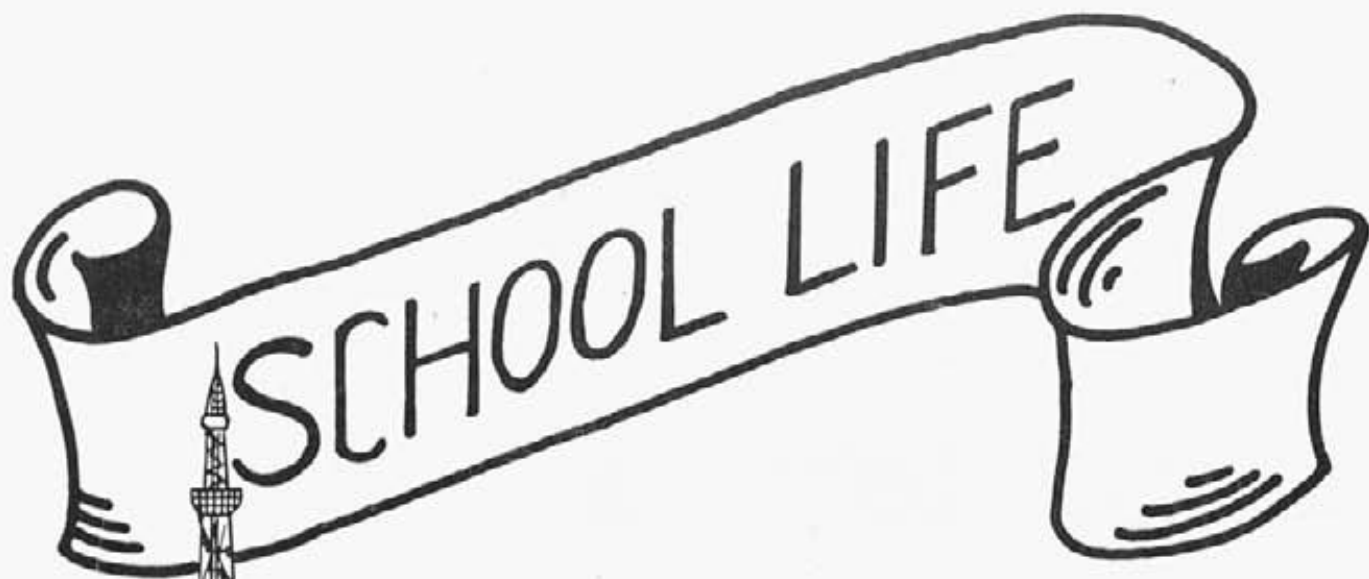
TITANIA PALAST



JUNIOR HIGH

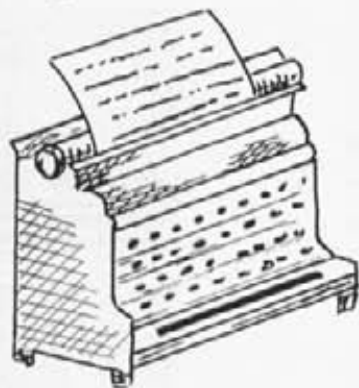


First Row: Ellen Corcoran; Norma Schreyer; Ann Higgins
Second Row: Richard Lynd; William Durbin; Vaya Skakich
George Mather; David Smith



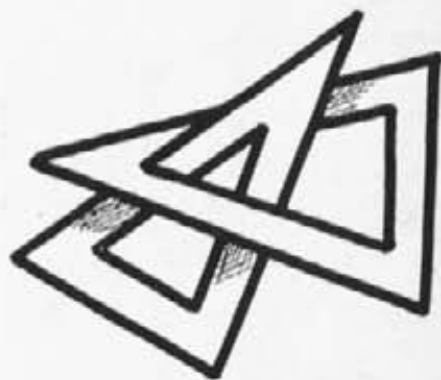
AUSSTELLUNGSHALLE
AM FUNKTURM

CLASS



AUF
WIEDERSEHN

-ROOMS



DEMOCRACY
AT WORK



CLUBS

ANNUAL STAFF

William Durbin
Richard Smith
Ellen Mathewson
Kathleen Mather
Miss Pietsch, Art Ad.
Nan Leone
Betty Mathewson, Ed.
Jan Ewalt
Pat Goetz
Miss Henson, Adviser
Jerry Smith
Jimmy Cox
Mary Ann Corcoran



