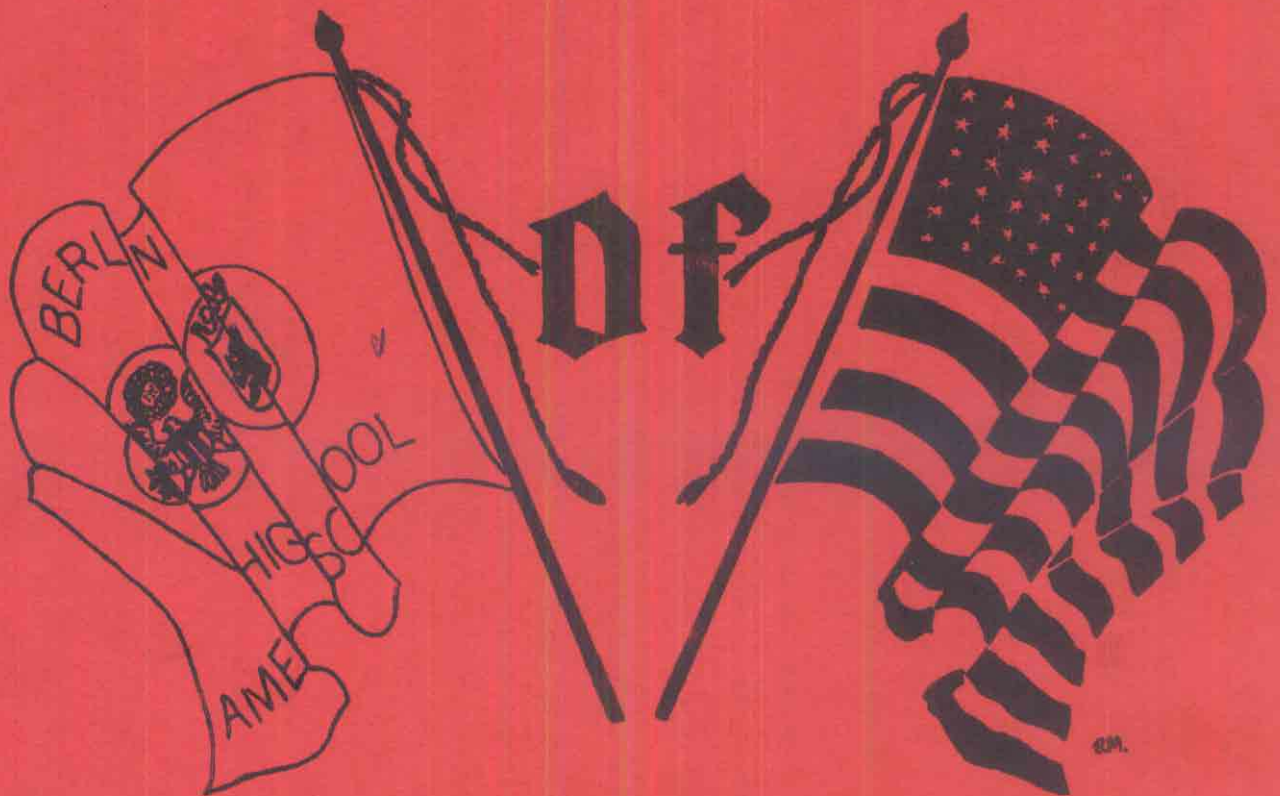


HAND BOOK



THE BERLIN-AMERICAN HIGH SCHOOL

H A N D B O O K
O F T H E
B E R L I N A M E R I C A N H I G H S C H O O L
S Y 1968/69

This handbook is designed to serve as a guide for students, and parents. We hope that it will help you to become better acquainted with our school, our staff and our facilities. If it does, your experiences at BAHS will be more meaningful and profitable.

PREFACE FOR THE STUDENT

When you joined us, you became part of a proud school with a rich tradition. As a Berlin "Cub", you inherit an opportunity to attend one of the finest American high schools overseas. This inheritance is passed to you by two generations of Americans and Berliners who have worked diligently to make BAHS what it is today.

In becoming a part of us and benefitting from the work of others, you also accept an obligation. That obligation is to leave BAHS just a little bit better than it was when you arrived. Others have met this challenge and you will too if you understand the significance of our school and the community of which it is a part.

Working together with your teachers, your stay here can be one of the most meaningful experiences of your educational career. Intellectual stimulation, vocational preparation, and aesthetic awareness can result from your studies here. Remember, however, that these things do not come to you by osmosis. Effort on your part is required in school as it will be in later life.

The faculty joins me in wishing you a rewarding experience on our campus.

PAUL F. LeBRUN JR.
Principal

BERLIN AMERICAN HIGH SCHOOL

School Philosophy

1968/69

Inherent in our American way of life is a universal belief in the optimal development of the individual. The field of education is of paramount importance in the development and propagation of this idea through emphasis upon cumulative knowledge, understanding and enlightenment applied to a dynamic environment, and the cultivation of the basic ethical values of democracy.

Within the framework of the educational process, it is important that each student develop into an independent person who can think for himself, reach his own judgements, choose his own goals, and play his proper part as an effective citizen.

The Berlin American High School recognizes that students progress at differentiated rates and by various means. As much as possible, the individual is allowed opportunity for experience in living, continuity of learning, and growth in self-discipline and self-direction. We believe that the junior high student should be offered maximum opportunity to explore and that senior high students should have the opportunity to pursue terminal education or college preparatory work according to need.

Continuous re-examination of our goals as well as refinements in pedagogy lead us toward innovations. We believe in change for the better but not change for the sake of itself. New programs and methods that have demonstrated their effectiveness are incorporated into our program while the best of the traditional is maintained. Our quest for excellence demands it.

Our unique position in the world imposes an equally unique obligation and opportunity upon us. It is our belief that the Berlin American High School should represent the finest in American secondary education. This is our obligation. At the same time, we have the opportunity to learn much from the multiple cultures that are interwoven with our own as well as from those that surround us but choose to remain apart. We stand as a symbol of young America on freedom's frontier while simultaneously assimilating much that will enable us to better serve ourselves and our country in the years to come.

GENERAL INFORMATION
SECTION I

SECTION I

BACKWARDS AND FORWARD

The Berlin American High School is in its twenty-second year of continuous service to this community. It is one of the original schools established for American youngsters following the end of World War II and the subsequent influx of dependent families.

