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001. paper	Phone No. (Partial) (1 page)	ca. 1994	P6/b(6)

COLLECTION:
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Speechwriting
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FOLDER TITLE:
HRC [Hillary Rodham Clinton] JFK High School Berlin 7/12/94

2012-1004-S
ms509

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

P1 National Security Classified Information [(a)(1) of the PRA]
P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
P3 Release would violate a Federal statute [(a)(3) of the PRA]
P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [a)(5) of the PRA]
P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

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Freedom of Information Act - [5 U.S.C. 552(b)]

b(1) National security classified information [(b)(1) of the FOIA]
b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
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b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

JFK School Notes

Parallels of Kennedy / Clinton ideals
- Service
-

1960 School founded as a "living memorial" to be strong friendship btwn 2 nations

1964 Renamed JFK School

Responsibility - Community

Peril and Promise

On every continent:
Mandela
D-Day / Europe
Fall of Wall

High school - incubator of ideas, attitudes
learn to express your tastes + attitudes.
Come together as members of a community.
→ Germans don't have to be Jews to admire Jews... or Israelis...
→ Americans to listen to Pearl Jam.
Exposure to diff ... is one of the great gifts of living in free, democratic societies.
Approp. to think about what that means.

30 years ago - the world was divided right here - But -
East West Superpowers
Today -- the enemy of democracy + freedom are not so Evil Empire
easy to... can spring up in any corner.

At times difficulty - ethnic violence & hatreds;

Date: 07/12/94 Time: 09:58

BERLIN (AP) Hillary Rodham Clinton delivered the commencement

BERLIN (AP) Hillary Rodham Clinton delivered the commencement address at a German-American public school today, urging students to ''accept the burdens and responsibilities'' of living in a volatile world.

The first lady, visiting Germany with her husband, evoked the memory of President John F. Kennedy, for whom the school was named.

She told about 70 graduating seniors that Kennedy ''challenged Americans three decades ago to be committed to community and service, to give to their country.''

Kennedy's message is still urgent in this post-Cold War world where ''hostility and aggression is much less organized and can burst on the scene in a moment's notice,'' she said.

Mrs. Clinton urged the students not to ''accept hatred, indifference or aggression'' in a world brimming with prejudice and ethnic wars.

''What President Kennedy taught us is that you have to accept the burdens and responsibilities that go with being a member of a larger community,'' she said.

She was received with enthusiastic applause by an audience of some 1,200 parents, teachers and dignitaries, including Chancellor Helmut Kohl's wife, Hannelore.

The 34-year-old JFK school was set up to attract equal numbers of German and American students and focuses on bilingual and bicultural education.

It is operated by the Berlin government with U.S. State Department input, and 40 percent of its faculty is American.

Class president Bradley Moore recalled standing at Checkpoint Charlie with his family as the Berlin Wall came down in 1989, watching East Germans drive through to freedom.

APNP-07-12-94 0957EDT

Lissa - This is on the wire . . . .

BC-CLINTON-GERMANY-HILLARY

HILLARY CLINTON APPEALS FOR FIGHT AGAINST RACISM

By Erik Kirschbaum

BERLIN, July 12 (Reuter) -- U.S. First Lady Hillary Clinton, making her first speech in Europe on Tuesday, called on students to fight racism and intolerance.

Speaking to a class graduating from the John F. Kennedy school here, the wife of U.S. President Bill Clinton said Berlin was always a symbol of hope and freedom for her while she was growing up in the United States.

``For me Berlin will always be a symbol for human courage and commitment to freedom,'' she told the 66 graduating seniors and a crowd of about 1,200 friends and family members crowded into a hot and humid school gymnasium.

She said she had closely followed the ``exciting and difficult'' events in Germany in recent years, hinting at the country's 1990 unification and the ensuing rise in racist violence against foreigners that has claimed more than 10 lives.

``Today the enemy wears many masks, the mask of ethnic hatred, the mask of racial hatred and the mask of religious hatred,'' she said. ``Today hostility and aggression is much more organised and can burst on the scene at a moment's notice.''

She later told journalists that her speech was not a specific reference to the neo-Nazis that have attacked foreigners in Germany in recent years.

``One of the great issues in America and united Germany is to make sure we don't repeat the mistakes of the past and let racist hatred get a foothold,'' she said after meeting a group of female German political and business leaders at Berlin's Charlottenburg Palace.

Clinton was met by enthusiastic crowds of mostly young German women at several stops along her tour through Berlin, many of whom chanted ``Hil-la-rie, Hil-la-rie.''

In her speech to the high school students, who showered her address with warm and appreciative applause, Clinton said: ``As we look around the world today, at Bosnia and Rwanda, and see examples of hatred and violence, the lesson for each and every one of us in our own heart has to be open.''

But Clinton, wearing a lemon-coloured outfit and matching shoes, was full of praise for the openness on display from the students at the Kennedy school, where 1,300 Germans, Americans and children from a dozen other nations attend classes between kindergarten and high school.

The school was founded in 1960 and named after the U.S. president who delivered a historic speech in Berlin in 1963. Half the student body is German and the other half American and other nationals.

The students -- many of whom are children of U.S. businessmen, diplomats, journalists and servicemen -- are taught in both English and German with an academic programme that borrows from both the U.S. and German education systems.

Urging the students never to give up hope in the face of cynicism and pessimism, she said hope and courage often led to triumph in the long run.

``The one thing this city represents is that you have to believe in the potential of human freedom and have to know that hope underlies the commitment to the realisation of that freedom.''

REUTER

**** filed by:RB--(--) on 07/12/94 at 07:47EDT ****
**** printed by:WHPR(JEL) on 07/12/94 at 08:40EDT ****

Lissa - JFK materials - Liz

JFK-School Commencement
Suggested Themes and Metaphors
(6/29/94)

Tolerance and respect for other cultures
- learning to understand your own culture by learning about another
- learning to respect your own culture by respecting another

German-American friendship/partnership has deep roots
- German immigrants helped to build the America of today
- American troops helped to keep Berlin free for forty years

Partner language vs. Foreign language
- By describing its working languages as mother-tongue and partner-tongue, the JFK School is making a subtle but meaningful distinction.
  - Partner language implies partnership, togetherness, mutual trust and understanding
  - Foreign language implies alien, strange, outside, and unfamiliar

The JFK School is a unique institution: a bicultural, bilingual school where students can earn and American High School Diploma as well as the German Abitur. Unlike a typical international school, the JFK School is a part of the German school system.

The JFK School in Berlin is a **bridge** between our two countries. Each of the thousands of students who have walked these halls is a foundation stone on which the edifice binding our countries and our cultures is built.

President Kennedy created the **Peace Corps** with the idea that young Americans should work around the world to help foster understanding among the people of the world. The JFK School class of 1994 is a special kind of Peace Corps. It is a corps of young Germans and Americans -- in the heart of the new Europe -- who embody the spirit of tolerance and understanding of others which is fundamental for peace and who will carry that vital message with them as they go forward from this institution.

drafted: ECON:HDFoster
w\data\wpf\jfktheme.doc

(2)

Monday, July 4

JOHN F. KENNEDY HIGH SCHOOL COMMENCEMENT

DATE:	**Tuesday, July 12**
TIME:	**9:30 am**
LOCATION:	**Berlin, Germany**
FROM:	**Liz Bowyer**

I. PURPOSE

To deliver a commencement address on the importance of community to a group of German and American graduates of the John F. Kennedy School in Berlin.

II. BACKGROUND

John F. Kennedy School

The John F. Kennedy School in Berlin is a bilingual, bicultural college preparatory school for German and American students grades kindergarten through 13. Students are instructed on a curriculum based on components of both the German and American educational systems, and receive intensive exposure to the language and traditions of their partner culture. The school was founded in 1960 as the "German-American Community School," as a symbol of the close ties between the American people and the people of free Berlin. In 1963, the school was renamed to honor the memory of President Kennedy.

Curriculum
Students at the Kennedy School have the opportunity to earn the American high-school diploma and/or the German Abitur, which requires a 13th year of instruction. The school attempts to integrate the best elements of the American and German educational systems into a curriculum that is comparable to that of corresponding monolingual schools in Berlin and the United States.

The curriculum is designed to accommodate American children in all grades who have little or no knowledge of the German language. At the elementary school level, formal written instruction in German begins in third grade. At the secondary level, each grade is divided into four sections, to which students are assigned according to their proficiency in German. Newly accepted American students receive instruction in English in all subjects except for the German language class, but as their proficiency in German increases, they participate in classes where the medium of instruction is also in German

Students
Because of its appeal as a bilingual and bicultural education, admission to the Kennedy School is competitive. Admittance for American students is based on space availability,

academic performance, and a first-come first-served basis. German students are enrolled by a lottery system at the kindergarten level; older students are only admitted if they speak the equivalent English of the school's other German students.

Traditionally, the American students have come from families associated with the military, the U.S. government, or with companies based in former West Berlin. With the unification of Germany, the subsequent withdrawal of the American military from Berlin, and the move of the American Embassy from Bonn to Berlin, the school expects some changes in the composition of the student population.

The school enrolls over 1,300 students, approximately 36 percent of whom are American, 57 percent German, and 7 percent English-speaking international students. Forty-five percent of the teachers are American and 55 percent are German.

German/American Integration

The school strives to integrate German and American students into the same classrooms as much as possible, as long as educational priorities do not suffer for the sake of forced integration. However, American students typically transfer to the school sometime in grades 9 - 12, and find it difficult to adjust to many of the Abitur requirements, particularly if they have had no past instruction in German. Only about 15 - 20 percent of the American students are academically integrated into the German secondary school curriculum. Most German and American students find a common denominator, however, in art, music, and drama classes, and through the numerous bicultural extracurricular activities that the school offers.

Organization

Unlike typical international schools, the Kennedy School is part of the German public school system and is tuition-free. Legally, the school is a Gesamtschule (comprehensive school), combining a bicultural kindergarten through 6th grade program with a 7th through 13th grade secondary school leading either to a German Abitur and/or an American high school diploma. In 1964, the Berlin Parliament enacted a law which allows the school to design its own educational policy consistent with the needs of the diverse student population, while conforming to the educational standards of the United States and Germany.

A ten-member Educational Directorate -- comprised of representatives from the U.S. Embassy in Berlin, the Berlin government and parents -- works with the school administration in shaping policy. The daily operations of the school are in the hands of four co-equal principals, one German and one American each for the primary and secondary sections. The four principals elect one of themselves as Managing Principal every three years.

Funding

The school receives the majority of its funding from the city of Berlin, along with a small grant for the U.S. Department of State/Division of Overseas Schools.

Commencement

There are seventy-six students in the 1994 graduating class -- 53 Germans, 15 Americans, and eight English-speaking international students. All of the students will receive the American

high school diploma at this ceremony; 65 of them will continue with a 13th year of education, to earn the German Abitur [over the years, about 20 percent of the American student population at the Kennedy School has earned the German Abitur.]

The audience of approximately 1,000 will be comprised of families, other students, and local German and American officials.

III. PARTICIPANTS

Dais list will be provided.

IV. SEQUENCE OF EVENTS

Scenario will be provided.

V. PRESS

Open press.

VI. REMARKS

Will be provided by Lissa Muscatine.

A Brief Overview of German Public Education

Berlin Model

As in the United States, public education is a function of the individual Bundesländer or German States. There is a federal level coordinating body called the Kultur Minister Konferenz (KMK) which assures that education programs of the individual Bundesländer are mutually recognized.

In Berlin, all children who are not severely intellectually or physically handicapped may begin school at five years of age in the **Vorschule**, the equivalent of the U. S. kindergarten. Children then must attend grades 1-6 in the **Grundschule** (elementary school).

German education after the 6th grade differs significantly from the American system in organization and content. American junior high and high schools are comprehensive in nature and serve all children regardless of academic ability, performance, or post secondary school aspirations.

The German system is not comprehensive and places children as of the 7th grade in one of four different types of schools based upon academic performance and post secondary school aspirations.

The first school is called the **Hauptschule** which prepares students for the various trades. Students complete academic training at the end of either the 9th or 10th grade and continue in a trade as an apprentice.

The second school is the the **Realschule** which prepares students for careers which require post secondary school training other than university study. Students complete the Realschule at the end of the 10th grade and then spend a three-year training period in such fields as banking, advertising, or hotel management.

The third option is the **Gymnasium** which offers an academic program that leads to university admission. Students enter the Gymnasium in the 7th grade of the "Mittelstufe" and begin their final three years of "Abitur" study in the 11th grade. Students receive the "Abitur," Certificate of Completion of the Gymnasium, at the end of the 13th grade and subsequently enter university.

A fourth option called the **Gesamtschule** is an attempt to adapt the American concept of comprehensive education and is a combination of the Hauptschule, Realschule, and Gymnasium.

There are provisions for intellectually and physically handicapped students, as well as for "late bloomers" who may not have attended the Realschule or Gymnasium.

Almost all German children begin English in the 5th grade. In the Realschule and Gymnasium, students must elect a second foreign language as of the 7th grade and, in the Gymnasium, may elect a third as of the 9th grade.

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Class of 1994 Graduation Ceremony

July 12, 1994 - 9:30 a.m.

Processional: Pomp and Circumstance JFKS Orchestra	Edward Elgar/Woodhouse Mrs. E. Poland, Conductor
Welcome Address	Dr. Hans-Karl Behrend
Student Speaker	Mr. Bradley Moore
Introduction of Guest Speaker	Ms. Tina Holmes
Guest Speaker	Mrs. Hillary Rodham Clinton
Introduction of Guest Speaker	Mr. Bradley Moore
Guest Speaker	Fr. Hannelore Kohl
JFKS Jazz Ensemble	Mr. Eric Hinton
ECIS Award for International Understanding	Dr. Darryl Hersant
JFKS Student Council Scholarship Award	Dr. Darryl Hersant
Presentation of the Graduation Class	Dr. Darryl Hersant
Presentation of the Diplomas	Mr. Robert A. Sarofeen
Presentation of the School Pin	Fr. Jeanine Bochat
Recessional: Grand March from "Aida" JFKS Orchestra	Giuseppe Verdi/Stone Mrs. E. Poland, Conductor

There will be a reception immediately following the ceremony

Anschließend findet ein Empfang statt

LEVEL 2 - 5 OF 166 STORIES

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Chicago Tribune

June 26, 1994 Sunday, CHICAGOLAND FINAL EDITION

SECTION: SPORTS; Pg. 1; ZONE: C

LENGTH: 821 words

HEADLINE: NO REST FOR THE WEARY IN GERMANY

BYLINE: By Thom Shanker, Tribune Staff Writer.

DATELINE: BERLIN

BODY:
Dinner at eight? Nein. Soccer at nine, and then again at 2:30 a.m., with replays the next day at noon and 5 p.m.

It's a 'round-the-clock schedule for a nation hooked on the World Cup, where seasonal soccer addiction is hyped by hopes Germany's champions will do it again in the master series played every four years.

"Marriages are breaking up. People don't sleep, and they are developing square eyes from watching too much TV," said the breakfast announcer on ZDF television, who conceded no role in the problem.

A telephone hotline had to be established for World Cup junkies who just can't say no to watching another game beamed live from America at odd hours.

"I sleep between games and am up watching all night," moaned one exhausted woman caller.

But all is fair in love and football. Edgar Keinke, 29, knew his new romantic interest, Sabine Eckert, 33, wanted to watch a match scheduled for live broadcast at 2:30 a.m., an impossible hour for the owner of Timeless Futons, which specializes in better sleep.

At lunchtime the next day-at exactly the hour of the game's rebroadcast-Keinke showed up at Eckert's store with a big carton containing a new television. Unfortunately, the antenna was kaput.

Eckert says she secretly is rooting for Cameroon to win, or maybe Mexico, and is not too keen on the German team.

"The Germans want to win all the time," she said. "They are always so serious about it."

Taking a page from their American television counterparts, German TV opens its updates on championship play in the U.S. by asking residents from the game-day zip code to say, "Good morning, Germany! Guten morgen, Zee-Dee-Eff!"

Chicago has been front and center in coverage of the championship because the German team played the World Cup premier in Soldier Field. A broader taste of Chicago was provided with feature clips on Al Capone, Michael Jordan and

shopping on the Magnificent Mile, in that order.

The summertime "lake effect"-heat and thunder-has set the tone for Germany's understanding of the match so far, both on and off the field along Lake Michigan.

"The Germans finally have their first morning off, and it is raining in Chicago," a TV correspondent dutifully reported.

He then made a metaphorical jump to the climate in the German team's locker room, where bickering has been co-captain to lackluster play.

Germany produced a 1-0 victory over Bolivia and played to a 1-1 draw with Spain. But the champions are noted for starting World Cup tournaments in poor form, then returning with determination after setbacks.

Even so, Lothar Matthaeus, captain of the German club, described a tense team meeting in Chicago.

"There was a storm-but without rain, because we were inside," he clarified, proving that a penchant for detailing the obvious is not the monopoly of American athletes.