STUDENT COUNCIL

Voya Shakids
Richard Lynds
Ellen Mathewson
Jerry Smith, President
Pat Goetz
Jim Cox
Miss Henson, Adviser



BEAR FACTS STAFF

Kathleen Mather
Jimmy Cox
Ellen Corcoran
Richard Smith
Voya Shakids
Ellen Mathewson
Jerry Smith, Editor
Miss Gregory, Adviser
Lix Schreyer
Pat Goetz
Jan Ewalt
Nancy Leone





ANNUAL CONFERENCE



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 Zitzman 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 Henson	Patricia Goetz Nancy Leone	Berlin	Mrs. Mary Patterson	Jean Cain Leslie Foster	Munich
Miss Dorothy Kay	Jill Scrohn Jerry Hoofert	Bremerhaven	Mr. Bruce Gorte	Robert McAfee John Wardle	Nürnberg
Miss Luise Kramer Miss Gay Long	Carol Bingham Patricia Lauder	Frankfurt	Miss Alice Brewer	Kay Zitzman John Clark	Paris
Miss Dorothy Arnold	Bonnie Bailey Betty Doucet	Heidelberg	Miss Yaobel Wright Mr. Werner Tegethoff	Deloris Maudhan Dean Glazier	Wiesbaden
Miss Caroline Zainer	Edna Garcia Joan Lumde	Kaiserslautern	Miss Mary Jo Flanary	Reno Roop Alice Wood	Stuttgart