BAHS was first located in the Gertrauden Schule on Im Gehege in Dahlem. In 1953 it moved into new quarters on Huttenweg that it shared with the Thomas A. Roberts American Elementary School. Over the years, it became evident that a larger, separate unit was necessary and the cornerstone for the present plant was laid in 1964. Classes were first held in our new school during school year 1965/66. The last phases of construction were completed during school year 1966/67.

Currently, BAHS enrolls some six hundred students. This is a far cry from the 95 students registered in 1949/50, the lean years of the Berlin Blockade.

BAHS students and teachers are proud of having shared in Berlin's community life for twenty years. During the glorious as well as the lamentable events that have marked nearly a quarter century of this city's history, the high school continued to carry out its educational mission for our youth while becoming continuously more aware of its responsibilities as a community cultural institution. The Berliners have shown their appreciation of the high school by honoring it in various ways. Two Governing Mayors have accepted to be Commencement Speakers, those being Prof. Dr. Ernst Reuter in 1952 and more recently the Honorable Klaus Schütz in 1968. In recognition of the close ties between the school and the community Chancellor Konrad Adenauer secured permission in 1960 for BAHS to use the famous Berlin Bear as part of its seal. This is the only foreign institution so honored.

In 1966, The Deputy Assistant Secretary of Defense for Education termed BAHS a "showcase of excellence". We hope to continue to deserve that title in the future. Whether or not we do depends on each of us - faculty and students.

THE FACULTY

The Berlin American High School is fortunate in being staffed with experienced, highly qualified instructors. The United States Dependent Schools, European Area requires a Bachelor of Arts degree from all of its teaching personnel, and prefers teachers with two years teaching experience. BAHS teachers average better than eight years experience.

BAHS has a relatively stable staff because of its cosmopolitan location and fine facilities. A large percentage of the teachers are pursuing or have pursued graduate work within the last five years. New BAHS faculty members are mostly experienced overseas teachers who have volunteered for assignment here.

All of the staff, newcomers and veterans, are capable of providing each student with a good American high school education. How much of it you absorb depends mostly on you.

ADVICE TO STUDENTS AND PARENTS

Selecting a program of studies for a student's high school career requires careful planning. Discussion by a student of his aptitudes, interests, and goals with his counselor, his teachers, and his parents will assist him in developing a good plan for making the most of his high school career.

1. Interests. What are the student's chief interests, and in what way can the course program contribute to them? For instance, if the student has identified a general area of vocational interest, does his course program reflect or support that interest?
2. Abilities. Where do the student's strengths and weaknesses lie, as indicated by standardized tests, grades, and work in school? Selection of the number and kinds of courses should reflect the student's level of ability and general pattern and rate of maturation. Some students should take less courses per year and plan to spend five rather than four years in the high school.

At each level of high school a student should be encouraged to examine his extracurricular activities and non-school responsibilities in the light of his abilities and his proposed academic course load. Different levels of high school involve varying degrees of non-academic commitment both in and outside of school; this should be considered.

3. Future Planning. Although Berlin American High School graduation requirements generally meet requirements for college admission, a few institutions recommend three or four years of work in one area, such as foreign language, mathematics, or science. If a student has given consideration to general types of colleges, he should check entrance requirements of colleges representative of the type of college he prefers.
4. Graduation Requirements. Does the student's proposed course plan fulfill BAHS' graduation requirements?

SECTION II

GRADUATION REQUIREMENTS

The Berlin American High School is part of the United States Dependent Schools, European Area (USDESEA). To be graduated from a USDESEA high school, students must successfully complete a minimum of 16 units, excluding physical education and health. At least 12 units must be earned in the upper three years. Graduation units must include:

- (1) English: 4 units of credit
- (2) Social Studies: 3 units of credit, including 1 unit in either World Regions or World History; 1 unit in US History; and $\frac{1}{2}$ unit each in **US Government and Contemporary Problems** in the Senior level.
- (3) Science: 1 unit of credit in a laboratory science; Introductory Physical Science, Biological Science, Applied Science, Chemistry, or Physics.
- (4) Mathematics: 1 unit of credit
- (5) Electives: 3 units of credit in one subject area other than English or Social Studies.

PROGRAM OF STUDIES

DEPARTMENT

COURSE OFFERINGS

Business Education	Typing I, II; Stenography I, II; Book-keeping; Office Procedures
English	English JHS, I, II, III, IV; Creative Writing; Drama; Humanities; Speech; Reading Improvement
Fine Arts	Arts & Crafts JHS, I, II, III; Vocal Music; Instrumental Music
Health	Instruction in both mental and physical health topics is required for each student each year, unless otherwise excused.
Home Economics	Homemaking JHS, I, II, III, Family Living
Industrial Arts	JHS Survey of Industry; HS Industrial Technology; HS Technical Graphics; HS Industrial Design; HS Architectural Design
Languages	French I, II, III, IV; German JHS, I, II, III, IV; Latin I, II; Russian I, II
Mathematics	JHS Math; General Mathematics; Computer Programming; Algebra I; Geometry; Algebra II; Trigonometry; Calculus
Physical Education	Physical education is required for each student each year, unless otherwise excused.
Science	JHS General Science; JHS Time, Space, Matter; Introductory Physical Science; Biology (yellow BSCS); Chemistry (Chem. Study); Physics (PSSC)
Social Studies	JHS World and American History; World Regions; World History; United States History; American Government; Contemporary Problems
Special Education	An individualized program of studies for students with learning impediments.

COURSE OBJECTIVES

BUSINESS EDUCATION: The general objectives of the business education department are to prepare students to hold jobs in business offices and to provide those knowledges and skills which are necessary to insure vocational competence. Second, to give students essential business information and skills which they can use for their own personal use outside of their vocations. Third, to teach the student more efficient methods of buying goods and services and more efficient use of these goods and services, with emphasis placed upon the development of consumer skills and knowledge, better management of personal and home accounts, saving, investing, purchasing of consumer goods, avoidance of waste and sales resistance.

Business courses are elective and available only from grades 9-12.

ENGLISH: The first aim of the English Department is to develop through literature and extensive practical use of the library and its resources a desire for and appreciation of reading, the key to all doors of understanding. Much emphasis is placed on this at the junior high level. Secondly, improvement in written composition is stressed through simple expository skills: using clear, concise, specific language; following logical orders; writing directions; writing clear definitions and emphasis on spelling. Third, an attempt is made to enrich the students' vocabularies through presentation and use of words meaningful to their daily needs.

English is required each year grades 7-12. In addition to the regular required courses described above, the department offers the following electives:

Creative Writing: Creative writing provides an opportunity for those gifted with imagination and verbal ability to express themselves. It is assumed that the student has mastered basic principles of grammar and the emphasis is on personal expression.