Most Germans are about as familiar with Chicago as most Americans are with European football, so reports from the Windy City tend to focus on Chicago as an example of "interesting architecture." True, of course, but as understated as saying Berlin has interesting history.

"The German appearance at the World Cup opener in Chicago was a cultural CARE package," said the weekly magazine Der Spiegel.

"You sent us lard and cigarettes," the magazine said in its breezy shorthand for postwar economic aid. "Now you get soccer from us."

The German press gave lengthy play to a decision by a certain overweight, out-of-shape, former youth-league soccer hero to attend the opening game in Soldier Field.

Chancellor Helmut Kohl came to Chicago, part of an estimated 10,000-strong army of German fans, and urged the team to exhibit traditional traits of "dedication, discipline, willpower, strength."

Kohl sounded like it was "an election campaign. He links everything-even soccer in Chicago-to the German economic miracle," Der Spiegel said ruefully.

German fans, who spend their waking hours analyzing statistics with combat thoroughness, have been ho-hum about every other team except the one facing off against their club.

Thus, there was little reaction to America's upset victory over Colombia-all thoughts are on Germany's next match, on Monday against South Korea in Dallas.

The World Cup has given German social workers an opportunity to polish the nation's reputation in the area of relations with foreigners. A project by the Berlin City Council to calm the savage hearts of soccer hooligans has organized

games here between young German athletes and teenagers from competing nations.

On the day of Germany's match against Spain, for example, German- and Spanish-speaking kids played soccer before retiring to a Mexican restaurant to watch the real thing.

City officials admit, however, they can't round up a full team of Korean-speaking players before Germany's next match and may settle for a game against a team of Portuguese youths.

LANGUAGE: ENGLISH

LOAD-DATE-MDC: June 26, 1994

1994 WORLD CUP PREVIEW

True Grit

Germany's Jürgen Klinsmann is a down-to-earth superstar

by Alexander Wolff

YOU'D HEARD all the stories about international soccer stars and their breezy contempt for the press: How Paul Gascoigne of England once belched into a live microphone on Italian TV; how European players will demand as much as $10,000 for the favor of an interview; how four months ago Argentine superstar Diego Maradona strafed journalists camped outside his home with pellets from an air gun. Thus to speak with Jürgen Klinsmann, one of the stars of the German national team that won the World Cup in 1990 and will try to win another beginning this week, you make your approach discreetly. You contact the press attaché for the German Soccer Federation, requesting a few minutes of Herr Klinsmann's time, even though Klinsmann is deep into the French first-division season with his club team, AS Monaco.

Before you can ponder what his response might be—a burp? extortion? *gunfire?*—a handwritten fax comes over the transom, proposing a meeting. "Hello Alex," it begins. "See you, Jürgen," it ends. Soon comes another fax to set the details: "2 p.m. at the Bar São Brasil next to the Hotel Mirabeau in Monte Carlo. O.K.?"

O.K. But you show up at the appointed time still not certain that this isn't all some too-good-to-be-true trap.

S.I. 6/20/94

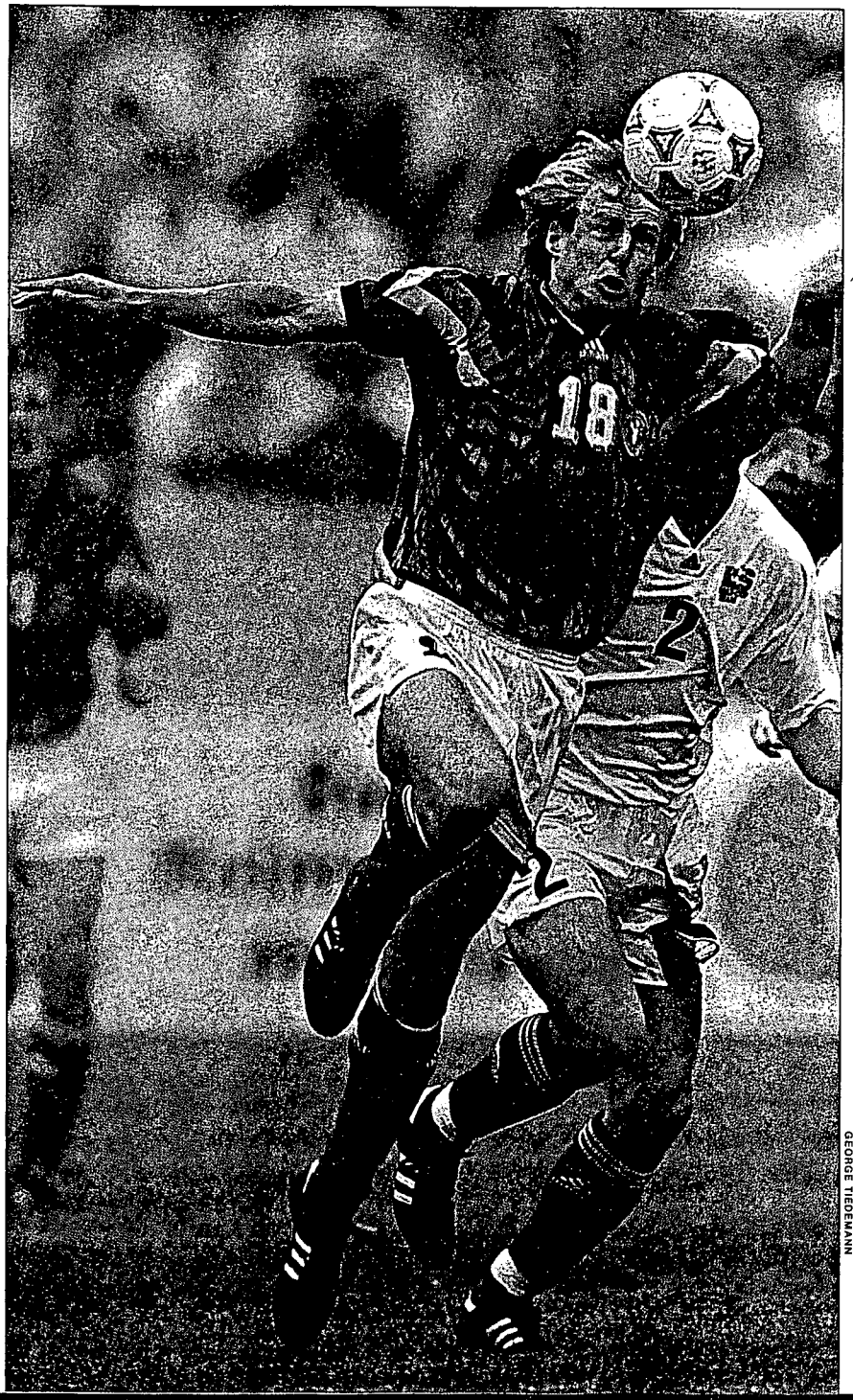
Klinsmann

That some sinister croupier isn't even now lurking behind that palm tree by the Bar São Brasil, plotting how to relieve you of 10 G's. That this Hotel Mirabeau isn't really a French-fried Hotel California, where you can come by anytime you want, but he will never show. That Klinsmann, if he appears at all, won't turn up in a late-model European sports coupe, tearing around a famously perilous turn in the course of the Grand Prix of Monaco, squealing his tires, scaring you witless.

But Klinsmann pulls up benignly, his blond hair flapping in the Mediterranean breeze. He's piloting neither a Porsche nor a Mercedes but a Volkswagen—and not even the Wolfsburg Edition. It's Herbie the Love Bug gussied up, a cobalt-blue '67 Beetle only three years younger than its driver, with the top down and a *Peanuts* decal on the dash. Snoopy is in a rowboat, wondering, *Ist es noch weit bis Amerika?*—Is it much farther to America?

Most soccer superstars are about as approachable as Princess Stephanie, as impenetrable as the Grimaldi Palace and as deep as Philippe Junot. During 90 alfresco minutes that are less an interview than a wide-ranging conversation, you discover how Klinsmann is different. He gives to Greenpeace, visits prisoners in their cells and before games has been known to sing to himself a countercultural hymn from the 1960s, *Alle Menschen werden Brüder (All People Will Be Brothers)*, instead of the German national anthem.

Klinsmann's heady play of late led to talk that he had "fallen in love with soccer for the second time."



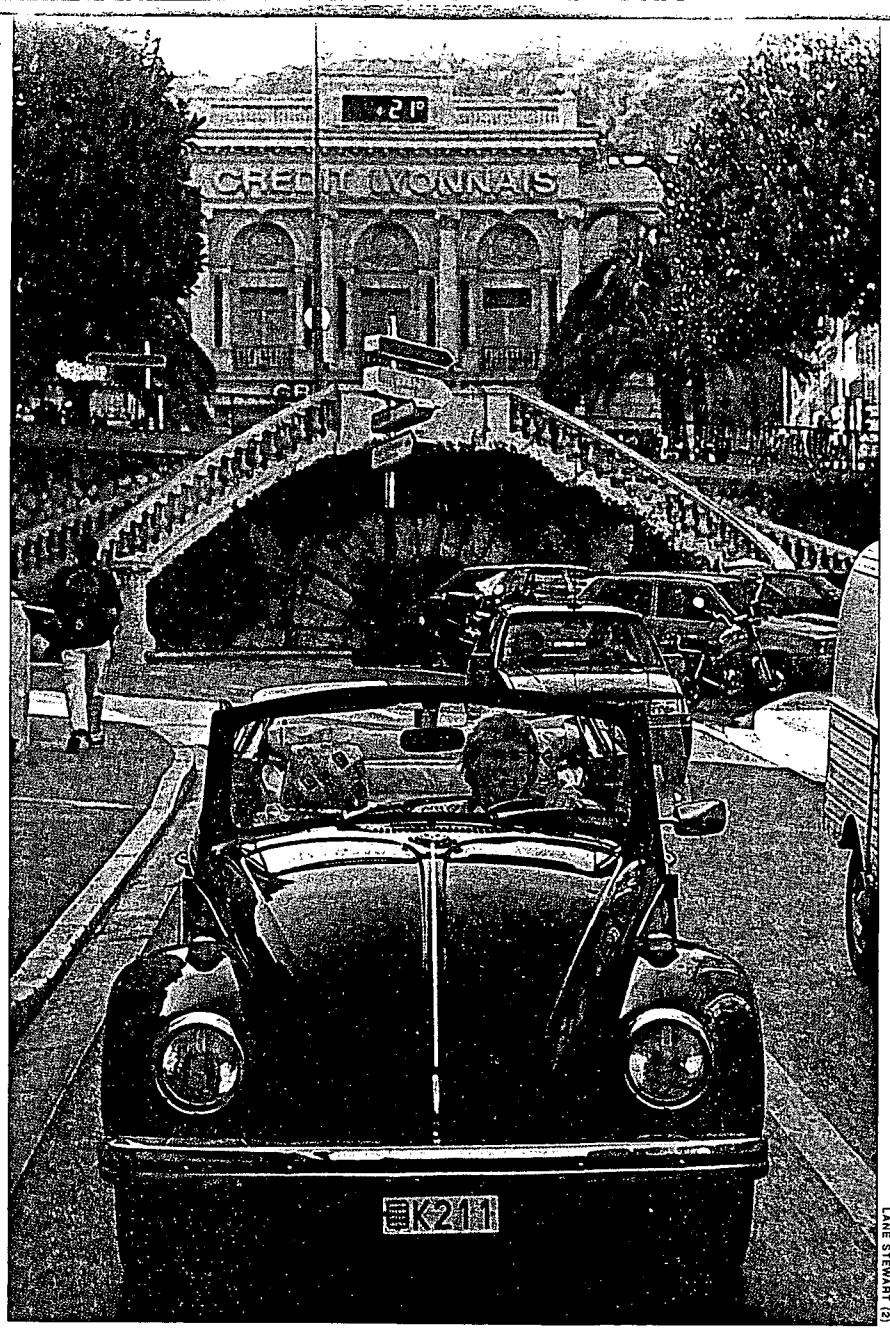
GEORGE TIEDEMANN

You converse in English. Klinsmann orders in French. Indulging his craving for human contact, he hails a buddy in a passing convertible in German; makes a dinner date with a couple from Como, the lakeside town north of Milan where he owns a home, in Italian; and then charms four vacationers from his native region of Germany by bantering with them in Schwabian dialect. Only when a photographer wonders if Klinsmann might pose at home is he not obliging, for he draws a broad line at his private life.

"I learn everything on the street," he says. "That's how you learn about people and their attitudes. I don't have enough patience to read books, and I can't watch TV. After five minutes I change the channel. After another five minutes I turn it off. I don't do things that involve staying at home. That's why the fax machine is so good for me."

Only Klinsmann's need to make a practice at 4 p.m. ends the conversation. Your penance for having doubted his good faith: You must help him lug two bags of clothes for Bosnian relief from Herbie the Love Bug to AS Monaco's practice compound. In some respects Klinsmann is an unlikely Schwabian, for people from Germany's southwest, where the hills roll green and gentle, are not known for being particularly open-minded. But his longing to be independent and footloose has its roots in his upbringing. Klinsmann grew up watching his parents, Siegfried and Martha, tethered to their bakery in Geislingen, near Stuttgart, where they showed up at five every morning to bake the pretzels for which they were locally famous. Jürgen is trained as an apprentice baker, yet it still gnaws at him that he left high school before earning his *Abitur*, the degree that allows young Germans to go to a university.

Soccer wrenched him away. As a nine-year-old he scored 16 goals in a game that his youth team won 20–0. Over four seasons as a junior in Geislingen he scored 250 times. Klinsmann, who turned pro at 17 and left school a short time later, played eight pro seasons in the same provincial city, first with the Stuttgart Kickers and then with VfB Stuttgart. When his deal with the latter ran out in 1989, it wasn't a question of whether VfB Stutt-



LANE STEWART (2)

Klinsmann motors around Monaco in a Beetle whose beagle hints of new continents to conquer.

gart could come up with the cash to keep him. Klinsmann concluded he had mined his home for all it had to offer him, as an athlete and a person, and chose to sign with the Italian club Inter Milan, for whom he played from 1989 to '91. "Nothing could have kept me from making the switch," he said at the time. "I believe now is the time for me to get to know something new, a new environment, a new task. And I'm not referring to soccer alone. Soccer gave me the unique chance to reach a goal only few attain, especially at my age: to be truly independent."

Even as he nears 30, Klinsmann has remained a sort of European everyteen, the hosteling kind you see with a backpack slung over a shoulder, jamming train stations and museum lobbies. Robbed of a normal youth by a system that indentures soccer prodigies as adolescents, he fills in the gaps whenever he can—and $1.2 million a year can buy quite a variety of rail-pass experiences. "I grew a wish inside me to learn different mentalities, to have different experiences," says Klinsmann, who announced he would retire after the 1992 European Championships and then couldn't bring himself to do so. "You learn your whole life. And though I've already learned a lot of things, if I've realized anything from being abroad for five years, it's that there are so many things I don't know."

He picked up English with the help of a tutor. Italy's all-encompassing soccer culture left him no choice but to learn Italian. In Monte Carlo, where he has played for the last four years, he has been taking French classes. He had read about South

Africa and Namibia in the newspapers, but in 1991 he went to both those troubled places because he wanted to see them for himself.

"I wouldn't go to America to watch soccer," Klinsmann was widely quoted as saying after the U.S. successfully bid on the World Cup. "I'd go to get away from it." Which he has done; at 19 he spent a month's vacation in the States. After winning the Cup in 1990 he went to California, where he has friends from San Francisco to San Diego, to chill. On visits to Chicago, where Germany will play its first '94 World Cup game on June 17 against Bolivia, he has caught the Bulls and the White Sox in blissful anonymity.

They are his teachers, each of these places he visits and cultures he immerses himself in, professors at the university he missed out on. In Italy he learned how to revel in the moment, at the same time acquiring an appreciation for the discipline and punctuality for which his native land is known. In Monte Carlo he hasn't looked for an escape from taxes or anything else but for a chance to meet and hang out with the workaday people who make the city run—the shopkeepers and craftsmen and waiters "who do things with their hearts," he says, "not with



something in the back of their minds."