HOME

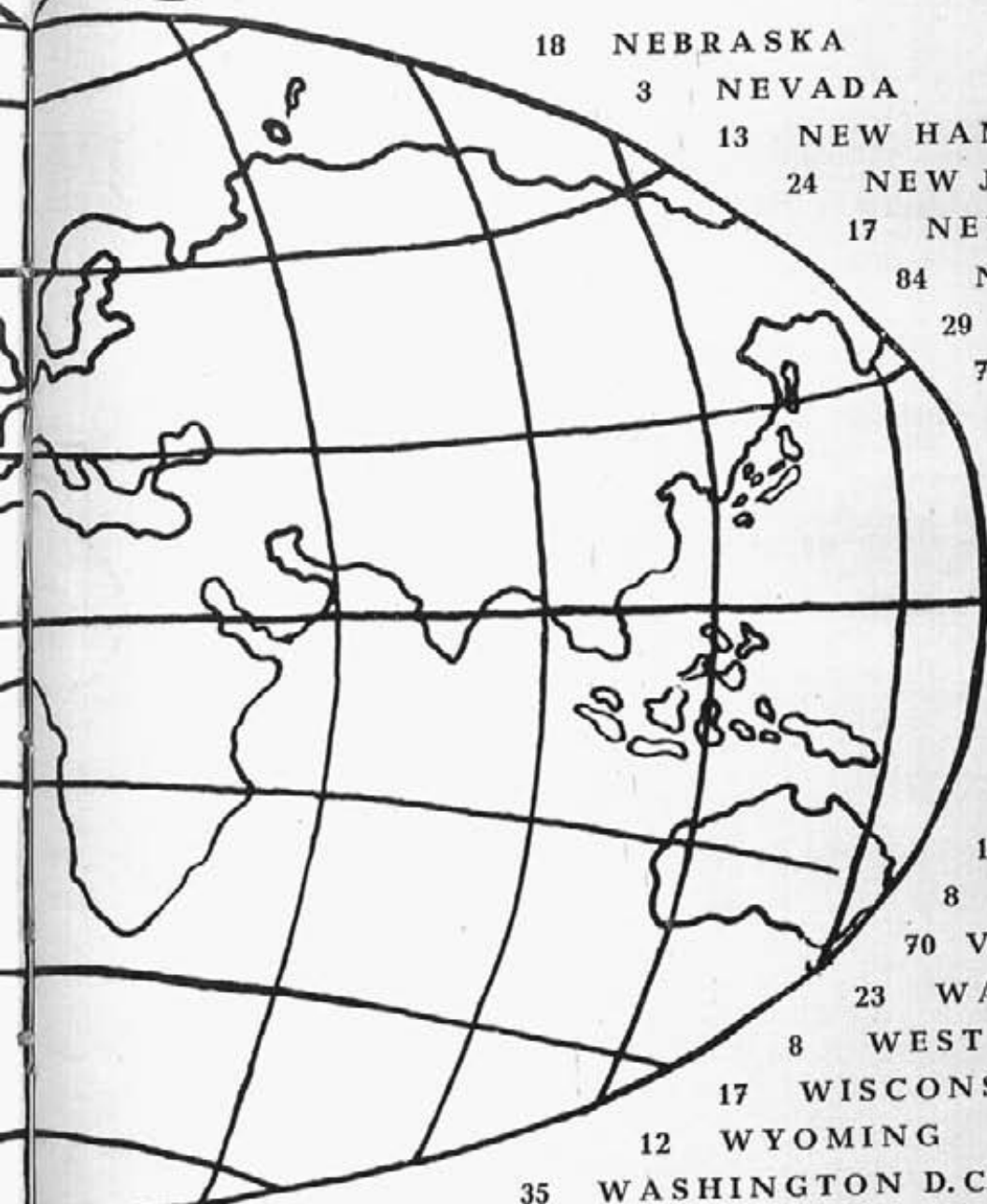


ALABAMA	37
ARIZONA	12
ARKANSAS	18
CALIFORNIA	110
COLORADO	36
CONNECTICUT	10
DELAWARE	2
FLORIDA	39
GEORGIA	44
IDAHO	6
ILLINOIS	46
INDIANA	26
IOWA	20
KANSAS	24
KENTUCKY	23
LOUISIANA	7
MAINE	3
MARYLAND	20
MASSACHUSETTS	53
MICHIGAN	23
MINNESOTA	20
MISSISSIPPI	10
MISSOURI	18
MONTANA	10

BRAZIL	2	CHINA	1
ESTONIA	2	ENGLAND	3
FRANCE	7	GERMANY	1
ITALY	2	HAWAII	7
CZECHOSLOVAKIA	1		



STATES



18 NEBRASKA

3 NEVADA

13 NEW HAMPSHIRE

24 NEW JERSEY

17 NEW MEXICO

84 NEW YORK

29 NORTH CAROLINA

7 NORTH DAKOTA

53 OHIO

37 OKLAHOMA

8 OREGON

80 PENNSYLVANIA

6 RHODE ISLAND

21 SOUTH CAROLINA

4 SOUTH DAKOTA

26 TENNESSEE

163 TEXAS

17 UTAH

8 VERMONT

70 VIRGINIA

23 WASHINGTON

8 WEST VIRGINIA

17 WISCONSIN

12 WYOMING

35 WASHINGTON D.C. 3

PUERTO RICO 1 SCOTLAND 1

PANAMA 4 HONOLULU 1

LUXEMBURG 1

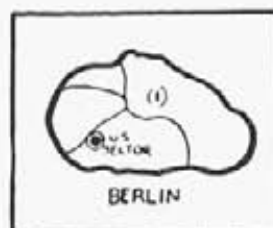
FRENCH MOROCCO 1



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
ON OF DEPENDENTS PROGRAM
U.S.ARMY EUROPE
JANUARY 1953





WUERZBURG AMERICAN SCHOOL

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.