Creative writing is offered during the first semester every other year. Admission is by permission of the instructor and is available only to Juniors and Seniors. Next offering: First semester, SY 68-69.

HUMANITIES: Through a study of ancient, medieval and modern classics, students encounter some of man's humanly profound meditations, questions and dreams. The inter-relationship of disciplines is stressed but the focus remains on man's inter-action with his external world.

Humanities is an elective offered every other year and available to selected Juniors and Seniors. Next offering: SY 69-70.

SPEECH/DRAMA: Speech/drama provides the student an opportunity to explore the forensic arts in some depth. While emphasis is placed on drama, debate, discussion and public speaking are also covered.

Speech/drama is offered during the second semester every other year. Admission is by permission of the instructor and is available only to Juniors and Seniors. Next offering: Second semester, SY 68-69.

FINE ARTS:

ART: The last few decades have seen a phenomenal increase in art. Painting and sculpture of the past and present have been brought forcibly to the attention of a wider public through new and often startling experiments, through excellently printed books and reproductions and through expanding programs of museums and educational organizations. Nearly all products of daily life have been redesigned by industrial designers. During the present century, college courses in art have increased rapidly and art in the public schools once regarded as frill, is now seen as part of the educational program. Art experiences are related to the inherent interest of children. Although varied in their stages of emotional, intellectual, physical or social growth, students come to us full of imagination, inventiveness and the desire to experiment. They should be given an opportunity to develop their powers of observation, judgement, imagination and creativeness; also they acquaint themselves with the function of art principles in the home and community. Students should be offered opportunities for group participation as well as individual expression. They must develop good working habits and respect for their own works of art as well as of others. The exhibition of student work is encouraged. Naturally, no one school can provide all the materials needed to cover every phase of art activity. Success of a program will always depend upon the teacher's ability in picking up supplementary materials from local sources.

We must realize that ideals, courage, self-reliance and skill are sorely needed by every individual and that we can contribute to these needs by opening the door to creation. Art is a universal language which allows us to ignore all national boundaries.

Unless otherwise excused, one semester of exploratory art is required of all junior high students. At the senior high school level, art courses are elective.

MUSIC, VOCAL AND INSTRUMENTAL: All vocal and instrumental music classes stress the fundamentals of music theory and appreciation, but the preparatory groups give most emphasis to reading music and learning to sing or play an instrument as a member of a group. To those already in a performing capacity, vocal and instrumental, the objective is to challenge them to more accurate and advanced proficiencies and to stimulate their interest in listening or actively participating in some form of music as an adult recreation.

All vocal and instrumental classes are elective.

HEALTH: Instruction in health education is a team effort of members of the BAHS faculty and the staff of the US Army Hospital Berlin. A topical outline for SY 1968-69 has been developed and will be presented in a series of large group lecture/small group discussion sessions each month. Instruction is carried on during the Multi-Purpose period (See "Time-Block Schedule" for an explanation) and students are separated by age or sex or both if appropriate.

The purpose of instruction is to instill healthy mental and physical health habits in our students; to provide practical instruction concerning physical and mental development that is occurring at this age level; to help students understand the personal and social damage caused by such social problems as drugs, alcoholism, smoking, etc.

Unless otherwise excused, health instruction is required from grades 7-12.

HOME ECONOMICS: The general aim of the home economics program is to help prepare girls and boys to meet the challenge of home living in a changing society. Advanced training in the field of cooking and serving is also available for those with the ability and interest.

At the high school level students spend one semester in the clothing area where emphasis is placed upon the fundamentals of clothing construction, wardrobe planning, care and handling of textile fabrics, use in color and design, grooming and personal appearance. The alternate semester is spent in the foods department.

ment, with focus on meal planning and food preparation, nutrition, child care and development, home management and planning, home nursing, marriage and family living, social development and consumer problems. Senior high school home economics courses are elective and open to both boys and girls.

The junior high school home economics program follows the same pattern except that the change of emphasis from clothing to foods occurs after nine weeks with a total student participation of one semester (18 weeks). Unless otherwise excused one semester of exploratory homemaking is required of all junior high school girls.

INDUSTRIAL ART: The emphasis in all the classes is on a personal creative interpretation of ideas and subject matter in a variety of materials and with different tools in both two- and three dimensional forms. Craftsmanship is stressed but not to the extent of making the end product more important than the learning processes involved for both the individual and the group. In proper sequence students learn to use hand tools, the use of drafting equipment, architectural drawing, the planning and building of scale model houses.

Unless otherwise excused, one semester of exploratory industrial arts is required of all junior high school boys. Courses at the senior high level are elective. Girls are invited to elect any course in the industrial arts field.

LANGUAGES:

Classical: Latin is the one classical language taught. Emphasis is placed on reading with understanding and, secondarily on speaking. The purpose of instruction is to facilitate the reading of Latin classics in the originals and to broaden the vocabulary by increasing one's understanding of word derivations.

Latin courses are elective and normally reserved for students in grades 9-12.

Foreign: The foreign language program is in a transitional stage from traditional reading, translation, grammar technique to that of development of the listening comprehension and speaking skills. However, the basic aim is to establish language as an instrument of contact and knowledge through which the student is exposed to a new mentality, a different culture and history and unknown views and opinions.

The study of science is required at the junior high level. One unit is required in grades 9-12 with all other courses being elective.

SOCIAL STUDIES: The phrase social studies is used to designate history, government, sociology, economics, geography, and social problems. This synthesizing process has been facilitated by the fact that all of the subjects have the common element of dealing with human relationships.

The field of social studies deals with human relationships, primarily with groups, social institutions, culture and societies. While the social studies utilizes all knowledge, its own province is strictly limited to social relationships. The main objectives, then, are to enable the student to gain certain basic understandings, acquire necessary skills, and develop attitudes that are needed for effective citizenship in a democratic society and to maintain our cultural heritage.

Social Studies is a requirement in grades 7-12 except that World History or World Regions, but not both, are required at the 9th or 10th grade levels.

SPECIAL EDUCATION: The aim of the special education department is to assist students with learning disabilities to achieve success in their academic program. Students pursue a part of their studies together as a class, but as many regular courses are followed as possible. All work of special education students is closely guided and supervised by the special education teacher both within the classroom and when the students are with other teachers.

Admission to the special education class is determined by the instructor working in conjunction with guidance and medical advisors.

Instruction is offered in French, German and Russian. German is emphasized in grades 7-12 with French and Russian normally available only to students in grades 9-12.