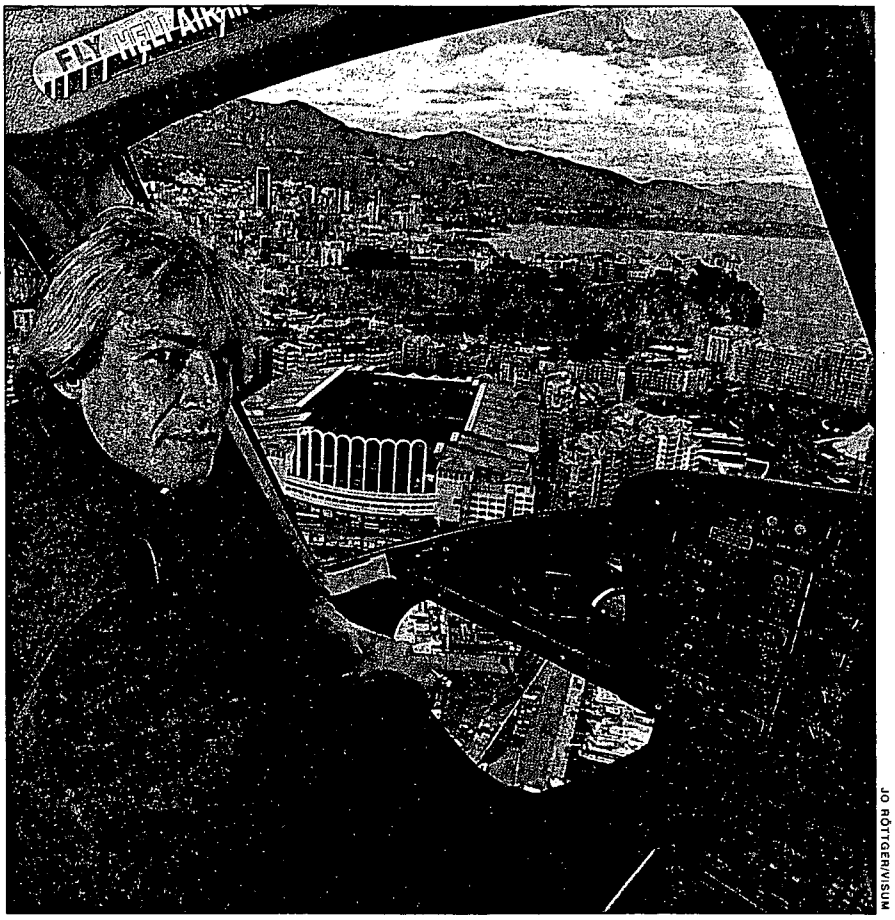
The perspective he gets from all these peregrinations shows up again and again, on and around the pitch. In 1987, during a club match between VfB Stuttgart and Bayern München, the referee tossed out a Bayern player after he fouled Klinsmann. When Klinsmann interceded on his opponent's behalf, insisting that the Bayern player had done nothing meriting expulsion, the ref reversed his call. Following Germany's bloody 2–1 defeat of Holland in the '90 World Cup, a match marred by fighting, spitting and ejections from each

side, Klinsmann sought out Ruud Gullit, Holland's dreadlocked star, to fix him with a hug. After neo-Nazis threatened to disrupt an exhibition between Germany and England scheduled for April 20, Hitler's birthday, Klinsmann spoke out stridently when organizers called it off. "Giving in to bully boys and political extremists is always wrong," he said. "Don't people ever learn the lessons of history?"

"In Holland people *hate* Germans and German soccer," says Mart Smeets, a broadcaster with Dutch national TV. "And we have a saying here: There's only one good German—Jürgen Klinsmann."

Yet for someone who so clearly sees a world beyond soccer, the game is remarkably important. Klinsmann lets go with Latin exuberance after scoring a goal. He's unable to talk to anyone for at least 30 minutes following a match. AS Monaco practices at a mountaintop training center in La Turbie, just over the border in France; when his Teutonic perfectionism outstrips his skill, Klinsmann sometimes blows off his frustration with a big kick, sending the ball spilling down the hillside, a souvenir in search of some young fan. Arsene Wenger, the AS Monaco coach, laughs at the notion that Klinsmann is a dilettante too worldly to throw himself fully into a game.

This isn't to say Klinsmann is an angel. German players are notorious for trying to draw a foul by going down with *Sturm und Drang*, only to motor merrily along moments later. On April 27, in a European Cup semifinal in Milan, Klinsmann took a dive to frame an AC Milan defender who wound up being ejected. *The Times* of London likened his performance to "the death scene from *Camille*" and called on authorities to fine and suspend him for so shamelessly hoodwinking the referee. Yet to Klinsmann there was a sort of justice to it all, for as Monaco's only scoring threat he had been kicked, tripped and gouged throughout the game his team lost 3–0. "These sorts of fouls only happen when someone is scared," he would say. "If not, they wouldn't do it. It's a kind of weakness, you know?"



JO RÖTTGER/VISUM

Though he has lived in ritzy Monte Carlo for four years, Klinsmann has kept his feet on the ground.

Yet there is a kind of innocence to the way Klinsmann roots around the field. Children are drawn to him, perhaps because his style of play is so childlike: explosive, impetuous, with an air of discovery. He might score by using his speed to dash up the touchline or by contorting himself in front of the goal into a shape his parents might bake. In Italy he's known as Kataklinsmann, for the consequences that seem to ensue every time he and the ball meet. "I live a lot by my instincts on the field," he says. "I never know what I'll do the next moment. But the other team doesn't know either."

In March, Klinsmann scored both goals, each sensationally, in a 2–1 exhibition victory over Italy that confirmed Germany's role as the World Cup favorite. He was named MVP of last summer's U.S. Cup, which Germany also won, and his inspired play over the past year led one German newspaper to declare recently that Klinsmann has "fallen in love with soccer for the second time."

If you were looking for someone to induce America to fall in love with soccer or to make Germany more lovable to the world, Klinsmann would be a perfect choice. But he rarely does anyone else's bidding. He negotiates his own contracts, a quirk that caused one Italian agent to harrumph that the German star signs deals shortchanging himself by 80%.

Klinsmann's contract with AS Monaco is up, and he doesn't rule out returning to Italy. According to press reports, Sampdoria of Genoa has offered him $4.5 million for next season. "I will play the next two years in Europe, through the 1996 European Championships," he says. "After that, anything is possible."

Yet Italy is a course he has already taken and passed. Among the soccer subjects he hasn't yet studied are England and Spain; and there's Japan, too, where the game is booming and the culture would fascinate him. Of course there's also that destination Snoopy is so determinedly headed to. By 1995, Major League Soccer is supposed to be off the flowcharts and spreadsheets and running in the U.S. A 32- or 33-year-old Klinsmann could give the fledgling league a goose for a few seasons, in the same way aging internationals like Pelé and Giorgio Chinaglia took the North American Soccer League in the '70s to a height it ultimately fell from.

After that, he says, "I'd like to work with people, work with my languages. And I'd have a lot of fun working with kids. If you know something like that, please tell me."

With Klinsmann, always a conversation, never an interview. ■

Do Not Disturb

If Steffi Graf could shut out the world the way she shuts down opponents on the court, then, for her, life would be perfect

by Sally Jenkins

TORTURE AND boredom, boredom and torture, that's how it is for Steffi Graf. All right, yes, there is the winning and, with it, the money, but they come too easily and bring only temporary relief. Tennis to Graf is an exercise in self-examination in which the self is always found wanting. It's painful enough to find yourself wanting, but to have to do it under public scrutiny is nearly unendurable. What are all these people looking at? Why don't they go home? Steffi Graf has a hard time being with herself, much less anybody else.

Hers is an absurd predicament. At 24 years old, unchallenged as the No. 1 player in the world, Graf seems to have failed to do only one thing in tennis: enjoy herself. Her matches are usually foregone conclusions. She has been almost unassailable in 1994, winning six titles and losing just one of her last 38 matches. If Graf wins the French Open, which begins May 23, she would be halfway to an extravagant achievement, a second Grand Slam to add to her sweep of major championships in 1988, when she was 18.

Yet, for all that, Graf is profoundly unfulfilled. She has always competed against a personal vision of perfection as much as against her opponents. Now the quest for perfection has become the only contest. "I'm playing myself out there," she says. "The score is totally meaningless." There is one problem with playing yourself: You don't often win. "That's where the torture comes in," she says.

A good day on the court for Graf is one without a tantrum of self-disgust. At her home club near Heidelberg, Germany, she chooses the outermost court for practice. There, on the edge of a forest, shielded from view, Graf shows a side of herself that will never be seen inside a stadium. She goes berserk. Rackets dissolve into smithereens. She swats at flower boxes, anything at hand. "I'm free then," she says. "I can show my emotions. I can scream."

It seems hardly possible that this raging character is also *die Gräfin*—the Countess, as they call her in Germany. The Countess, after all, is a regal champion whose strokes fall upon her opponents like elegant slaps in the face, a player of maturity and refinement who, were she to quit tomorrow, would rank among the top five all-time greatest women. In her homeland she is a heroine of operatic proportions, more famous than Chancellor Helmut Kohl.

But today, in her oversized sweater, black jeans and canvas sneakers, a curtain of hair parted unevenly over ice-blue eyes, the Countess is just a shy young woman. She squirms uncomfortably on a white leather couch in one of the more luxurious hotel suites in Hamburg. She does not like the room. It is too bright and open, full of windows and mirrored reflections. This is the suite of a proud star; Graf is a reluctant one. "If a room is bright, it makes me feel too much in the center of things," she says. Graf hunches over a coffee table eating a lunch of oats, corn, mushrooms and carrot juice. She looks trapped, a moth surrounded by the invisible panes of her success, Graf under glass. "More and more I realize this is not my kind of life," says Graf, who chose this hotel not for its grand reputation but for its many exits. "I didn't ask for this life. I didn't want it. I just wanted to play tennis."

Graf liked the game most when she was just a car salesman's daughter from the village of Brühl who played for the sheer pleasure of hitting a ball as hard as she could. From the moment she first picked up a racket, she wanted to smack the ball, tear the cover off it. No one taught Graf the forehand, the high, ax-like stroke that would become her signature; it seemed to come to her like a reflex. "I always wanted to hit it hard," she says. "It's just in you as a child. You pick up the racket and you just play."

Graf turned pro at 13 and traveled the satellite circuit in Europe for three years, playing in futures events and qualifying tournaments. She played in

S.I. 5/23/94

gymnasiums, on hardwood floors, with her mother, Heidi, as a warmup partner. She didn't win a tournament on the senior women's tour in those years, but she is nostalgic for that time. "They were necessary experiences," she says. "You travel, you learn how to lose and you learn how to win, and you learn to appreciate."

Even then, though, insistent forces were beginning to intrude on Graf's life. She remembers a small hotel in a Swedish village where she and a group of German junior players slept in one room on cots for a week. One by one, the other girls lost and went home. Then the coach who was accompanying Graf departed, leaving her—through a misunderstanding in travel plans—alone for a night. Graf huddled on her cot, frightened. "There were windows all around," she says. Sometime in the night the doorknob turned, and she heard a man's voice, asking to come in. Graf screamed at him to go away. The door shook. Graf shoved a chest of drawers and all the other cots in front of the door. The rattling stopped for a while, then started again, the door shaking and the girl screaming for what seemed like half the night. "I screamed and screamed, and no one ever knew," she says. In the morning her mother arrived and took her home.

Intrusion is Graf's ongoing nightmare. These days it comes in the form of her stardom, but it is as threatening to Graf as a low voice at the door. In Germany, where heroes are few, she has a following that can be suffocating. As soon as she steps out through a door, she is engulfed. Feet pound, shouts go up, strobes flash. "To understand her, you have to understand the German reaction to stars," says Günter Sanders, the German Tennis Federation secretary-general, who has known Graf since she was 12. "There is a jealousy. And there are people who just want to touch her."

When she was 19, a lovesick fan attempted suicide in front of her. He showed up at her doorstep and slashed his wrists. Fans still regularly climb the garden wall of her property in Brühl, a piece of parkland she bought to try to ensure privacy.

Therefore it was horribly unsurprising when, a year ago, Graf was notified that top-ranked Monica Seles, her chief rival, had been stabbed on the court of the Rothenbaum Tennis Club in Hamburg during a changeover in a match. "Oh god," said Graf, "I hope it wasn't one of my crazy fans." Indeed, Günter Parche, a 39-year-old unemployed lathe operator from Görsbach, in what was formerly East Germany, said afterward that his goal had been to wound Seles so that Graf could regain the No. 1 ranking, which she had lost to Seles in 1991.

Seles has not played competitively since the stabbing, and many, including Graf, wonder if her career isn't over. As for Parche, he received only a two-year suspended sentence when a judge decided he was not likely to repeat his crime.



PAUL ZIMMER

Her Hamburg suite was too bright for Graf's dark side.

He has since returned to Görsbach while prosecutors seek a retrial this fall.

Graf grapples awkwardly with the subject of Seles. "It's not easy for me to live with, knowing that I'm Number 1 because she was attacked," Graf says. "I'm playing such good tennis, and I would like to prove it. If Monica were around, I'd have someone to prove it against."

Without a worthy adversary Graf has resorted to contemplating the game on a more purely aesthetic plane than ever. And her idea of the perfect tennis match is a purist's reverie: She is at Wimbledon, on a faultless green lawn at Centre Court, playing against Martina Navratilova, whom she considers the greatest player of all time and her favorite opponent. The stadium is empty. They are playing for fun, not even keeping score. "No one knows," she says. "It is just for us." (When told of Graf's idea, Navratilova silently ponders the notion and then replies, "I'd do it in a second. We'd play the tennis of our lives.")

Graf's dream match carries echoes of an earlier time. As an awkward schoolgirl with few friends, Graf would have been just as happy in an empty classroom. "She had big ears, big feet, a big nose," Sanders says. "She hadn't grown into herself." Graf was either ignored or teased, in part because of her preoccupation with tennis. While other children rode bikes home from school, Graf was picked up by her father and coach, Peter, who took her to practice. When she left school at 13 to turn pro, "I didn't miss the other children," she says.

Graf is by her own description "emotionally dark." Her favorite color is black. Her bedrooms at her homes in Brühl and in Boca Raton, Fla., are almost completely black—black walls, black furnishings, black fabric. She has a habit of turning out the lights when she enters a room. Black to her is solitude and serenity. "I need to be alone a lot," she says.

Often the penalty for solitude is to be misunderstood. In the locker room Graf is regarded as distant. She rarely says hello to other players, much less stops to chat. Navratilova says she has never had an extended conversation with Graf. Chris Evert lives two blocks from her in Boca Raton, but Graf has not spoken to her in a year.

Graf's manner can quickly cross the line from aloof to rude. She has a habit of cutting people off in midsentence and turning on her heels. On the tour she treats officials curtly and has resisted efforts by the Women's Tennis Association to get her involved in the governance and promotion of the game. Her reluctance to assist in those efforts comes despite the fact that tennis is, after all, what has made Graf wealthy beyond imagination. She will pass $15 million in career earnings this season, not to mention the fortune she has garnered from endorsements. "She likes to play, she likes to win and she likes to leave," says Sanders. "And that is not possible."

Only two players have been able to cultivate a friendship with Graf: Rennae Stubbs of Australia and Patricia Tarabini of Argentina, both of whom are known on the tour for their lively sense of humor. "I need humor," Graf says. "And I need other people for their energy—or I would spend too much time alone." Off the tour

Graf has two friends, both German university students, whom she considers her closest pals. She will not divulge their names or even where they go to school. Apart from them, her favorite company is her six dogs: four German shepherds, a boxer and a golden retriever puppy named Joshua.

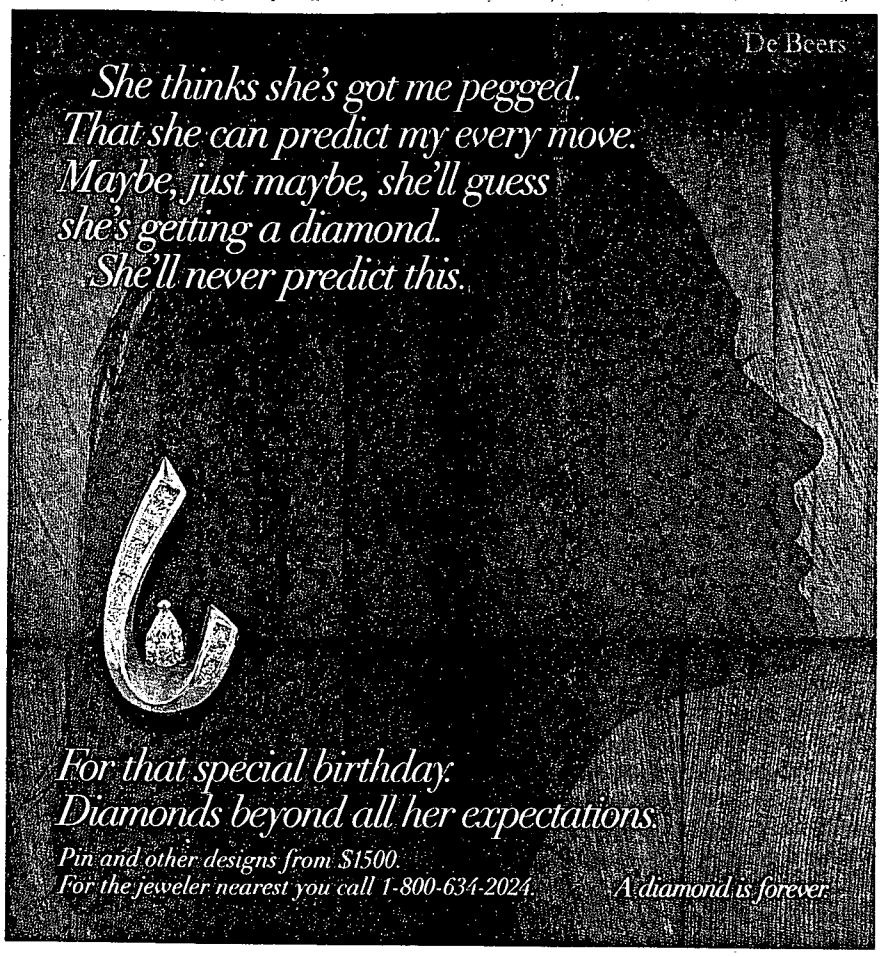
Tarabini has tried to persuade Graf to become more outgoing and to take more joy from being No. 1. Graf likes to insist that "I am who I am." To which Tarabini says, "Is 'hello' such a big deal?"

Talking has never been easy for Graf. "I never liked to, and I never needed to, even as a child," she says. "I still don't feel comfortable talking a lot, especially publicly." Stubbs sees in Graf a deep, frustrated inarticulateness that may be one reason she hits the ball so hard. "I think Steffi has trouble communicating in general," she says. Navratilova saw that firsthand last year at the Virginia Slims Championships. As Navratilova sat in the locker room one evening after being upset by Mary Pierce, Graf dashed in the door, kissed her on the cheek and handed her a small black bracelet. Then she turned and ran out without a word.

Says one tour official, "I think the only place Steffi is supremely confident is the tennis court." But more and more Graf is seeking out people and places that have no connection to tennis. She is experiencing a newfound independence, traveling less with her family and spending more time in her favorite city, New York, where she owns a triplex in Manhattan's Soho district. She likes to haunt the art galleries and the flea markets, where the vendors know her only as a good customer. She is content in her personal life, enjoying a relationship with a young race car driver from Cologne, Michael Bartels, that has lasted more than a year. "She's grown up," Sanders says. "She's not so involved with herself and her tennis. She sees more. She's getting a little freer."

The peacefulness, and privacy, that Graf experiences away from tennis has led to thoughts of retirement. She points out that her career has already spanned more than a decade and says she can't see playing beyond two to four more years. But beneath Graf's calm discussion of retirement is a simmering energy. There remains inside her, she concedes, "an immense desire for the game."

For the moment, then, Graf is sentenced to continue her torturous experiment in private introspection and public dissection. "I don't know what they're looking at," she says. "I mean, my face isn't going to change." ■



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viscera of their meanings? Every anthropologist understands the difficulty of such a feat; and so does every immigrant.

EVA HOFFMAN, *Lost in Translation*, 1989.

The pervasiveness of identity-talk is the kind of second-stage question that emigres—those who have the leisure and the curiosity to attend to such matters—confront, after the initial culture shock and culture thrill wear off.... After the immigrant's dendrites stop standing on end from the vividness of first impressions, comes this other, more elusive strangeness—the strangeness of glimpsing internal landscapes that are arranged in different formations as well.

EVA HOFFMAN, *Lost in Translation*, 1989.

This was the secret of America: a nation of people with the fresh memory of old traditions who dared to explore new frontiers, people eager to build lives for themselves in a spacious society that did not restrict their freedom of choice and action.

JOHN F. KENNEDY, *A Nation of Immigrants*, 1964.

The *continuous* immigration of the nineteenth and early twentieth centuries was...central to the whole American faith. It gave every old American a standard by which to judge how far he had come and every new American a realization of how far he might go. It reminded every American, old and new, that change is the essence of life, and that American society is a process, not a conclusion.

JOHN F. KENNEDY, *A Nation of Immigrants*, 1964.

When I was a boy it was a dream, an incredible place where tolerance was natural and personal freedom unchallenged. Even when I learned later that America, too, had massive problems, I could never forget what an inspiration it had been to the victims of persecution, to my family, and to me during cruel and degrading years.

HENRY KISSINGER, *White House Years*, 1979.

The United States once went on the notion that all men are created equal, and admitted everybody.... But we found we were becoming an insane asylum.... Unless the U.S. adopts this biologic principle [of racial differences] they will be flooded over by people of inferior stock because of their greater fecundity.

HARRY H. LAUGHLIN, speech on exclusionary immigration law, 1924, in Lois and Alan Gordon, *American Chronicle*, 1987.

We are a nation of immigrants. It is immigrants who brought to this land the skills of their hands and brains to make of it a beacon of opportunity and of hope for all men.

HERBERT H. LEHMAN, testimony to House Subcommittee on Immigration and Naturalization, July 2, 1947.

The great social adventure of America is no longer the conquest of the wilderness but the absorption of fifty different peoples.

WALTER LIPPMANN, "Some Necessary Iconoclasm," *A Preface to Politics*, 1914.

Yes, we have a good many poor tired people here already, but we have plenty of mountains, rivers, woods, lots of sunshine and air, for tired people to rest in. We have Kansas wheat and Iowa corn and Wisconsin cheese for them to eat, Texas cotton for them to wear. So give us as many as come—we can take it, and take care of them.

MARY MARGARET MCBRIDE, *America for Me*, 1941.

For years there has been a marked tendency on the part of students of immigration to dissociate the movement of immigrants across the Pacific from the movement of immigrants across the Atlantic. Our "immigration problem," as such, was associated almost exclusively with the movement across the Atlantic. It became associated, in our minds, with Ellis Island, the Statue of Liberty, and the doctrine of the Melting Pot. Conversely, the movement across the Pacific became associated with an entirely different set of symbols. We came to associate it with the Yellow Peril, the Chinese Must Go!, and Japanese Picture Brides.

CAREY MCWILLIAMS, *Brothers Under the Skin*, 1945.

Politics aside, two other elements had entered our lives which effectively tipped the scales in favor of emigration: the Process Server and my hundred pounds.

JESSICA MITFORD, "Emigration," *Daughters and Rebels*, 1960.

Our people have moved from lower to higher position in the social structure.... It is not unusual in the United States for an immigrant to be a member of the Senate, to be Mayor of New York City, Governor or a great industrialist.

FRANK TANNENBAUM, in Arthur Goodfriend, *What Is America?*, 1954.

I remember as a child people used to say to me, "In America you'd find gold in the streets." The streets of gold! And as a child I said to myself,

Human Environments

See also **Nature**; **Social Issues**—Poverty and Hunger; **Science and Technology**; **Work**—Architects, Farmers and Ranchers, Homemakers

I look forward to an America which will not be afraid of grace and beauty, which will protect the beauty of our natural environment, which will preserve the great old American houses and squares and parks of our national past and which will build handsome and balanced cities for our future.

JOHN F. KENNEDY, speech, Amherst College, Massachusetts, October 26, 1963.

COMMUNITY

The neighborhood was a current, a circular field of motion. Much coming and going. Everything stood still, yet everything revolved (by the hour, the day, the season, the year) and came back to you. You departed and returned. And you were the same but different.

NORBERT BLEI, *Neighborhood*, 1987.

Neighborhood people kept a trained eye on passing life from behind the curtains and Venetian blinds of the front windows of their house facing the street and both sidewalks. Many times, day and night, someone would be watching someone pass by, something going on in or across the street. It wasn't being nosy or a busybody so much as the real need to turn one's back periodically on the household with all its demands, frustrations, sameness, and look out the window to see what was going on in the world. Sometimes to even imagine what might be going on.

NORBERT BLEI, *Neighborhood*, 1987.

There is little lonelier than small-town life when small talk is the principal means of peace.

CAROL BLY, "Enemy Evenings," *Letters from the Country*, 1981.

A painful fact of American life is that people from small towns are afraid of directness.

CAROL BLY, "Enemy Evenings," *Letters from the Country*, 1981.

If we are to survive as an institution and perhaps even as a society, then we have to find a way to move from caucuses to community and that is not terribly easy in our society.

JOAN B. CAMPBELL, speech, New York Regional Association of Grantmakers, May 2, 1991.

What is a house but a bigger skin, and a neighborhood map but the world's skin ever expanding?

ANNIE DILLARD, *An American Childhood*, 1987.

True belonging is born of relationships not only to one another but to a place of shared responsibilities and benefits. We love not so much what we have acquired as what we have made and whom we have made it with.

ROBERT FINCH, "Scratching," *The Primal Place*, 1983.

If we are willing to face it, all of the ugly signs are there to see. It seems that we have lost hold of our communities. It seems as though our country is pulling apart into separate peoples who do not know one another.

EDWARD M. KENNEDY, speech, Denver, Colorado, April 5, 1968, in Thomas P. Collins and Louis M. Savary, eds., *A People of Compassion*, 1972.

Late commuters, lost among identical rows of houses along identical street blocks, sometimes reported a sense of panic like bewildered children suddenly turned loose in a house of mirrors.

P. KIMBALL, on Levittown, New York, 1952, in Lois and Alan Gordon, *American Chronicle*, 1987.

I still love to go back to Mitchell [his home town] and wander up and down those streets. It just kind of reassures me again that there is a place that I know thoroughly, where the roots are deep. There are the big old cottonwood trees, the big American elms, the little roadways in and out of town that have always been there—without much work ever done on them—the parks. There are not lots of high schools; there's one. There aren't a lot of libraries; there's the Carnegie Library. Each one of the stores always had its personality—Mr. Becker, who ran a clothing store—and the three movie theaters—each had a dis-

energy and minerals and living space that are spread out all around us. The third reason is our spiritual need for an open frontier. The ultimate purpose of space travel is to bring to humanity, not only scientific discoveries and an occasional spectacular show on television, but a real expansion of our spirit.

FREEMAN DYSON, *Disturbing the Universe*, 1979.

The American satellite ought to be called Civil Servant. It won't work and you can't fire it.

JOKE, 1957.

We believe that when men reach beyond this planet, they should leave their national differences behind them.

JOHN F. KENNEDY, news conference, Washington, D.C., February 21, 1962.

[The Russian sputnik is] an outer-space raspberry to a decade of American pretensions that the American way of life is a gilt-edge guarantee of our national security.

CLARE BOOTHE LUCE, 1958, in Lois and Alan Gordon, *American Chronicle*, 1987.

Interplanetary communication is one of the persistent dreams of the inhabitants of this oblate spheroid on which we move, breathe, and suffer for lack of beer. There seems to be a feeling in many quarters that if we could get speech with the Martians, let us say, we might learn from them something to our advantage.

DON MARQUIS, "The Almost Perfect State," *The Best of Don Marquis*, 1927.

The creative conquest of space will serve as a wonderful substitute for war.

JAMES S. MCDONNELL, *Time*, March 31, 1967.

Our exploration of the planets represents a triumph of imagination and will for the human race. The events of the last twenty years are perhaps too recent for us to adequately appreciate their proper historical significance. We can, however, appraise the scientific significance of these voyages of exploration: They have been nothing less than revolutionary both in providing a new picture of the nature of the solar system, its likely origin and evolution, and in giving us a new perspective on our own planet Earth.

NASA ADVISORY COMMITTEE, report of Solar System Exploration Committee, *Planetary Exploration Through Year 2000: A Core Program*, 1983.

This is the greatest week in the history of the world since the Creation.

RICHARD M. NIXON, to Apollo 11 crew aboard USS *Hornet*, July 24, 1969.

It will free man from the remaining chains, the chains of gravity which still tie him to this planet.

WERNHER VON BRAUN, on importance of space travel, February 10, 1958.

What is it that makes a man willing to sit up on top of an enormous Roman candle, such as a Redstone, Atlas, Titan or Saturn rocket, and wait for someone to light the fuse?

TOM WOLFE, *The Right Stuff*, 1979.

TRANSPORTATION

The automobile is technologically more sophisticated than the bundling board, but the human motives in their uses are sometimes the same.

CHARLES M. ALLEN, speech, Wake Forest University, Winston-Salem, North Carolina, April 25, 1967.

Except the American woman, nothing interests the eye of American man more than the automobile, or seems so important to him as an object of esthetic appreciation.

A.H. BARR, JR., on pop art incorporating pieces of old autos, 1963.

[Sputnik is] a hunk of iron anybody could launch.

LAWSON BENNETT, 1957, in Lois and Alan Gordon, *American Chronicle*, 1987.

One did not "hop" a plane. One took a long slow ride to an airport, and argued for hours with ticket agents who seemed to have been hired five minutes ago for what they supposed to be another job; and if one survived that, one got to Chicago only to join a "stack" over the airfield there, and then either died of boredom or crashed into a plane that thought it was in the stack over Newark.

AMANDA CROSS, *In the Last Analysis*, 1966.

Motorists have exhibited the one worse attitude than defiance of law—indifference to it.

FREDERICK DWIGHT, "Automobiles: The Other Side of the Shield," *Independent*, December 3, 1908.

High-powered cars might with greater logic be regarded as morphine and cocaine are. Possessions and the ability to use them, when com-

I am not the Catholic candidate for President. I am the Democratic Party's candidate for President, who happens also to be a Catholic.

Speech to Greater Houston Ministerial Association [September 12, 1960]

For of those to whom much is given, much is required. And when at some future date the high court of history sits in judgment on each of us, recording whether in our brief span of service we fulfilled our responsibilities to the state, our success or failure, in whatever office we hold, will be measured by the answers to four questions: First, were we truly men of courage . . . Second, were we truly men of judgment . . . Third, were we truly men of integrity . . . Finally, were we truly men of dedication?

Speech to the Massachusetts State Legislature [January 9, 1961]

Let the word go forth from this time and place, to friend and foe alike, that the torch has been passed to a new generation of Americans, born in this century, tempered by war, disciplined by a hard and bitter peace, proud of our ancient heritage, and unwilling to witness or permit the slow undoing of those human rights to which this nation has always been committed, and to which we are committed today at home and around the world.

Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe to assure the survival and the success of liberty.

Inaugural address [January 20, 1961]

If a free society cannot help the many who are poor, it cannot save the few who are rich.

Ibid.

Let us never negotiate out of fear, but let us never fear to negotiate.

Ibid.

All this will not be finished in the first one hundred days. Nor will it be finished in the first one thousand days, nor in the life of this Administration, nor even perhaps in our lifetime on this planet. But let us begin.

Ibid.

And so, my fellow Americans, ask not what your country can do for you; ask what you can do for your country.[1]

Ibid.

[1]For, stripped of the temporary associations which gave rise to it, it is now the moment when by common consent we pause to become conscious of our national life and to rejoice in it, to recall what our country has done for each of us, and to ask ourselves what we can do for our country in return.—OLIVER WENDELL HOLMES, JR., *Address Before John Sedgwick Post No. 4, Grand Army of the Republic* [May 30, 1884]

As has often been said, the youth who loves his Alma Mater will always ask, not "What can she do for me?" but "What can I do for her?"—LE BARON RUSSELL BRIGGS [1855–1934], *Routine and Ideals* [1904], *College Life*

In the great fulfillment we must have a citizenship less concerned about what the government can do for it and more anxious about what it can do for the nation.—WARREN GAMALIEL HARDING [1865–1923], *Republican National Convention, Chicago* [June 7, 1916]

8 It is our task in our time and in our generation to hand down undiminished to those who come after us, as was handed down to us by those who went before, the natural wealth and beauty which is ours.

Address at the dedication ceremonies of the National Wildlife Federation Building [March 3, 1961]

9 I believe this nation should commit itself to achieving the goal, before this decade is out, of landing a man on the moon and returning him safely to earth.

Address to joint session of Congress [May 25, 1961]

10 Mankind must put an end to war or war will put an end to mankind.

Address to the United Nations [September 25, 1961]

11 Those who make peaceful revolution impossible will make violent revolution inevitable.

Address to Latin American diplomats, the White House [March 12, 1962]

12 There is always inequity in life. Some men are killed in a war and some men are wounded, and some men never leave the country . . . Life is unfair.

Press conference [March 21, 1962]

13 The wave of the future is not the conquest of the world by a single dogmatic creed but the liberation of the diverse energies of free nations and free men.

Address at the University of California, Berkeley [March 23, 1962]

14 I think this is the most extraordinary collection of talent, of human knowledge, that has ever been gathered together at the White House, with the possible exception of when Thomas Jefferson dined alone.