MATHEMATICS: The mathematics curriculum includes a four-year college entrance preparation sequence plus terminal courses in general mathematics and practical math. The main objectives of the department are to provide the factual knowledge needed by the individual to perform his daily functions, to provide the technical knowledge needed for success in other areas of study, to prepare students for study in technical areas beyond high school and to achieve in the individual an understanding of and appreciation for the place and function of mathematics as a tool of society.

Math is required at the junior high level. One unit is required in grades 9-12 with all other courses being elective.

PHYSICAL EDUCATION: The primary aim of boys' physical education is to physically strengthen the boys through a varied program including calisthenics and a variety of sports. Calisthenics are part of the daily program, while sports such as touch football, basketball, volleyball, badminton, softball, and track and field events are more seasonal. This variety of sports gives an opportunity for participation as well as appreciation of the sports, their rules, and the sportsmanship that is such an integral part of sports.

The aims and objectives of girls' physical education are to help girls with social adjustments, to give insight into methods of relaxation, and to introduce in sports a worthy use of leisure for the years ahead. The program includes soccer, basketball, volleyball, folk and modern dance, tumbling, and other individual and dual sports.

Physical education is normally required through grade 10, although individual needs dictate the actual requirements at all grade levels. A Physical Education Leadership course is available for selected Juniors and Seniors.

SCIENCE: The basic aims of the science program are to develop a curiosity in the student regarding "causes and effects;" to include methods by which a student can learn by observation, reasoning and participation; and to relate all new material and experiences to past and present and thereby provide sequential and continuous growth with subsequent learning.

GUIDANCE DEPARTMENT SERVICES

OBJECTIVE: The objective of the Guidance Department is to provide information and counseling to enable students to understand themselves and their role in an ever-changing society. Basic to this objective are the assumptions that individuals differ in attainment of this understanding and that society is in transition from a primarily working society to a learning centered society.

Such an objective can only be accomplished through cooperative efforts of the entire school staff with the counseling staff providing a catalyst. Facilitating the best possible learning processes requires individual consultations with students, teachers and parents to help them define more completely their specific role.

Testing: All students are encouraged and assisted in every way possible to take advantage of opportunities for high education by taking qualifying examinations and applying for scholarships.

Our testing program, which spans grades 7-12, attempts to measure the growth of students in the basic skills, aptitudes, interests, and vocational possibilities.

In addition to evaluating the individual child, the tests are invaluable in measuring the strength and weaknesses of the program and in serving as a guide to future curriculum planning.

Aside from the USDESEA testing program, Berlin High School is a test center for the College Board Entrance Exams (Scholastic Aptitude Test, Achievement tests and Writing Sample), the A.C.T. (American College Tests), and the P.S.A.T. (Preliminary Scholastic Aptitude Test).

The school also administers other supplemental tests such as the National Merit Scholarship Qualifying Exam and the National Educational Development Test.

College Information: Current college catalogs are available in the library for student and parent use. The collection includes catalogs of most four and two year colleges, nursing schools and accredited business schools in the United States. Students are encouraged to use the catalogs during free time and to sign out materials.

The guidance department has many college guides and scholarship information guides for student use. These are also available on a loan basis.

Career Information: An Occupations File is also available in the library. Two hundred seventy broad occupational fields are represented in the file with current information on occupations obtained from US Government services, professional and trade organizations, individual companies and employers, and two guidance service publishers.

ACADEMIC POLICIES

HOMEWORK: Homework is an integral part of school work and must be carefully prepared. The amount of homework a student will be required to do will depend upon the difficulty of his academic program and his capabilities. A daily home preparatory period of at least thirty minutes for each subject is often necessary.

TRIPS: Field trips are undertaken to complement the academic program and to allow us to take advantage of our location. Transportation is generally provided by school bus. Occasionally parents may be asked to transport their own youngsters.

Overnight trips will be permitted under school sponsorship for athletic teams and for students representing the school in other interscholastic activities when the scope of the activity and/or the distance between schools is too great to permit completion of the activity within a single day. Overnight trips are permitted only when an adequate number of chaperones are available.

EXAMINATION: A final comprehensive examination constructed by the teacher and covering the work of the entire semester will be administered to all students at the end of each semester in grades 7-12 subjects. These examinations account for one-fourth of the final mark of the course.

MARKING POLICY: A report of each student's marks will be given to parents at the end of nine weeks marking period. A "Warning Report" will be sent at the end of the fourth week of each marking period if marks are unsatisfactory.

The computation of grades is determined as follows:

<u>MARK</u>	<u>GRADE POINTS</u>
A - Excellent	4
B - Good	3
C - Average	2
D - Poor	1
E - Effort	1
F - Failure	0
I - Incomplete	

The percentage of pupils with different marks will obviously vary in different classes in relation to the difficulty of the course, the ability of the students, and how hard they study. In all instances, the instructor concerned is the final determinant of the student's mark in a course.

HONOR ROLL: At the end of each marking period an honor roll will be published consisting of those students who have maintained an honor point average of at least 3.4 in courses meeting five times weekly and not less than a "C" in every course. Students on the honor roll for the yearend marks will be awarded a certificate. An "Honorable Mention" roll is also published consisting of those students who have maintained an honor point average of 3.0 to 3.4.

AWARDS PROGRAM: Students in the overseas schools are often transient. Unfortunately this sometimes leads to an indolent attitude and a marked decline in achievement while attending the overseas schools. Experience has taught us that the prospect of an immediate, tangible award tends to counterbalance this negative effect and indeed promotes better achievement. Put in other terms, it is difficult for an underclassman to become motivated by scholarships and Senior awards that he will not be here to receive. On the other hand, an award tendered at the end of the school year does have meaning and is motivational.

Aware of the above, BAHS established an Awards program during school year 1967-68. Accomplishment is recognized in most academic areas and at all grade levels. The winners are honored at the Annual Awards Assembly in June at which time a symbolic and a suitable material award is presented to them. At the end of SY 67-68, 60 awards were presented to deserving students for achievement in the academic disciplines as well as overall achievement at each grade level.

In addition to the awards for academic achievement, recognition is granted for outstanding service to the school, citizenship and leadership. At the discretion of the Principal, one or more students may be granted the special Principal's Award. Criteria for these latter awards is as follows:

Service to School:

That individual who, in the estimation of the faculty, has consistently contributed of his time and energy while receiving a minimum of personal acclaim or notice or reward. He has performed in such a manner as to bring credit upon himself, his class and his school. The benefits achieved may be material in nature, i.e. they may result in a physical improvement of the school or the increased prestige or image of the school in the community.