Address at a White House dinner and reception honoring Nobel Prize winners [April 1962]

15 My father always told me that all businessmen were sons of bitches, but I never believed it till now.

Comment on price increases proposed by U.S. Steel [April 1962]

16 We don't see the end of the tunnel, but I must say I don't think it is darker than it was a year ago, and in some ways lighter.[2]

Press conference [December 12, 1962]

17 Liberty without learning is always in peril and learning without liberty is always in vain.

Remarks on the ninetieth anniversary of Vanderbilt University [March 18, 1963]

This thought had lain in Kennedy's mind for a long time. As far back as 1945 he had noted down in a looseleaf notebook a quotation from Rousseau: "As soon as any man says of the affairs of the state, What does it matter to me? the state may be given up as lost."—ARTHUR M. SCHLESINGER, JR., *A Thousand Days* [1965], *prologue, footnote*

[2]If we see a light at the end of the tunnel,/ It's the light of an oncoming train.—ROBERT LOWELL, *Since 1939* [1977]

1 If we cannot end now our differences, at least we can help make the world safe for diversity.
Address at American University, Washington, D.C. [June 10, 1963]

2 Every American ought to have the right to be treated as he would wish to be treated, as one would wish his children to be treated. This is not the case.
Television address on civil rights, after the registration of two Negroes at the University of Alabama [June 11, 1963]

3 No one has been barred on account of his race from fighting or dying for America—there are no "white" or "colored" signs on the foxholes or graveyards of battle.
Message to Congress on proposed civil rights bill [June 19, 1963]

4 All free men, wherever they may live, are citizens of Berlin. And therefore, as a free man, I take pride in the words "Ich bin ein Berliner."[1]
Address at City Hall, West Berlin [June 26, 1963]

5 Yesterday, a shaft of light cut into the darkness. . . . For the first time, an agreement has been reached on bringing the forces of nuclear destruction under international control.
Television address in Washington [July 26, 1963][2]

6 When power leads man toward arrogance, poetry reminds him of his limitations. When power narrows the areas of man's concern, poetry reminds him of the richness and diversity of his existence. When power corrupts, poetry cleanses, for art establishes the basic human truths which must serve as the touchstone of our judgment.
Address at Amherst College [October 26, 1963]

7 Leadership and learning are indispensable to each other.
Remarks prepared for delivery at the Trade Mart in Dallas [November 22, 1963]

8 Washington is a city of southern efficiency and northern charm.
Remark. Quoted in ARTHUR M. SCHLESINGER, JR., *A Thousand Days [1965], ch. 25*

Walter Lord

1917–

9 A Night to Remember. *Title of book [1955]*

[1]What [Kennedy's speech writers] did not know, but could easily have found out, was that such citizens never refer to themselves as "Berliners." They reserve that term for a favorite confection, often munched at breakfast. So while they understood and appreciated the sentiments behind the President's impassioned declaration, the residents tittered among themselves when he exclaimed, literally, "I am a jelly-filled doughnut."—*New York Times* [April 30, 1988]

[2]In Moscow on July 25, Averell Harriman, Lord Hailsham, and Andrei Gromyko initialed the nuclear test ban treaty.

Robert Traill Spence Lowell

1917–1977

10 Christ walks on the black water. In Black Mud
Darts the kingfisher. On Corpus Christi, heart,
Over the drum-beat of St. Stephen's choir
I hear him, *Stupor Mundi,* and the mud
Flies from his hunching wings and beak—my heart,
The blue kingfisher dives on you in fire.
Colloquy in Black Rock [1946], st. 3

11 I will catch Christ with a greased worm
The Drunken Fisherman [1946], st. 3

12 I saw the spiders marching through air,
Swimming from tree to tree that mildewed day
In latter August when the hay
Came creaking to the barn.[3]
Mr. Edwards and the Spider [1946], st. 1

13 This is the Black Widow, death.
Ibid. st. 3

14 I saw the sky descending, black and white,
Not blue, on Boston.
Where the Rainbow Ends [1946], st. 1

15 Now Paris, our black classic, breaking up
like killer kings on an Etruscan cup.
Beyond the Alps [1959]

16 You said:
"We poets in our youth begin in sadness;
thereof in the end come despondency and madness."[4]
To Delmore Schwartz (Cambridge 1946) [1959]

17 Who asks for me, the Shelley of my age,
must lay his heart out for my bed and board.
Words for Hart Crane [1959]

18 I doodle handlebar
moustaches on the last Russian Czar.
Grandparents [1959]

19 We are old-timers,
each of us holds a locked razor.
Waking in the Blue [1959]

20 I keep no rank nor station.
Cured, I am frizzled, stale and small.
Home After Three Months Away [1959]

21 Only teaching on Tuesdays, bookworming
in pajamas fresh from the washer each morning,
I hog a whole house on Boston's
"hardly passionate Marlborough Street."[5]
Memories of West Street and Lepke [1959]

22 These are the tranquillized *Fifties,*
and I am forty. Ought I to regret my seedtime?

[3]Jonathan Edwards [1703–1758], the Calvinist theologian, wrote at the age of twelve a series of scientific observations on the spider. See Edwards, 308:20.

[4]See Democritus, 70:*n*9; Robert Burton, 234:13; and Wordsworth, 374:9.

[5]The quotation is from Henry James.

nt some means to make me at all
very hour I am more and more
very thing else tastes like chaff

ne, August 1820, in H. E. Rollins (ed.)
958) vol. 2

rgive me for sincerely remarking
your magnanimity and be more
every rift' of your subject with

ust 1820, in H. E. Rollins (ed.) *Letters*
ol. 2 (echoing Edmund Spenser *The*
k. 2, canto 7, st. 28, l. 5: 'And with
ry rift')

the quiet grave—thank God for
can feel the cold earth upon
ing over me—O for this quiet—it

Severn to John Taylor, 6 March
(ed.) *Letters of John Keats* (1958)

ame was writ in water.
Richard Monckton Milnes *Life, Letters*
John Keats (1848) vol. 2, p. 91.

1866
er of the Oxford Movement

heart,
God,
is theirs,
bode.
7) 'Blessed are the pure in heart'

the love
rising prove;
kness safely brought,
ower, and thought.
7) 'Morning'

common task,
ught to ask;
s; a road
rer God.
7) 'Morning'

uns may read,
imparts,
olars need,
n hearts.
7) 'Septuagesima'

d o'er Eden,
-day,
lessing,
ay.
57 hymn)

nd were to fail, it would be

ting of Friends (1966) ch. 8, pt. 3

George Keith, 5th Earl Marischal 1553–1623

Scottish politician

1 They haif said: Quhat say they? Lat thame say.
Motto of the Earls Marischal of Scotland, inscribed at Marischal College; a similarly defiant motto in Greek has been found engraved in remains from classical antiquity

Frank B. Kellogg

See ARISTIDE BRIAND

Hugh Kelly 1739–77

Irish playwright

2 Of all the stages in a woman's life, none is so dangerous as the period between her acknowledgment of a passion for a man, and the day set apart for her nuptials.
Memoirs of a Magdalen (1767, ed. 1782) p. 15

3 Your people of refined sentiments are the most troublesome creatures in the world to deal with.
False Delicacy (performed 1768) act 5, sc. 1

Thomas Kelly 1769–1855

Irish clergyman and hymn-writer

4 The head that once was crowned with thorns
Is crowned with glory now;
A royal diadem adorns
The mighty Victor's brow.
'The head that once was crowned with thorns' (1820 hymn)

Thomas à Kempis

See THOMAS

Thomas Ken 1637–1711

English divine; Bishop of Bath and Wells, 1684–91, and formerly chaplain to Charles II

5 Awake, my soul, and with the sun
Thy daily stage of duty run.
Shake off dull sloth, and joyful rise
To pay thy morning sacrifice.
'Morning Hymn' in Winchester College *Manual of Prayers* (1695) but already in use by 1674

6 Redeem thy mis-spent time that's past,
And live this day as if thy last.
'Morning Hymn' (1709 ed.) v. 2

7 All praise to thee, my God, this night,
For all the blessings of the light;
Keep me, O keep me, King of Kings,
Beneath thy own almighty wings.
'Evening Hymn' in Winchester College *Manual of Prayers* (1695) but already in use by 1674 (the first line later changed to 'Glory to thee, my God this night')

8 Teach me to live, that I may dread
The grave as little as my bed.
'Evening Hymn' (1695) v. 3

Jimmy Kennedy and Michael Carr

British songwriters

9 We're gonna hang out the washing on the Siegfried Line.
Title of song (1939)

John F. Kennedy 1917–63

35th President of the USA

10 Don't buy a single vote more than necessary. I'll be damned if I'm going to pay for a landslide.
Telegraphed message from his father, read at a Gridiron dinner in Washington, 15 March 1958, and almost certainly JFK's invention; in J. F. Cutler *Honey Fitz* (1962) p. 306

11 We stand today on the edge of a new frontier . . . But the New Frontier of which I speak is not a set of promises — it is a set of challenges. It sums up not what I intend to offer the American people, but what I intend to ask of them.
Speech accepting the Democratic nomination in Los Angeles, 15 July 1960, in *Vital Speeches* 1 August 1960, p. 611

12 Let the word go forth from this time and place, to friend and foe alike, that the torch has been passed to a new generation of Americans—born in this century, tempered by war, disciplined by a hard and bitter peace, proud of our ancient heritage—and unwilling to witness or permit the slow undoing of those human rights to which this nation has always been committed, and to which we are committed today at home and around the world.
Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe to assure the survival and the success of liberty.
Inaugural address, 20 January 1961, in *Vital Speeches* 1 February 1961, p. 226

13 If a free society cannot help the many who are poor, it cannot save the few who are rich.
Inaugural address, 20 January 1961, in *Vital Speeches* 1 February 1961, p. 226

14 Let us never negotiate out of fear. But let us never fear to negotiate.
Inaugural address, 20 January 1961, in *Vital Speeches* 1 February 1961, p. 227

15 All this will not be finished in the first 100 days. Nor will it be finished in the first 1,000 days, nor in the life of this Administration, nor even perhaps in our lifetime on this planet. But let us begin.
Inaugural address, 20 January 1961, in *Vital Speeches* 1 February 1961, p. 227

We observe today not a victory of party but a celebration of freedom—symbolizing an end as well as a beginning—signifying renewal as well as change. For I have sworn before you and Almighty God the same solemn oath our forebears prescribed nearly a century and three-quarters ago.

The world is very different now. For man holds in his mortal hands the power to abolish all forms of human poverty and all forms of human life. And yet the same revolutionary beliefs for which our forebears fought are still at issue around the globe—the belief that the rights of man come not from the generosity of the state but from the hand of God.

We dare not forget today that we are the heirs of that first revolution. Let the word go forth from this time and place, to friend and foe alike, that the torch has been passed to a new generation of Americans—born in this century, tempered by war, disciplined by a hard and bitter peace, proud of our ancient heritage—and unwilling to witness or permit the slow undoing of those human rights to which this nation has always been committed, and to which we are committed today at home and around the world.

Let every nation know, whether it wishes us well or ill, that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe to assure the survival and the success of liberty.

This much we pledge—and more.

To those old allies whose cultural and spiritual origins we share, we pledge loyalty of faithful friends. United, there is little we cannot do in a host of cooperative ventures. Divided, there is little we can do—for we dare not meet a powerful challenge at odds and split asunder.

To those new states whom we welcome to the ranks of the free, we pledge our word that one form of colonial control shall not have passed away merely to be replaced by a far more iron tyranny. We shall not always expect to find them supporting our view. But we shall always hope to find them strongly supporting their own freedom—and to remember that, in the past, those who foolishly sought power by riding the back of the tiger ended up inside.

To those people in the huts and villages of half the globe struggling to break the bonds of mass misery, we pledge our best efforts to help them help themselves, for whatever period is required—not because the Communists may be doing it, not because we seek their votes, but because it is right. If a free society cannot help the many who are poor, it cannot save the few who are rich.

To our sister republics south of the border, we offer a special pledge—to convert our good words into good deeds—in a new alliance for progress—to assist free men and free governments in casting off the chains of poverty. But this peaceful revolution of hope cannot become the prey of hostile powers. Let all our neighbors know that we shall join with them to oppose aggression or subversion anywhere in the Americas. And let every other power know that this hemisphere intends to remain the master of its own house.

To that world assembly of sovereign states, the United Nations, our last best hope in an age where the instruments of war have far outpaced the instruments of peace, we renew our pledge of support—to prevent it from becoming merely a forum for invective—to strengthen its shield of the new and the weak—and to enlarge the area in which its writ may run.

Finally, to those nations who would make themselves our adversary, we offer not a pledge but a request: that both sides begin anew the quest for peace, before the dark powers of destruction unleashed by science engulf all humanity in planned or accidental self-destruction.

We dare not tempt them with weakness. For only when our arms are sufficient

beyond doubt can we be certain beyond doubt that they will never be employed.

But neither can two great and powerful groups of nations take comfort from our present course—both sides overburdened by the cost of modern weapons, both rightly alarmed by the steady spread of the deadly atom, yet both racing to alter that uncertain balance of terror that stays the hand of mankind's final war.

So let us begin anew—remembering on both sides that civility is not a sign of weakness, and sincerity is always subject to proof. Let us never negotiate out of fear. But let us never fear to negotiate.

Let both sides explore what problems unite us instead of belaboring those problems which divide us.

Let both sides, for the first time, formulate serious and precise proposals for the inspection and control of arms—and bring the absolute power to destroy other nations under the absolute control of all nations.

Let both sides seek to invoke the wonders of science instead of its terrors. Together let us explore the stars, conquer the deserts, eradicate disease, tap the ocean depths, and encourage the arts and commerce.

Let both sides unite to heed in all corners of the earth the command of Isaiah—to "undo the heavy burdens...[and] let the oppressed go free."

And if a beachhead of cooperation may push back the jungle of suspicion, let both sides join in creating a new endeavor, not a new balance of power, but a new world of law, where the strong are just and the weak secure and the peace preserved.

All this will not be finished in the first one hundred days. Nor will it be finished in the first one thousand days, nor in the life of this administration, nor even perhaps in our lifetime on this planet. But let us begin.

In your hands, my fellow citizens, more than mine, will rest the final success or failure of our course. Since this country was founded, each generation of Americans has been summoned to give testimony to its national loyalty. The graves of young Americans who answered the call to service surround the globe.

Now the trumpet summons us again—not as a call to bear arms, though arms we need—not as a call to battle, though embattled we are—but a call to bear the burden of the long twilight struggle, year in and year out, "rejoicing in hope, patient in tribulation"—a struggle against the common enemies of man: tyranny, poverty, disease, and war itself.

Can we forge against these enemies a grand and global alliance, North and South, East and West, that can assure a more fruitful life for all mankind? Will you join in that historic effort?

In the long history of the world, only a few generations have been granted the role of defending freedom in its hour of maximum danger. I do not shrink from this responsibility—I welcome it. I do not believe that any of us would exchange places with any other people or any other generation. The energy, the faith, the devotion which we bring to this endeavor will light our country and all who serve it—and the glow from that fire can truly light the world.

And so, my fellow Americans: ask not what your country can do for you—ask what you can do for your country.

My fellow citizens of the world: ask not what America will do for you, but what together we can do for the freedom of man.

Finally, whether you are citizens of America or citizens of the world, ask of us here the same high standards of strength and sacrifice which we ask of you. With a good conscience our only sure reward, with history the final judge of our deeds, let us go forth to lead the land we love, asking His blessing and His help, but knowing that here on earth God's work must truly be our own.

JOHN F. KENNEDY, inaugural address, January 20, 1961

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JOHN-F.-KENNEDY-SCHULE

DEUTSCH-AMERIKANISCHE GEMEINSCHAFTSSCHULE
GERMAN-AMERICAN COMMUNITY SCHOOL

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March 16, 1994

The Honorable William J. Clinton
President, The United States of America
1600 Pennsylvania Ave., N.W.
Washington, D.C. 20500
U.S.A.

Dear Mr. President:

On behalf of the graduating senior class and the school's administration, we would like to extend an invitation to you to be the honored guest speaker at our high school graduation on July 12 or 13, 1994, during your proposed trip to Berlin. The John F. Kennedy School upholds many of the ideals for which President Kennedy stood. Given your particular background as well as Kennedy's influence on your political career, we cannot think of a more meaningful opportunity for you to address our fellow students, especially at the height of American military withdrawal from Berlin. Your presence at graduation would not only serve to motivate the students and staff at this school, but, in light of the Kennedy School's world-wide renown, offer a platform to communicate the values on education and democratic principles of freedom for which the Clinton administration stands.

From the historical perspective as well as in consideration of the present political situation, our request for you, Mr. President, to speak at our graduation is based on the following points.

1. It is appropriate to recall the resolve of the citizens of Berlin who, in the heat of the cold war, founded (1960) this German-American Community School as a "living memorial" to the strong friendship between the two nations. In 1964, the city of Berlin changed the name to the "John F. Kennedy School," commemorating the ideals for which the name John F. Kennedy still stands today.

2. Especially now, at a time when the U.S. military troops are departing Berlin, there is a need to remind and reassure the "Berliners" that the American commitment to Germany and Europe as well as to the principals of democracy remain strong. Berlin should continue to serve as a symbol of these democratic principles which it has upheld over the past forty years.

3. The Kennedy School offers an appropriate forum for you, Mr. President, to reconfirm a commitment to education, young people, international

COPY

understanding and cooperation as well as to stress the vital importance of maintaining high educational standards in order to meet present and future challenges facing society, both domestically and in the international community.

4. With the withdrawl of U.S. troops, the Kennedy School (District of Zehlendorf) as the officially recognized U.S. Embassy School in Berlin constitutes the largest employer of American citizens in this city. The Kennedy School now is being called upon not only to maintain its internationally recognized tradition of bi-cultural, bi-lingual and bi-national education but also to take the initiative and opportunity to build an expanded German-American community center which meets the academic, cultural and recreational needs of the students and parents it serves.