Citizenship:

That individual, who in the estimation of the faculty, has been consistently reliable, cooperative and courteous with his fellow students, members of the faculty, parents, and elders. He is well informed about his school, community and country. He thinks in terms of what is good for this school, class and classmates rather than himself. He is not hesitant to express his honest opinion on issues and is understanding of the other fellow's point of view.

Leadership:

That individual, who in the estimation of the faculty has shown the ability to direct, initiate, take action, organize and coordinate, and to make decisions and assume responsibility for such decisions.

He should also be considerate, confident, congenial, understanding, adaptable and be aware of, and take into account the feelings of his group. His influence on younger students should be a positive one.

PRINCIPAL'S AWARD:

That individual, who in the estimation of Principal, best exemplifies the qualities and standards of the BAHS young lady or gentleman. He may excel in one or more of the criteria of the BAHS Code of Ethics. He may or may not be recognized by the student body or the faculty for his outstanding qualities or contributions but has come to the attention of the Principal through sources available only to him.

In case of a tie, duplicate awards are made.

The awards program is made possible by a grant from the American Womens Club of Berlin.

TRANSFER OF STUDENTS: When a student transfers to another high school his student personnel folder will be forwarded upon request of the receiving school. An official transcript of a student transferring will be sent upon request of the receiving school.

A student with a "C" or better record in a subject who is to be transferred to the U.S. within one month prior to the end of a semester, may be given advance additional assignments to cover the work of the month in that subject. The student will be given an examination on the material covered. He will receive a mark and credit for the semester in the subject according to the examination, effort and achievement on the advance assignments, and his regular class work.

When a student transfers from Berlin American High School during the school year, he will be given a copy of his report card and his clearance sheet. These documents are all that will be needed to enroll the student in his new school.

INSTRUCTIONAL MATERIALS CENTER POLICIES

The Instructional Materials Center (IMC) consists of the library, professional reading room, and audio-visual room. It is located in rooms 205, 206, 207.

INSTRUCTIONAL MATERIALS CENTER (IMC)

HOURS: The Instructional Materials Center is open from 0800 - 1700 hrs. each day the school is in session. It is open from 0900 - 1200 hrs. Saturday morning by arrangement if students express a desire to study or use materials at that time.

PASSES: Students who come to the Instructional Materials Center during school hours will bring a pass from the teacher who authorizes them to be there. This pass will be signed by the IMC Supervisor and returned to the classroom teacher before the end of the period.

CHARGING BOOKS: Books are charged out on the student's signature for a two-week period. They may be renewed once for another two weeks if necessary.

REFERENCE BOOKS: Three sets of encyclopedias and most of the other reference books may be checked out for overnight use.

PERIODICALS: The current issue of each magazine is kept on the magazine rack for library use and cannot be checked out. Back issues may be checked out for a three-day period.

NUMBER OF BOOKS A STUDENT MAY TAKE OUT: No limit is placed on the number of books a student may have out at one time. Instead, they are encouraged to use common sense and take out only what they can use and return within the two-week period.

OVERDUE NOTICES: Overdue notices are sent to the student's first period classroom each Wednesday morning. If this fails to bring in the overdue material, the student is called for a conference with the Vice Principal. Then, if necessary, a letter is sent to the father of the student asking that he see that it is returned.

MATERIALS: Anyone who checks out material does so with the understanding that he will return it by the date due. Any material that is not returned must be paid for.

SUGGESTIONS FOR NEW MATERIALS: Students are urged to inform the IMC Supervisor of any library material they would like to have included in the next order.

NEW MATERIAL: As new books, pamphlets or audio-visual materials are received, an annotated list for each teacher is prepared. This will be posted on bulletin boards in order to keep the student body informed as to what is new in the Instructional Material Center.

SPECIAL SHELVES: The library maintains special shelves for NEW BOOKS and for RECOMMENDED READING FOR COLLEGE-BOUND STUDENTS. It will also maintain a special section for a collection requested by any teacher for special use.

FILMSTRIPS AND RECORDINGS: The IMC has 630 filmstrips and 194 recordings in the audio-visual room. They may be used as the teacher desires by making arrangements with the audio-visual instructor.

SEATING SPACE IN THE INSTRUCTIONAL MATERIAL CENTER: The library can accomodate as many as eighty students at one time. The audio-visual room can seat another 35 students.

LEISURE READING PRIVILEGES: Because of the number of students that can be accommodated in the library it is usually possible for students to come in for leisure reading, and they are encouraged to do so. Here they have access to books and magazines that they can read for the joy of reading, and as long as there is space for them, in addition to those doing research, they are welcome to use it.

COLLEGE CATALOGS: The library has a collection of approximately 1000 college catalogs from all the fifty states and some foreign areas. Students interested in them have access to them in the library and are free to check them out for study at home with their parents.

CAREER INFORMATION: An Occupations File is available. Two hundred seventy broad occupational fields are represented in the file with current information on occupations obtained from US Government services, professional and trade organizations, individual companies and employers, and tow guidance service publishers.

Materials from the file are available for student use in the IMC and may be borrowed over night.

PROFESSIONAL READING ROOM: A portion of the IMC is set aside as a professional reading room reserved for the faculty. Both pedagogical texts and periodicals are shelved in this area. Normally these materials are reserved for teachers but students interested in teaching as a profession may check out certain items under the guidance of a faculty member or the librarian.

CODE OF ETHICS

Every student is expected to realize that, as a member of the Berlin American High School, he owes an obligation to his parents, to his school, to his community, to his country which gives him liberty under the law, and to his own future as an individual and a citizen.

Every student is expected to:

maintain a neat general appearance,

obey every law or rule of the school, city, state, and nation, reserving the right to criticize rules and laws constructively, but respecting them as long as they prevail,

use his delegated or elected powers and influence for the common good,

have pride in himself and his school, by maintaining a high degree of integrity.

The above code was drafted by the Student Council and adopted by the Student Body in May 1967.

SECTION II

The first part of this section is devoted to a discussion of the various methods which have been proposed for the determination of the rate of reaction. The second part is devoted to a discussion of the various methods which have been proposed for the determination of the order of reaction.

1. Methods for the determination of the rate of reaction

The rate of reaction is defined as the change in concentration of a reactant or product per unit time. There are several methods which can be used to determine the rate of reaction. The most common method is the method of initial rates. This method involves measuring the initial rate of reaction for a series of experiments in which the concentration of one of the reactants is varied while the concentration of the other reactants is kept constant. The initial rate is determined by measuring the change in concentration of a reactant or product over a short period of time at the beginning of the reaction.

SECTION III

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DISCIPLINE

GENERAL: The Berlin American High School has been variously termed a "showcase" and a "spotlight" school. This should be selfevident since BAHS is a part of the greater Berlin Community, the "Showcase of the West". To the many visitors from many lands who will visit us during the course of the year, YOU represent American youth in this showcase. Fair or unfair as it may be, the impression they carry away with them of American youth will be a unique and lasting one.

The above facts impose a serious obligation on each of us to display the best in our culture. What may be a prank, a "kick", or even a practical joke in other places can be a serious international incident here. What might be tolerated back home in the way of behavior, or dress, often is intolerable here because of obvious consequences.

You can view this obligation as an unwarranted infringement upon your personal life. Some do. Others look upon it with pride just as your parents regard duty in this vital city as an honor. Regardless of your viewpoint, your duty to American youth remains. A positive attitude can make it rewarding fun.

APPEARANCE: Proper appearance and dress is expected of BAHS students. Learning to dress properly is as much a part of a teenager's education as anything else. Just as a bathing suit is appropriate at the beach, but not at the Junior Prom, some things are appropriate for school and some are not. All "uniforms of disrespect" regardless of their form at any given moment are forbidden. Any appearance which disrupts the learning process will not be tolerated. Your responsibilities to yourself, your school and your country demand that you present a positive image of young America.

The well dressed BAHS young lady wears a dress or skirt with blouse or sweater. Excessively short skirts, slacks, or shorts are considered inappropriate. Culottes may be worn provided they are of the skirt, not the shorts variety.

The BAHS gentleman wears slacks and a sport shirt. Sweat shirts, tee shirts are not allowed. Blue jeans are tolerated if properly worn.

Shirts will be tucked into trousers. Belts will be worn on all trousers except those designed to be worn beltless. Boys will have conventional haircuts and be clean shaven at all times.

For reasons of health as well as appearance, boys will wear socks with shoes, and girls will wear socks or stockings with shoes. Sandals are tolerated but must be worn with socks and be buckled to the foot. Sandals without a buckle are a safety hazard while socks are required for obvious sanitary reasons.

When questions of appropriate appearance arise, the Assistant Principal will be the person responsible for final judgement.

ATTENDANCE

ABSENCE: Regular attendance is essential to proper achievement in school. Excessive absence not only will result in lowered marks but also may be considered as a disciplinary matter. While students should not come to school when genuinely ill, high school students should be able to judge when illness is serious enough to warrant absence or is of danger to other students. Dental appointments, hospital appointments and certain type travel with parents are considered adequate reasons for absence if these events cannot be scheduled outside school time. Travel in Europe is encouraged as it is considered educational and informative; however, most traveling can be arranged when it does not interfere with regular scheduled school days.

If a student knows in advance that he is going to be absent for some reason that can be deemed adequate, he should obtain a "Permission for Absence" form from the administration. This form is circulated among the student's teachers who normally will sign it. The student is responsible for making arrangements with his teachers to prepare as much as possible for his school work in advance or during his absence.

When a student is absent from class without prior approval, a notification of absence will be sent immediately to the parents by message center or by mail for those not having access to the message center. This notification will inform you of the date and periods missed. We will assume that the absence is for an adequate reason unless otherwise notified by you. You need contact ~~the~~ only (1) if your son/daughter was absent without your permission or (2) if you suspect an administrative error on our part.

School disciplinary action for illegal absences will be administered by the Assistant Principal after discussing the matter with the parents.

TARDINESS: The teacher concerned will determine the adequacy of the reason for the student's lateness. Assuming it is for an adequate reason, the student will be admitted to class and no report made to the office. Students with inadequate excuses will be admitted to class but reported to the office and required to stay after school 30 minutes for each offense. Further disciplinary action against chronic offenders will be taken by the Assistant Principal as required.

CONDUCT: We consider each student to be a young lady or gentleman. The whole organization of the school is geared to this proposition. The open campus for senior high students and the limited rules imposed on junior high students are not workable unless you maintain the self-discipline of which you are capable. Your conduct must indicate a sincere interest in school work and an appreciation of the books and equipment you use at no cost to you.

Respect and courtesy for teachers, other school employees, students appointed to positions of authority and fellow students is required. Wholesome adolescent behavior and attitudes are expected of all students at all times.

STANDING RULES

In any society, be it a home, club, school, or nation, rules are necessary to guarantee the general welfare. As the occasion demands, rules may be changed, added or eliminated but are in force until modified by the administration.

The following rules apply to all students and must be followed in order to insure the safety and health of all:

1. Students are not permitted to smoke in the school building or on campus.
2. During any period of mass movement, such as passing classes, going to lunch, entry and exit from school, the "up" and "down" traffic rules will be enforced. The stairwell at the south end (nearest offices) of the Adenauer (academic) building will be used for "down" traffic. The stairwell at the north end will be used for "up" traffic to all floors. From the first floor to the basement level only the north end stairwell serves for "down" traffic also. At other times, both stairwells may be used for "up" or "down" traffic.
3. Running or shouting in building is forbidden.
4. During fire drills students will walk and maintain ABSOLUTE SILENCE. Silence is imperative in case instructions must be relayed during evacuation.
5. During lunch periods students are permitted in the Student Union or on the campus at the north or west ends of the school grounds only.

OPEN CAMPUS

Berlin American High School operates as an open campus for students in grades 9-12. During their free period students in these grades have the option of quiet study in the General Reading Room, relaxation in the Student Union, or leaving the building. Students may also do research in the library at this time providing they have a pass from a teacher.

Since students in grades 7 and 8 have no free period, the open campus is applicable to them only during the lunch hour. At this time they may stay in the student union, go home for lunch or study in the library providing they have a pass from a teacher.

In support of the Open Campus, EES offers limited snack bar service from 0800 - 1600 hrs each school day. Breakfast items, hot dogs, hamburgers and pastries are available during the day in addition to the hot lunch served at noon.

The purpose of the open campus is to train students in habits of self-discipline and self-motivation. These qualities are essential to success in college and important in all forms of adult life. Students who are still too immature to benefit from the open campus are handled individually by the Assistant Principal.

TIME - BLOCK SCHEDULE

The school day extends from 0830 - 1530 hours. This allows seven 55 minutes instructional periods and one 30 minutes multi-purpose period daily. The multi-purpose period provides a time for Clinic, homerooms, assemblies, activities, pep rallies as appropriate. It allows these complementary functions to be carried on without encroachment on the instructional program.