We therefore would ask and urge you to seriously consider the request to be our honored guest speaker at graduation exercises in July 1994. We would love to welcome you to the Kennedy School, not only as a person and respected leader, but as a member of "our community" which extends far beyond the borders of Berlin.

Thank you for considering our invitation. We look forward to your reply.

Sincerely,

Ernestine D. Holmes
German Class President
Grade 12

Bradley C. Moore
American Class President
Grade 12

Encl.:
John F. Kennedy School, Fact Sheet 1994

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E.O. 12356: N/A
TAGS: OPRC, OVIP, ASCH, GM (CLINTON, WILLIAM J.)
SUBJECT: PRESIDENT'S LETTER TO JFK SCHOOL GRADUATING CLASS

REF: MARCH 16 LETTER TO THE PRESIDENT (FORWARDED BY EMBOFFICE BERLIN)

1. THE PRESIDENT'S FULL SCHEDULE IN BERLIN UNFORTUNATELY PRECLUDES HIM FROM SPEAKING AT THE JFK SCHULE'S GRADUATION CEREMONY IN JULY. EMBOFFICE IS REQUESTED TO DELIVER THE FOLLOWING RESPONSE TO THE STUDENTS' INVITATION, WHICH MIGHT IF THEY WISH BE READ AT THE CEREMONY. THERE WILL BE NO/NO SIGNED ORIGINAL.

2. BEGIN TEXT:

DEAR PRESIDENTS HOLMES AND MOORE, AND ALL MEMBERS OF THE JFK SCHULE CLASS OF '94:

I AM HONORED BY THE INVITATION TO PARTICIPATE IN YOUR GRADUATION CEREMONY. I KNOW HOW IMPORTANT THIS MILESTONE IS TO YOU, YOUR FAMILIES AND FRIENDS AND REGRET THAT A FULL SCHEDULE DURING MY ONE-DAY VISIT TO BERLIN DOES NOT PERMIT ME TO CONGRATULATE YOU IN PERSON.

AS STUDENTS AT THE JOHN F. KENNEDY SCHULE, YOU KNOW WELL THAT AMERICA'S RELATIONSHIP WITH THE CITY OF BERLIN IS ROOTED IN A COMMON COMMITMENT TO PROTECT AND NURTURE DEMOCRACY. YOU MAY ALSO SENSE THAT WE ARE ENTERING AN EXCITING ERA OF ENRICHING THAT RELATIONSHIP, AS THE UNITED STATES AND EUROPE EMBRACE NEW CHALLENGES AND OPPORTUNITIES. I HOPE THAT AS "BERLINERS" IN THE MANNER COINED BY PRESIDENT KENNEDY, YOU SHARE MY OPTIMISM AND APPRECIATE YOUR OWN ROLE IN DEEPENING THE BONDS OF U.S.-GERMAN FRIENDSHIP.

School and Community

A. Community

A. 1. The John F. Kennedy School was originally founded in 1960 under the name of the German-American Community School as a symbol of the close ties between the American people and the people of free Berlin. In 1963 the school was renamed to honor the memory of President John F. Kennedy. In 1964 the Berlin Parliament enacted a law which enables the school to design its own educational policy consistent with the needs of the diverse student population while conforming to the established educational standards of the United States and Germany. Under this law, the school is governed by an Educational Directorate made up of three representatives of the German government, plus two American and two German parents who are elected annually by the parent class representatives in the Parents' Council. The Educational Directorate designs and decides the educational policy of the school.

After a long construction and renovation program worth about $63 million, there are new buildings for the sciences, the high school library and administration, for the fine and performing arts, a gymnasium, and a sports field. The older, now renovated buildings house the elementary school (including kindergarten), an assembly hall/cafeteria, elementary administration and guidance offices, and a second gymnasium. The high school includes grades 7-13 and serves approximately 625 students with a professional staff of 85. This evaluation report is limited to the educational program at the high school.

A. 2. The high school consists of approximately 35% American, 58% German, and 7% International students, 45% of the teachers being

American and 55% German, with instruction offered in both languages, depending on class composition and teacher fluency. Where practical, American and German students are taught together in the same classes. Bilingualism is, therefore, a major goal of the school. As a result of the unification of Germany and the subsequent withdrawal of the American military from Berlin, there will be changes in the composition of the student population. However, we do not anticipate fundamental changes to the goals and structure of the school.

Parents send their children to the John F. Kennedy School primarily because of the appeal of a bilingual and bicultural education. A student attends the school so that he or she may have an intensive exposure to the language and traditions of the partner culture. Students with no knowledge of German initially receive intensive instruction in a beginners' course, and continue through three additional levels of study. Non-German newcomers have instruction in English (other than language learning); later, according to their proficiency, also in German. Students of German nationality who entered the school in kindergarten are able to follow instruction in English. German newcomers must meet requirements in English on the applicable grade level. There is a high demand for admission of German students into grades 11 and 12, and, after the fall of the wall, an influx of students from the Eastern districts of Berlin and Brandenburg. These students usually have spent a year in a high school in the U.S. Presently, there is a growing number of applicants from nationalities other than American or German. We also have a small group of German students who have lived in the United States for a significant length of time. Since many of these students are culturally and linguistically American and may

not succeed in a monolingual German school, the school meets their particular needs.

A. 3. The school gets a great deal of support from the parents. They are very much involved in the activities of the school. These volunteers organize, for example, Halloween activities, Sports activities, a flea market, library assistance, etc. Parents also support a number of projects on a regular basis:

A parent's newspaper is issued monthly by a group of parents. The newsletter informs all students and parents about excursions, cultural events, sports, daily menus, and serves as a mouthpiece for parent/student/faculty concerns and opinions about current topics. The newspaper is financed by the Verein.

The Verein (Organization of Parents and Friends of the John F. Kennedy School) provides financial support to the school where other funds are not available. Areas of support include class trips, art supplies, teaching materials, and numerous activities. The Verein is financed solely through contributions from the parents.

The JFK Friendship Center gives students and parents the opportunity to participate in additional bicultural events (language instruction, sports, lectures, picnics). These activities are open to anyone in the community who may be interested in American/German friendship.

The Parent Representatives'/Parents' Council functions according to the Berlin School Law: At the beginning of each school year, the homeroom teacher calls a parent meeting. At this meeting two parent representatives (if possible, with alternates)--one representing the American perspective, one the German perspective--are elected. The duties of the parent representatives include working

with the homeroom teacher to organize and chair class parent meetings (including student representatives) at least three times per year (more often if parents, the teacher, or the school principal desire), to cooperate with the homeroom teacher and represent the interests of the parents and the pupils, and to attend the monthly parent council meetings. The Parents' Council deals with all problems brought to its attention by the parent representatives. It also sends representatives to different school committees.

A. 4. The John F. Kennedy School, currently enrolling over 1,300 students, was founded by the city of Berlin as a part of the public school system and receives its funding from the city of Berlin. In addition, it receives a token grant from the U.S. Department of State/Division of Overseas Schools and some limited resources from the dues paid by parents (Parents and Friends of the John F. Kennedy Society). The district of Zehlendorf in southwest Berlin, in which the school is located, is responsible for the operation of the school.

B. School

B. 1. The high school fosters integration of the German and American cultures through the sponsorship of an active and diverse student activities program which complements the academic program. The goals of mutual understanding and respect for both cultures are clearly delineated in the school's philosophy and objectives. Despite some difficulties resulting from differences between both educational systems/concepts and the transient nature of a part of the American and international student population, academic integration is attempted as much as possible and as long as sound educational practice is not sacrificed in the process.

Traditionally, American students have come from families associated with the military, the U.S. government or with companies based in former West Berlin. German unification and the withdrawal of the U.S. forces from Berlin will mean changes in the composition of the American student population; these students will come from families who live in Berlin for commercial, cultural, or diplomatic reasons. With the move of the American Embassy from Bonn to Berlin the school again anticipates a higher number of American families associated with the government. As a general condition, applicants must demonstrate sufficient academic ability to succeed in the college preparatory program since it places special demands on American students because of the bilingual, bicultural educational setting.

B. 2. German students are enrolled by a lottery system at the kindergarten level and normally remain until graduation or successful completion of the German Abitur examination. It is apparent that the more able German students are being served by the school since instruction is to a large extent in English and geared to meet Abitur requirements.

Students of nationalities other than German or American currently must demonstrate proficiency in English as an admission requirement. The admission of students who do not have mother-tongue capability in English is currently being discussed.

The school offers two leaving certificates. Those students following a program corresponding to one in American high schools receive a high school diploma at the end of the 12th grade upon completion of graduation requirements. Furthermore, nearly all German and some of the American students remain through grade 13 for the Abitur, the German leaving certificate, which is essential for

admission to German universities. This group of students receives both leaving certificates. In addition, the school offers courses that prepare Abitur and Diploma students to challenge Advanced Placement examinations.

B. 3. The John F. Kennedy School has a number of publications which are distributed to various interested persons. These materials include a brochure which describes the school and its programs, a student handbook, a teacher handbook, a course description booklet, and a Fact sheet which is given to new and/or prospective teachers. In addition, the school Librarian maintains a press clipping file.

"...I look forward
to a world
which will be safe
not only for democracy
and diversity
but also
for personal distinction."

John F. Kennedy
Amherst College
October 26, 1963

Philosophy Statement

The John F. Kennedy School is a bilingual, bicultural German-American tuition-free public school. It offers an integrated elementary and high school program that combines the strengths of both the German and American educational traditions. Acknowledging and appreciating cultural diversity, it serves German and English speaking students of all nations for the purpose of developing international understanding. The languages of instruction, German and English, are equally respected. Within this framework the educational program incorporates the essentials of the German and American school curricula.

The Kennedy School, founded in 1960, continues to pioneer a curriculum which responds to and reflects a changing community and world. In keeping with this spirit, the faculty, staff and administration constantly search for new ways to challenge each student intellectually, emotionally and socially.

Upholding high academic standards of both educational systems, the Kennedy School gives students an opportunity to learn through different modes and strategies. Promoting learning as a continuous lifetime process, the balanced curriculum supports student growth in all areas, including the fine and performing arts, humanities, languages, sciences, mathematics and sport.

In guiding students to understand themselves and the world around them, the Kennedy School fosters independent inquiry, critical thinking, open-mindedness and service to others. The curriculum and learning strategies encourage the development of responsible, democratic citizens. At all times the dignity of the individual student and teacher is paramount.

The John F. Kennedy School by its very nature strives to embody the finest spirit of international cooperation. Learning to better understand one's self and one's culture through bilingual education and interaction with other cultures is a key to tolerance and respect for others, a vital prerequisite for peace and understanding in the world.

The Philosophy Committee

GOALS OF THE JOHN-F.-KENNEDY SCHOOL

LANGUAGE FLUENCY

1. The school will provide students with the opportunity to master the English or German language.

2. The school will provide students with the opportunity to become bi-lingual in German and English.

CULTURAL DIVERSITY

3. The school will help students be aware of and identify with their own culture.

4. The school will expect students to demonstrate an understanding of both American and German cultures.

5. The school will offer a curriculum and program of extra-curricular activities which encourage the integration of both cultures.

6. The school will encourage interaction between itself and the community.

7. The school will provide students with opportunities to develop tolerance for cultural diversity and respect for all nationalities and cultures.

MASTERY OF BASIC SKILLS

8. The school will stress both oral and written skills in the classroom as well as the acquisition of disciplined and systematic study skills.

9. The school will expect students to master the subject matter at their respective grade level.

10. The school will encourage independent learning through projects and/or research.

11. The school will offer programs that will enable students to develop creative ideas and the skills necessary to express them.

12. The school will foster the development of critical thinking to enhance the student's ability to identify, understand and solve problems.

FOUNDATIONS OF SOCIAL RESPONSIBILITY

13. The school will promote a respect for the personal rights and property of others.

14. The school will encourage non-violent conflict resolution.

15. The school will help students learn strategies to solve problems and reach decisions based on principles of democratic thinking in a pluralistic society.

16. The school will strive to keep students abreast of the world situation and the latest developments in knowledge and research.

17. The school will encourage students to develop the skills and values related to living in a technological society.

18. The school will help students develop an appreciation for and commitment to the preservation of the environment.

LEAVING CERTIFICATES

19. The school will offer all students the opportunity to achieve the American High School Diploma and/or the German Abitur in preparation for university admission.

CONTINUAL DEVELOPMENT

21. The school will encourage everyone involved to contribute ideas and energy for its continual development.

The Philosophy Committee
21 April 1994

A BRIEF HISTORY OF THE JFKS PHILOSOPHY AND GOALS: 1985 to PRESENT

A formal school philosophy was developed as part of the high school's first NEASC Evaluation in 1985. This philosophy became the cornerstone of the school's growth and development up to November 1989 when the Berlin Wall suddenly--and unexpectedly--came down.

A series of rapidly occurring events immediately thereafter, including the currency union of 1 July 1990, the Four-Plus-Two Agreement, and the German Unification of 3 October 1990, signaled that a radically changed Berlin--politically, economically, and culturally--would be developing in the immediate future.

It was noted that the withdrawal of the Allied Forces from Berlin, and specifically the American Forces from Berlin, would greatly change the demographic, political, and economic assumptions upon which the school was founded. Furthermore, the question of whether or not Berlin would become the German capital and the time scenario for implementation of such a decision were seen as very important considerations affecting the school and its future.

The faculty, therefore, voted to allocate the Annual Workshop Days for the academic year 1992-1993 to the issue of "the future of the John F. Kennedy School."

In preparation for this workshop, an ad hoc committee of faculty members from both the elementary school and the high school spent long and numerous hours reviewing the school's 1985 philosophy in light of the prospective changes that were anticipated as a result of the Wende. This was an exhaustive task which began not with a review of the original philosophy per se but rather with the articulation of fundamental beliefs we shared concerning education, generally, and our school, specifically.

The rationale for beginning a three-day workshop on the future of the Kennedy School with a formal review and discussion of the school's philosophy was predicated upon the assumption that a school philosophy should serve as a clear statement of purpose for the school and as a guide to its continued development. Without a discussion of philosophy, there could be no meaningful discussion regarding the future of the school.

The Ad Hoc Committee made a formal presentation to the faculty regarding its deliberations. Out of the workshop discussions came four central concepts:

1. The school should continue to be a bicultural, bilingual German-American School.

2. Bicultural education is the first step toward multicultural education.

3. A bilingual, bicultural school is defined by its languages, program of studies, nationality and cultural background of its staff as well as by the cultural background of the children it serves. An increase in the percentage of international children would change the climate of the school but would not threaten the concept of a bilingual, bicultural German-American School.

4. The school's philosophy that appeared in the 1985 NEASC Evaluation was primarily written for the high school. A rewrite of the philosophy is necessary to reflect a school-wide philosophy that incorporates both the elementary and the high school.

It is important to note that the Parent Council, made up of representatives from each class in the school, was invited to and participated in all workshop sessions and discussions.

In the spring of 1993 many members of the original Ad Hoc Philosophy Committee volunteered, along with some new members, to serve on the NEASC Philosophy Committee. Care was given to balance German/American, male/female, high school/elementary school, and long-term faculty/new faculty representation, as well as teacher and administration input. The committee immediately began its work based upon the results of the 1992-93 Workshop and proceeded, over months of discussion augmented by further faculty and parent input at the 1993-94 Workshop, to develop the present Philosophy and Goals.

The School Philosophy was approved by the entire school's faculty at a Gesamtkonferenz on 26 January 1994 as were the Goals in a similar Gesamtkonferenz on 18 May 1994. There is parent representation at all Gesamtkonferenzen.

The JFKS Philosophy and Goals were approved by the Educational Directorate on _____.

Principal Strengths

The principal strengths of the Kennedy School Philosophy and Goals include the following:

1. The broad representation on the Philosophy Committee and its commitment and seriousness of purpose in compiling and producing the Philosophy and Goals for approval by the faculty and Educational Directorate.

2. The wide-spread acceptance and understanding of the school's philosophy and its role in defining the mission of our school.

3. The fact that our philosophy is being actively implemented at all levels of our program and serves as an ever-present operational guide and measure of self-evaluation.

Principal Factors in Need of Strengthening

Berlin is in the middle of significant political, economic, and cultural changes. These factors will greatly determine the type of student the John F. Kennedy School will serve in the future. It is important that the school actively monitor these changes in order to be able to judge whether or not the current Philosophy and Goals are realistic and effectively serve that prospective student.

As a result of such monitoring, the school has already instituted a limited EFL program for 1994-95 to serve Berlin's increasing number of international students. This program may very well need to be expanded in response to further demographic developments.

Plans and Proposals for Improvement

1. The entire school (grades K-13) has traditionally held a three-day workshop each year for the purpose of critical self-analysis in light of its philosophy and goals. This process has been invaluable in the past and should be continued.

2. During the in-service sessions for all faculty and staff at the start of each school year, the Philosophy and Goals should be discussed and understood anew.

3. The Philosophy and Goals, which in the past have officially been published only in English, should hereafter be issued in German and English.