CLINIC

At least once per week, multi-purpose period is reserved for Clinic. The Clinic provides a time when both teachers and students are free of other scheduled duties and during which any student can see a teacher by appointment. It is an opportunity for students to receive individualized instruction whether their need be for remedial or advanced work. It provides a time for individual assistance that can not be rendered in regular classroom without neglecting the other students. Students are urged to take advantage of the opportunities afforded by the Clinic.

6. Lunch trays and trash will be taken to the refuse area. Tables will be left clean and orderly. Directions given by student monitors or cafeteria personnel will be followed.
7. When passing through the Adenauer (academic) Building students must do so quickly and quietly. This is particularly important during periods IV, V when some classes are in session as others go to lunch.
8. Seniors may enter the Adenauer (academic) Building via the main entrance. Students in grades 7-11 will use the causeway entrance for morning entry.
9. The Adenauer (academic) Building and Victory Hall (gym/auditorium) are off limits to all students prior to the opening of school and during lunch time. Students going to the library during lunch time will use the north stairwell only and will not be allowed to go to their lockers beforehand. Seniors will be allowed to enter the first floor of the Adenauer (academic) Building before the opening of school in the morning.
10. All school buildings are off limits to students when classes are not in session. Students may enter specific areas of the school building to attend school functions or for other purposes when supervised by a faculty member.
11. Directions given by any teacher to any student will be followed. Even in cases where the teacher's instructions run counter to the above rules, they will be followed. All students must realize that it will be necessary on occasion for such action when, in the opinion of the faculty member, the maintenance of order, the health or safety of others require it.

B.E.L.L. - THE STUDENT ACTIVITY PROGRAM

".....students progress at differentiated rates and by various means."

From the BAHS Philosophy

The student activity program provides an important adjunct to the curriculum of the school. At BAHS, we refer to the co-curricular rather than extra-curricular program to emphasize this tenet.

During school year 1967-68, a faculty committee studied the existing student activity program. After polling the student body and studying such programs at other locations, the B.E.L.L. concept was evolved. B.E.L.L. stands for the Berlin Education and Learning Lyceum, a catch phrase which conveys our belief in the educational value of co-curricular activities.

The B.E.L.L. program is committed to provide an activity to fit the need of each student providing (1) the activity is worthwhile and (2) an adult sponsor can be found on the faculty or in the community. Activity possibilities range from sail boating to stamp collecting and gas station attendant to radio and TV DJ work.

If its worthwhile, you name it and B.E.L.L. will approve it. New students are advised individually by their counselor about B.E.L.L. at the time of registration.

SECTION IV

ATHLETICS

A well-balanced athletic program is a significant part of an American high school. Both intramural and interscholastic programs are available at BAHS for boys and girls.

The following athletic activities are provided: tennis, golf, track, cross country, football, basketball, soccer, swimming, and wrestling.

In order to be eligible for interscholastic athletic competition, a student must be in grades 9-12 and meet other requirements designated in the USAREUR High School Athletic Handbook. Parents are required to give written consent, and a medical examination must give evidence of satisfactory health.

It is an honor to represent Berlin American High School in athletics. The athlete must keep training rules in order to keep himself physically fit. Our rigid training requirements and the self-discipline it fosters help to strengthen the character of our young athletes. Sportsmanship is emphasized.

Cheerleading squads have the same significance and eligibility requirements as boys' interscholastic sports.

ORGANIZATIONS

The following organizations are authorized on campus. Membership is obtained as indicated.

<u>Organization</u>	<u>Requirements</u>
Class of 1969	Meet academic Requirements
Class of 1970	Meet academic Requirements
Class of 1971	Meet academic Requirements
Class of 1972	Meet academic Requirements
Class of 1973	Meet academic Requirements
Class of 1974	Meet academic Requirements
Lettermen's Club	Letter in a Varsity Sport
National Honor Society	Election by faculty
National Junior Honor Society	Election by faculty
Student Council	Approval of faculty and Election by students

SOCIAL EVENTS

Dress for school sponsored social events will fit the occasion and be made known prior to each individual affair. School rules, including the ban on smoking, apply. All grades may attend and guests may be invited to most affairs unless it is formally announced otherwise. Generally, school social events will be on Friday or Saturday evening and will end at 2300 hours. Coordination with the AYA assures a minimum of conflict with their activities.

Transportation to and from the event for the student is a parent responsibility.

SECTION V

BERLIN AMERICAN HIGH SCHOOL
Calendar for School Year 1968-69

12-16 August	High School registration conducted jointly with the elementary school in the TAR auditorium
3 September	First day of classroom instruction
27 September	Report of unsatisfactory achievement, if applicable, sent home
1 November	End of first marking period
6 November	First marking period report cards sent home
11 November	Veterans' Day School closed
13 November	Semi-annual National Honor Society Induction Ceremony
15 November	Semi-annual National Junior Honor Society Induction Ceremony
27 November	Report of unsatisfactory achievement, if applicable sent home
28 November thru 1 December	Thanksgiving recess. School closed
13 December	Annual Student Council Orphans' Party
21 Dec - 5 Jan	Christmas recess. School closed
20-24 January	First semester examinations
29 January	First semester and second marking period report cards sent home
21 February	Washington's Birthday recess. School closed
24 February	Report of unsatisfactory achievement, if applicable, sent home.
28 March	End of third marking period
2 April	Third marking period report cards sent home
4 - 13 April	Easter recess. School closed

SCHOOL SUPPORT ITEMS

SPONSOR INFORMATION CHANGES: Changes in sponsor status, address, phone number, etc. should be reported to the office as soon as possible after the change is known. Accurate records are important so that parents can be contacted when necessary.

HEALTH: A full-time school nurse is provided through parent contributions and a grant from the Parent-Teacher Association. If a student is sick or injured at school, he is to report directly to the school nurse. The student must obtain a pass from a teacher in order to be admitted to the nurse's office unless it is a true emergency. Parents are notified of all serious injuries or illnesses that occur at school.

In the event of an emergency that requires attention of hospital personnel, it is the sponsor's responsibility to accompany the student to the hospital.

Physical examinations and immunizations, as specified by the Chief Surgeon, USAREUR, are required of all students. The School Nurse will advise parents of medical requirements at the time of registration.

STUDENT LOCKERS: Wall lockers are provided for the student's books and personal belongings. Individual keys are furnished on the first day of school. A fine of \$1.00 and 30 minutes detention after school are imposed for each lost key. Ninety cents will be returned to the student if the first key is found and the replacement key returned. This fine of 10¢ is necessary to cover the administrative costs of key replacements since such items are not funded by the government.