4. With the departure of the U. S. military from Berlin and the elimination of DoDDS schools as an enrollment option for English-speaking students, the Kennedy School must respond to the needs of weaker English-speaking students desiring an education in Berlin. Consequently, support programs must be created to give additional help to weaker students school-wide. Only in this way will the school be able to serve the community while maintaining its high standards of academic excellence.

5. The school has taken steps to become a German-American Community Center for Berlin, thereby assuming many functions previously handled by the U. S. military and its support structures. For example, a program of after-school supervision, expanded library services serving all Berlin as well as community sport activities are already being implemented. In order to effectively respond to community needs in the years ahead, such functions will, of course, require additional funding not normally available to a public school.

FROM +49 30 8073377

J.F.K. ACHIEVEMENTS - (STUDENT) 1993-94

ECIS Award: (European Council of International Schools)	Susanne Lennert
Xerox Award: (outstanding 11th grade student)	Gebhardt, Jennifer (11th grade)
National Honor Society:	Burgess, Shannon Lennert, Susanne Panzerbieter, Thilo Willms, Diane
ECIS Honor Choir: (European Council of International Schools)	Sterk, Alex Bös, Tobias Tye, Thomas Keeding, Nicole (12th grade) 13 students selected (one 12 grader)
ECIS Honors Orchestra: (European Council of International Schools)	Grade 12: Bohn, Moana Decke, Anja Rüdiger, Stefan Wilutzky, Roland Grade 11: Berle, Dana Jaweed, Samina Linde, Elena Strecker, Ruth
Northwestern University Music Award Program:	4 students from grades 10-12 selected to attend
Advanced Placement Tests:	1994: 35 students, 52 Exams 1993: 21 students, 34 Exams
National Merit Finalist:	Day, Lars
Science Fair: ("Jugend forscht")	Corts, Alexander (11th grade) Willms, Diane (12th grade)
Hugh O'Brian Youth Award: (HOBY)	Kolb, Jennifer

MUN Regional Conference (Model United Nations)	JFK initiated, implemented and hosted Berlin MUN Regional Conference. December 1992 and December 1993. Total of160 students were involved, including 41 of JFK students .
Activities:	62% of 7-13 grade students involved in 57 extracurricular activities in JFK High School
Student Council:	The Service Project was to support two African children.
The One World Group:	JFK students socialize with children in refugee centers in Berlin.

Educational Program

1.	American High School Diploma only	=	17
2.	American High School Diploma and Abitur (Grade 13)	=	74

Class 1994 American High School Diploma

Total #	=	91
Male	=	40
Female	=	51
Nationality:		
German	=	65
U.S.A.	=	18
3rd Nation	=	8
Mother Tongue German	=	68
Mother Tongue English	=	21
Mother Tongue 3rd National	=	2
Total	=	91
Non-Graduate	=	14
Non-Participants	=	8
Total Participating	=	69

ALUMS

CONTE

[redacted], Michael(he changed his name; former name: Ashod Ermekjian)
Class of 1971 Film Director in the U.S.

[redacted], Fred
Class of 1971 Prof. of Economics in the U.S. He is American.

[redacted]

Kemert, Christian
Class of 1976 He has his Dr. in History and was `ghost-writer`for at least two Berlin mayors. He does the same in Bonn now. He is German.

Moegelin, Alexander
Class of 1979 He has his Dr. in Dental Surgery- there are only a few in Berlin who are experts in this field. He is German.

Asmis, Reto
Class of 1980 He has his Dr. in Chemistry and teaches at a University in California. He is Swiss and German.

Hagen, Elisabeth
Class of 1983 I inluded her, because she exemplifies the uniqueness of JFKS since she is a `product`of the school and returned to work there and bring her background into her teaching. She is German, American and Canadian(place of birth).

Blacher, Kolja He is first violinist at the Berlin Philharmonics now. His father was a well-known Ber compos
Class of 1981, but he didn't finish school, since he was accepted at Julliard Music School in N.Y.

Dear Mr. Hanna,

Due to the lack of time and the fact that only a few Alumni give us details about their jobs, I can only offer you the above list. I hope that it will be of use. Greetings, Jh-C. Hage

Withdrawal/Redaction Marker
Clinton Library

DOCUMENT NO. AND TYPE	SUBJECT/TITLE	DATE	RESTRICTION
001. paper	Phone No. (Partial) (1 page)	ca. 1994	P6/b(6)

COLLECTION:
Clinton Presidential Records
First Lady's Office
Speechwriting
OA/Box Number: 8168

FOLDER TITLE:
HRC [Hillary Rodham Clinton] JFK High School Berlin 7/12/94

2012-1004-S
ms509

RESTRICTION CODES

Presidential Records Act - [44 U.S.C. 2204(a)]

P1 National Security Classified Information [(a)(1) of the PRA]
P2 Relating to the appointment to Federal office [(a)(2) of the PRA]
P3 Release would violate a Federal statute [(a)(3) of the PRA]
P4 Release would disclose trade secrets or confidential commercial or financial information [(a)(4) of the PRA]
P5 Release would disclose confidential advice between the President and his advisors, or between such advisors [a)(5) of the PRA]
P6 Release would constitute a clearly unwarranted invasion of personal privacy [(a)(6) of the PRA]

C. Closed in accordance with restrictions contained in donor's deed of gift.
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RR. Document will be reviewed upon request.

Freedom of Information Act - [5 U.S.C. 552(b)]

b(1) National security classified information [(b)(1) of the FOIA]
b(2) Release would disclose internal personnel rules and practices of an agency [(b)(2) of the FOIA]
b(3) Release would violate a Federal statute [(b)(3) of the FOIA]
b(4) Release would disclose trade secrets or confidential or financial information [(b)(4) of the FOIA]
b(6) Release would constitute a clearly unwarranted invasion of personal privacy [(b)(6) of the FOIA]
b(7) Release would disclose information compiled for law enforcement purposes [(b)(7) of the FOIA]
b(8) Release would disclose information concerning the regulation of financial institutions [(b)(8) of the FOIA]
b(9) Release would disclose geological or geophysical information concerning wells [(b)(9) of the FOIA]

JOHN-F.-KENNEDY-SCHULE
GERMAN-AMERICAN COMMUNITY SCHOOL

Teltower Damm 87-93
14167 Berlin
Federal Republic of Germany
Tel (49-30) 807-2701
FAX: (49-30) 807-3377

[001]

FACT SHEET - 1994

The John F. Kennedy School, founded in 1960, is a bilingual, bicultural, German-American, college preparatory public school with approximately 1300 students in Kindergarten through Grade 13. Students of both nationalities are taught together in the same classroom with the goal of developing respect, tolerance and understanding for each other and for the partner culture. The school year consists of two semesters normally extending from mid-August to mid-June.

Organization: Unlike an international school, the Kennedy School is a German public school organized under the auspices of the Berlin Senat. The school district of Zehlendorf is responsible for the overall operation of the school. A ten-member Educational Directorate, comprised of representatives from the U.S. State Department, the Berlin government, and the parent body, works with the school administration in shaping policy.

206

P6/b(6)

Academic Program: The curriculum combines features of both the American and German educational systems. Instruction is in German and English, with English being emphasized. American students learn German in formal, daily lessons beginning in the third grade. The program at all levels is designed to accommodate American children who have little or no knowledge of the German language. Classes in remedial reading and math are available in the elementary school. As the Kennedy School emphasizes academic excellence, there is a probationary period following acceptance for all students, one year for elementary pupils and six months for students in grades seven and above. The secondary school (grades 7-13), accredited by the New England Association of Schools and Colleges, offers students the possibility to attain the American High School Diploma and/or the German Abitur. Newly accepted American students receive instruction in English in all subjects except for the German language classes. As their proficiency in German increases, they participate in classes where the medium of instruction is predominantly German. French, Latin and Spanish are also taught as foreign languages. Religious instruction is offered on an optional basis.

D. Bradley
617-729-6762

Numerous extra curricular activities are available for both elementary and high school students. Musical performances and drama productions are particularly strong features of the school's program. Students may also become involved in various individual and team sports, in student government, and in yearbook, literary or newspaper publications. For older students, class trips are scheduled to the United States, England, France, Austria and within Germany, depending on the particular grade level, thus fostering German-American integration among students.

729-
09/24(f)

Faculty: There are 120 full-time and 27 part-time faculty members in the 1993-94 school year, including 62 U.S.citizens, 82 host country nationals, and 3 persons of other nationalities.

Enrollment: Enrollment at the opening of the 1993-94 school year was 1342 (K-6, 714 and 7-13, 628). Of the total, 466 were U.S. citizens, 783 were host country nationals and 93 were of other nationalities. Of the U.S. enrollment, 174 were dependents of U.S. Government direct-hire or contract employees, and 292 were dependents of other private U.S. citizens, including U.S. business and foundation employees.

Facilities: Located in Zehlendorf, a southwestern, wooded residential area of Berlin, the school's six buildings house an integrated elementary and high school. With the opening of four new buildings, the school now has 135 classrooms, nine science labs, two library-media centers, three computer labs, modern sport facilities, a fine arts and drama annex and a cafeteria.

Finances: The German Government makes it possible for a student to attend the school tuition-free.

Admission: Since JFKS is an academically oriented school, admission is based on past school records and, where necessary, on testing. Qualified American applicants are admitted on a first come, first served basis, with certain priority exceptions. It is therefore crucial that student applications be submitted as early as possible, prior to arriving in Berlin, as there are only a limited number of places at each grade level.

Application forms and further information can be obtained by contacting the school.

JOHN-F.-KENNEDY-SCHULE

DEUTSCH-AMERIKANISCHE GEMEINSCHAFTSSCHULE

GERMAN-AMERICAN COMMUNITY SCHOOL

TELTOWER DAMM 87-93
14167 BERLIN, GERMANY
TEL: (49-30) 807-2701/2711
FAX: (49-30) 807-3377

FAX COVER SHEET

TO: **Name:** Office of the First Lady Attn. Liz Boyer

Location: Washington, D.C.

Telephone Number: 202-456-2131

Fax Number: 001-202-456-2239

Date: June 29, 1994

FROM: Charles C. (Chris) HANNA, Managing Principal

RE / BETR.: Visit by The First Lady to the Kennedy School

As a follow-up to our discussion regarding the school's official FACT SHEET-1994, I am sending you the following:

Philosophy Statement (1 page)

Goals of the Kennedy School (2 pages)

Further Reflections: The Kennedy School Today (1 page)

Nationalities of Graduates - Class of 1994 (1 page)

Enrollment Statistics as of Aug. 8, 1993 (1 page)

This additional background information regarding the Kennedy School is offered as further input in preparation for the First Lady's visit. Let me know if I can be of further help. Sincerely

C Hanna

Total Number of Pages being sent, including cover sheet 7

NOTE: IF YOU DO NOT RECEIVE THE TOTAL NUMBER OF PAGES INDICATED, PLEASE CALL THE SENDING INDIVIDUAL LISTED ABOVE.

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Amherst College
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The Philosophy Committee
13 January 1994
26 January 1994

GOALS OF THE JOHN F. KENNEDY SCHOOL

LANGUAGE FLUENCY

1. The school will provide students with the opportunity to master the English or German language.
2. The school will provide students with the opportunity to become bi-lingual in German and English.

CULTURAL DIVERSITY

3. The school will help students be aware of and identify with their own culture.
4. The school will expect students to demonstrate an understanding of both American and German cultures.
5. The school will offer a curriculum and program of extra-curricular activities which encourage the integration of both cultures.
6. The school will encourage interaction between itself and the community.
7. The school will provide students with opportunities to develop tolerance for cultural diversity and respect for all nationalities and cultures.

MASTERY OF BASIC SKILLS

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LEAVING CERTIFICATES

19. The school will offer all students the opportunity to achieve the American High School Diploma and/or the German Abitur in preparation for university admission

CONTINUAL DEVELOPMENT

20. The school will encourage everyone involved to contribute ideas and energy for its continual development.

The Philosophy Committee
18 May 1994

Further Reflections - The Kennedy School Today

Originally founded as a bilingual, binational and bicultural German-American school whose historical roots lie in the aftermath of WW II and the Berlin Airlift, the school continues to apply the basic principles of cooperation and international understanding as its program evolves toward multicultural education, serving English and German speaking students of many nationalities in an effort to meet the needs of a changing Berlin community. The Kennedy School, a German public school, is the officially recognized U. S. Government school in Berlin.

The Kennedy School's educational program and physical facilities are an outstanding example of what can be accomplished when individuals and governments, German and American, work cooperatively towards a common goal. The School District of Zehlendorf and the Berlin Senat deserve high praise for their loyal support and commitment over these past thirty-four years to the principles on which the school was founded.

During this period of transition, as our American military community departs from Berlin and in light of the eventual move of the U. S. Embassy in Bonn to this city, there must not be a break in the support from the American side to the Kennedy School. The Cold War is over, the troops are going home, but the values and beliefs in democratic education will not only continue at this school but should remain as a legacy of the American commitment to the City of Berlin in the years ahead.

Graduates 1994

German	=	53
U.S.	=	15
3rd Nationals	=	8
3rd Nationals	=	

1 Brasilien

2 Canadian

1 Indian

2 Iran

1 Nigerian

1 Serbian

Please note: The statistics (above) of the 1994 graduating class do NOT reflect the overall school statistics based on total student enrollment.

See following page.

John-F.-Kennedy-Schule
- Schulleitung -

27.6.1993

Overall Enrollment Statistics: Grades K-13

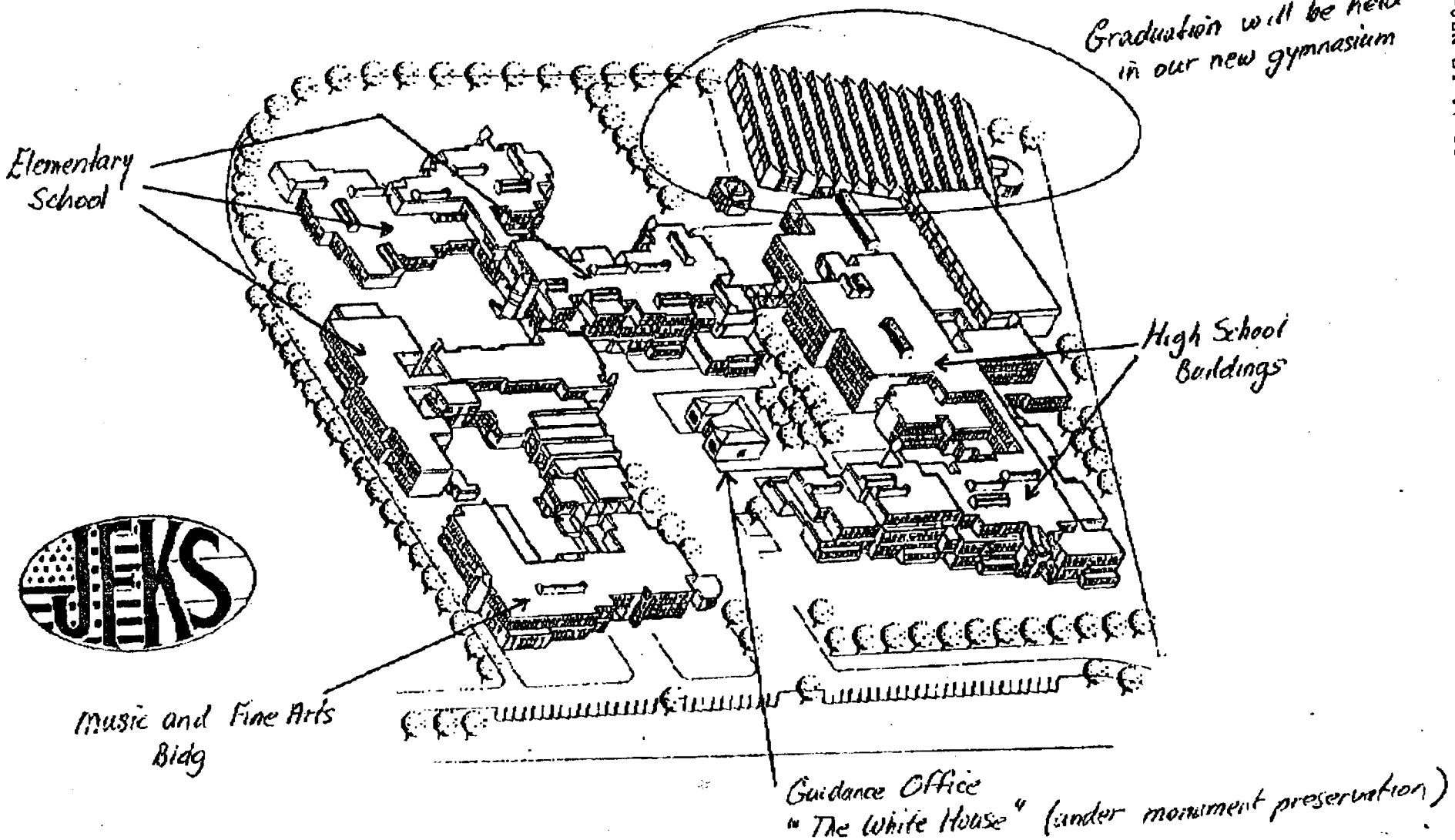
Stand der Schülerzahlen für die Klassen V - 13
vom 1.9.1993

	Klassenstufe	American Amerikaner	(davon Offizielle)	German Deutsche	International Drittstaatler	Summe
Kindergarten	0	42	(19)	52	0	94
	1	39	(22)	59	8	106
	2	43	(17)	63	2	108
	3	49	(21)	52	3	104
	4	43	(20)	55	3	101
	5	48	(21)	58	3	109
	6	40	(15)	55	2	97
	V-6:	304	(135)	394	21	719
	7	40	(12)	51	17	108
	8	24	(10)	52	10	86
	9	33	(17)	51	11	95
	10	28	(10)	50	14	92
	11	34	(8)	69	14	117
	12	26	(5)	64	9	99
	13	12	(0)	50	3	65
	7-13:	197	(62)	387	78	662
	V-13:	501	(197)	781	99	1381

501/1381 ↓ 36% American

781/1381 ↓ 57% German

99/1381 ↓ 7% International



JOHN-F.-KENNEDY-SCHULE

DEUTSCH-AMERIKANISCHE GEMEINSCHAFTSSCHULE

GERMAN-AMERICAN COMMUNITY SCHOOL

08/27/94 19:01 ☎49 228332939 AMEMB DONN ECON 003
27-JUN-94 17:23 FROM:US EMB OFFICE BERLIN

3RD STORY of Level 1 printed in FULL format.