GOVERNMENT SUPPLIES: Most supplies (textbooks, workbooks, laboratory supplies, etc.) are Government property. The student is charged with responsibility for proper utilization and care. Good citizenship and common sense as well as regulations require that we hold students accountable for items provided to them.

TRANSPORTATION: Transportation is provided and supervised by the military. Rules governing school behavior are applicable to conduct on school buses.

CLOSING OF SCHOOL: In case of emergency school closings, announcement of it will be made over AFN.

FOOD SERVICE: The European Exchange System operates the hot lunch program snack bar and vending machines. Certain snack bar items are available at the speed line in the Student Union from 0800 to 1600 hrs daily. These include breakfast items, hamburgers, hot dogs, pastries, sandwiches and a variety of beverages. Planned hot meals are available daily between 1100-1300 hours.

Calendar for School Year 1968-69 (Cont'd)

16 April	Semi-Annual National Honor Society induction ceremony
18 April	Semi-Annual National Junior Honor Society induction ceremony
9 May	Report of unsatisfactory achievement, if applicable, sent home
23 May	Junior-Senior Prom
27-29 May	Senior final examinations
30 May	Memorial Day. School closed
3 - 5 June	Grades 7-11 final examinations
6 June	Third Annual Faculty-Student Field Day
9 June	Orientation Day for the class of 1975 (incoming 7th grade)
10 June	1035 hrs - Annual Awards Assembly
10 June	2000 hrs - 22nd Berlin American High School Commencement

UNITED STATES DEPENDENT SCHOOLS, EUROPEAN AREA

Berlin American High School

ORGANIZATION

Director, USDESEA Dr. Joseph Mason
Superintendent of Schools Mr. Harold J. Evans
Principal Mr. Paul F. LeBrun, Jr.

PARENT TEACHERS ASSOCIATION

President LTC J.N. Chapman
Vice-President, Jr. Division Mr. R. Rankin
Vice-President, Sr. Division Mrs. C. Aliano
Secretary Mrs. E. Andrews
Treasurer MSgt C. R. Burtner

The Berlin American High School is a fully accredited member of the North Central Association of Colleges and Secondary Schools.

IMPORTANT PHONE NUMBERS

(All are Berlin Military (819))

<u>NAME AND PHONE</u>	<u>CALL FOR</u>
PRINCIPAL 6391	.School Policy Information
ASSISTANT PRINCIPAL 6395	.Discipline, Regulations, Social Events, use of facility after hours
REGISTRAR 6393	.Registration, Change of Address
DIRECTOR OF GUIDANCE 6393	.Senior High Counseling, Testing
JUNIOR HI COUNSELOR 6359	.JHS Counseling, Testing
SCHOOLS OFFICER 6392	.Supply, Bus Information
CAFETERIA SUPERVISOR. 6326	.Food Service
SCHOOL NURSE. 6382	.Health Information
DENTAL CLINIC. 6386	.Dental Information

SCHOOL HOURS OF OPERATION

Business Office.	0800-1700 each workday
Student Union.	0815-1600 each school day
Guidance.	0800-1700 each school day
Nurse.	0900-1530 each school day
Supply.	0800-1700 each workday

FACILITIES

BUILDINGS: The Berlin American High School campus is one of the most modern U.S. school facilities overseas. This multi-million dollar complex was completed during SY 1966-67 and provides Berlin junior and senior high school students with a campus and buildings second to none. The campus encompasses academic, athletic, and recreational areas that are contiguous and complimentary. The school plant consists of an administrative wing, academic building, gym-auditorium and cafeteria building, all connected but separable for special activities as required.

The administrative wing consists of business offices, executive offices, counselors' suite, teachers' lounge, teachers' work center, dental clinic, parent-teacher conference room, supply and storage facilities.

The academic building is called the Konrad Adenauer Building in recognition of this great man's friendship for the Berlin American High School. Through his intercession in 1960, BAHS was granted permission to use the Berlin city crest, being a rare honor for a foreign institution. The academic building houses classrooms, laboratories, shops and special rooms. The shop area, art room, music hall, and mechanical drawing room are all on the basement level. Floor one houses classrooms, foreign language lab, and a little theater room. Floor two contains the instructional materials center, business education rooms and standard classrooms. The top floor contains the home economics rooms, standard classrooms, science demonstration rooms and the biology, physics, chemistry lab and physical science labs.

Victory Hall, the gym-auditorium is a multipurpose structure which can be utilized for physical education, sports, assemblies, dramatic and musical productions. When used for physical education, it contains multiple teaching stations and is divisible for separate boys' and girls' activities. It contains locker rooms for physical education classes, indoor and outdoor athletic teams, shower facilities, physical therapy room and instructors' offices.

The Student Union building houses the cafeteria, general reading room, NHS bookstore and nurse's suite. It is designed for multipurpose use and serves for dining, dances, certain assemblies, meetings and exhibitions during the year.

ROOM NUMBERING: Rooms in the Student Union and Victory Hall are not numbered. The sign on individual doors indicates their function.

The following will help identify and locate rooms in the Administrative Wing and the Konrad Adenauer Building.

<u>ROOM NUMBERS STARTING WITH</u>	<u>ARE LOCATED</u>
A 0--	Administrative Wing, basement level
A 1 --	Administrative Wing, first floor
0 --	Adenauer Building, basement level
1 --	Adenauer Building, first floor
2 --	Adenauer Building, second floor
3 --	Adenauer Building, third floor

LOCKER NUMBERING: Special purpose lockers are located in the industrial arts area and boys and girls lockers rooms in Victory Hall. The use of these lockers is controlled by the teachers concerned.

All student lockers are located in the hallways of the Konrad Adenauer Building. The following will help locate these lockers.

<u>LOCKER NUMBERS</u>	<u>LOCATION</u>
1 _ _	first floor
2 _ _	second floor
3 _ _	third floor

TIDBITS

- NICKNAME:** Cubs
- SCHOOL COLORS:** Maroon and White
- SCHOOL CREST:** The official school crest will be found at the beginning of the handbook. The interwoven circles symbolize the close bonds that exist between the United States of America (eagle) and the city of Berlin (bear). The crest and the school flag are patterned after a design by Diane Greene, Class of 1972 while enrolled here as a seventh grade student.
- SCHOOL FLAG:** The official school flag has a maroon background with white lettering. The school crest is super-imposed in the center of the flag.