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November 19, 1993, Friday, BC cycle

LENGTH: 866 words

HEADLINE: KENNEDY STILL REVERED IN EUROPE FOR BERLIN SPEECH

BYLINE: By Erik Kirschbaum

DATELINE: BERLIN

BODY:

It was a short speech in English to a German audience shaken by the Cold War and the ominous Berlin Wall the communists had built around their city.

But by the time John Kennedy had finished his 10-minute address, concluding with four words in broken German, it had become a speech for the age.

"All free men, wherever they may live, are citizens of Berlin," Kennedy said in June 1963 on a balcony outside West Berlin's city hall. "And therefore, as a free man, I take pride in the words "Ich bin ein Berliner' (I am a Berliner)."

Kennedy's words, affirming America's support for the city trapped precariously in the middle of communist Eastern Europe, earned him undying admiration throughout Western Europe.

Three decades after he was assassinated in Dallas, Kennedy remains a revered figure in Europe, unlike in the United States where his reputation has been tarnished by allegations of infidelity, ties to organized crime and increasingly critical examination of his record.

Europe remembers Kennedy as the charismatic man who stood up to the Soviet Union. His eight-hour visit to West Berlin was a big morale boost for the city, isolated deep in East German territory and surrounded by the heavily guarded wall.

"His words that day absolutely electrified the crowd," said Juergen Engert, editor of Sender Freies Berlin television who covered the speech as a young reporter. "There was just this unbelievable emotion."

Engert said Kennedy remained extraordinarily popular in Germany, and especially Berlin, because of his charisma, his youthful energy and his support for the city.

"He not only represented a world power, he also stirred a special feeling in people here," he said. "It was a magnetism that was hard to escape from."

Guenter Matthes, then a reporter for the Tagesspiegel newspaper, said it was impossible to be an impartial journalist after hearing the speech.

"It was the most incredible experience," he said. "The crowd was in an absolute frenzy."

Despite his somewhat diminished standing in the United States, Kennedy remains a towering figure in western Europe.

In particular on the continent- where people seem to have little interest in what leaders do in private- most consider the reports of Kennedy's infidelity irrelevant.

"The seamy undersides of his life coming out in America haven't hurt Kennedy's image in Europe at all, and I would even go so far as to say they've improved his image," said Raimund Lammersdorf, a historian at the John F. Kennedy institute at Berlin's Free University.

"For Europeans, all the stories have made him appear more human, more realistic," he said. "I'd venture to say that there are a lot of people here who even admire him for having so many women."

Unlike in the United States, where Kennedy's name was removed from places such as Cape Canaveral, Kennedy avenues, squares, boulevards and schools can be found in cities across the continent.

In western Germany, streets and bridges in almost every city of any size are named after him. One of Berlin's most important squares is called John F. Kennedy Platz.

In Paris, the "Quai Kennedy" is a prestigious address on the Seine, and there are few French cities or towns which do not now have a John Kennedy street or boulevard.

"John Kennnedy inspires dreams in 1993 just as he did 30 years ago," French historian Andre Caspi wrote in a special 16-page section in this week's Le Point magazine.

Recalling the day Kennedy was killed- November 22, 1963--the Sunday newspaper Le Journal du Dimanche last week printed comments from a dozen prominent Frenchmen.

"I was walking on the Boulevard Saint-Michel when I saw a woman in tears crying out "Kennedy's been assassinated, Kennedy's been assassinated'," said writer Yves Berger. "One by one, people passing by gathered around, totally depressed and dumbstruck."

In Ireland, pictures of Kennedy are still found in homes, shops and post offices thoughout rural parts of the country.

The John F. Kennedy Arboretum, a memorial park near the Kennedy ancestral home in Dunganstown, receives an average 88,000 visitors annually.

"I know there is bad press, but people look on the good points," said the park's director Christopher Kelly, affirming that no one in Ireland seemed to be very bothered by the posthumous revelations.

In Berlin, anyone speaking German with an American accent often receives special treatment, and conversations invariably end up recalling Kennedy's speech. Several Berlin radio stations have disc jockeys with American accents.

"The Kennedy mystique is still very much alive here," said Charles Hanna, the principal of Berlin's John F. Kennedy school with its 1,350 German and foreign pupils.

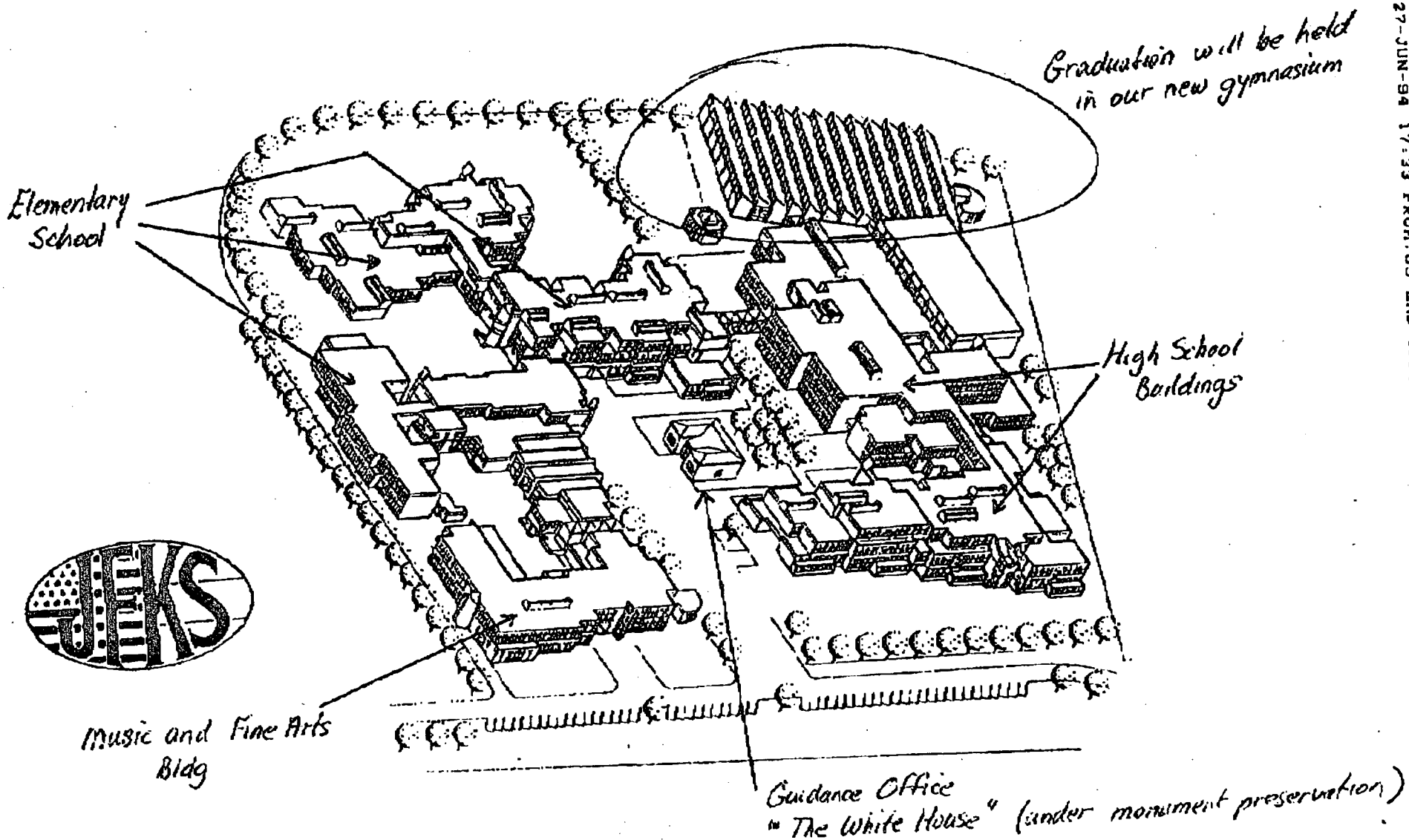
"He embodied the idea that America could deal with the Russian problem," Hanna added. "And they love him because he didn't leave Germany in a bad situation at a time of need."

Kennedy's Berlin speech brings a smile to anyone in Berlin asked about it, although often not due to its powerful message.

Ending the speech with the words "Ich bin ein Berliner" in his ungrammatical German rather than the correct "Ich bin Berliner," he was literally telling the crowd he was a doughnut.

LANGUAGE: ENGLISH

LOAD-DATE-MDC: November 20, 1993



JOHN-F.-KENNEDY-SCHULE

DEUTSCH-AMERIKANISCHE GEMEINSCHAFTSSCHULE

GERMAN-AMERICAN COMMUNITY SCHOOL

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JOHN-F.-KENNEDY-SCHULE
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FACT SHEET - 1994

The John F. Kennedy School, founded in 1960, is a bilingual, bicultural, German-American, college preparatory public school with approximately 1300 students in Kindergarten through Grade 13. Students of both nationalities are taught together in the same classroom with the goal of developing respect, tolerance and understanding for each other and for the partner culture. The school year consists of two semesters normally extending from mid-August to mid-June.

Organization: Unlike an international school, the Kennedy School is a German public school organized under the auspices of the Berlin Senat. The school district of Zehlendorf is responsible for the overall operation of the school. A ten-member Educational Directorate, comprised of representatives from the U.S. State Department, the Berlin government, and the parent body, works with the school administration in shaping policy.

Academic Program: The curriculum combines features of both the American and German educational systems. Instruction is in German and English, with English being emphasized. American students learn German in formal, daily lessons beginning in the third grade. The program at all levels is designed to accommodate American children who have little or no knowledge of the German language. Classes in remedial reading and math are available in the elementary school. As the Kennedy School emphasizes academic excellence, there is a probationary period following acceptance for all students, one year for elementary pupils and six months for students in grades seven and above. The secondary school (grades 7-13), accredited by the New England Association of Schools and Colleges, offers students the possibility to attain the American High School Diploma and/or the German Abitur. Newly accepted American students receive instruction in English in all subjects except for the German language classes. As their proficiency in German increases, they participate in classes where the medium of instruction is predominantly German. French, Latin and Spanish are also taught as foreign languages. Religious instruction is offered on an optional basis

Numerous extra curricular activities are available for both elementary and high school students. Musical performances and drama productions are particularly strong features of the school's program. Students may also become involved in various individual and team sports, in student government, and in yearbook, literary or newspaper publications. For older students, class trips are scheduled to the United States, England, France, Austria and within Germany, depending on the particular grade level, thus fostering German-American integration among students.

Faculty: There are 120 full-time and 27 part-time faculty members in the 1993-94 school year, including 62 U.S.citizens, 82 host country nationals, and 3 persons of other nationalities.

Enrollment: Enrollment at the opening of the 1993-94 school year was 1342 (K-6, 714 and 7-13, 628). Of the total, 466 were U.S. citizens, 783 were host country nationals and 93 were of other nationalities. Of the U.S. enrollment, 174 were dependents of U.S. Government direct-hire or contract employees, and 292 were dependents of other private U.S. citizens, including U.S. business and foundation employees.

Facilities: Located in Zehlendorf, a southwestern, wooded residential area of Berlin, the school's six buildings house an integrated elementary and high school. With the opening of four new buildings, the school now has 135 classrooms, nine science labs, two library-media centers, three computer labs, modern sport facilities, a fine arts and drama annex and a cafeteria.

Finances: The German Government makes it possible for a student to attend the school tuition-free.

Admission: Since JFKS is an academically oriented school, admission is based on past school records and, where necessary, on testing. Qualified American applicants are admitted on a first come, first served basis, with certain priority exceptions. It is therefore crucial that student applications be submitted as early as possible, prior to arriving in Berlin, as there are only a limited number of places at each grade level.

Application forms and further information can be obtained by contacting the school.

10TH STORY of Level 1 printed in FULL format.

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June 11, 1994, Saturday, Late Edition - Final

SECTION: Section 1; Page 4; Column 3; Foreign Desk

LENGTH: 937 words

HEADLINE: Berlin Journal;
Coming of Age, Without the Old Ideology

BYLINE: By STEPHEN KINZER, Special to The New York Times

DATELINE: BERLIN, June 10

BODY:

In the old East Germany, no tradition was more widely observed than the Jugendweihe, the atheists' answer to religious confirmation.

More than 95 percent of East German youths went through the ceremony when they reached the age of 14. It symbolized not only the passage from childhood into maturity, but also a commitment to Marxism. The book that each participant received, a history of the workers' and anti-fascist movements in Germany mixed with adoring biographies of Communist leaders, was on almost every East German bookshelf.

When East Germany ceased to exist in 1990, the Jugendweihe, or youth inauguration, was one of many traditions that were expected to fade quickly into oblivion, and seemed to be fading in 1990 and 1991. The Communist Government had used it to enforce ideological conformity, making it difficult for nonparticipants to enter good schools or obtain good jobs, and westerners expected easterners to leave it behind as they embraced their new freedom.

Just the opposite has turned out to be the case. This spring, nearly 80,000 14-year-olds in eastern German states are voluntarily taking part in a redesigned version of the Jugendweihe. In eastern Berlin alone, 10,000 young people have signed up, nearly 50 percent of its 14-year-olds.

These days, instead of pledging "to work and struggle for the great and noble cause of socialism," the young people promise to live wholesome lives and respect the rights of others. The book they receive at the solemn ceremony does not glorify any ideology, but rather describes Germany's natural beauty.

Psychologists and anthropologists maintain that many young people reaching puberty need some kind of ceremony to impress upon them that they are no longer children, and that they must now assume responsibility for their own lives. This need is especially acute in eastern Germany, where unification has abruptly cut people loose from the moorings that bound them to one another and to society for more than 40 years.

Organizers of the reformed Jugendweihe say they hope that their work will help forge a generation of solid citizens who will reject the temptation to join far-right groups or other anti-social movements. Based on the evidence of a ceremony at a school auditorium in eastern Berlin on a recent Saturday

morning, they may be succeeding.

Seventy-seven nervous boys and girls arrived early for their big day. Proud parents adjusted their children's clothing and wiped real or imagined spots off their faces.

Inside, the program began with an air of solemn dignity.

"Today is an important event in your life," said Werner Riedel, who heads the private association that now sponsors Jugendweihe celebrations in eastern Germany. "Today you finish that long and peaceful part of your life that we call childhood. You are becoming young men and women. Yes, you're big now. Your knowledge and your choices deserve to be taken seriously."

"At 14, you can't write letters to Santa Claus and expect your parents to grant your every wish," he continued. "You have to do your own thinking about how to fulfill yourselves. If you want to be strong tomorrow, you have to begin taking responsibility for yourself today.

"You have to reject violence, racism and anti-foreigner feelings. You have to respect the environment, and not treat our Mother Earth as if we have a second or third one in our pocket. You have to read good books, go to the theater and the cinema, to galleries and museums. . . . For the girls, I wish you nice boys, and for the boys, I wish you nice girls -- but please, there's no hurry."

After finishing, Mr. Riedel called the name of each participant. They came to the stage in groups of about 20. Each was given a book, a red rose, a firm handshake and a few words of congratulation. In the audience, flashbulbs popped and cameras whirred.

After an hour of poetry, music and dance, the ceremony was over. Another group of young people was arriving for the day's second Jugendweihe.

Outside, Robin Senftleben, 14, smart-looking in a white shirt, multi-colored bow tie and matching vest, seemed impressed with himself and what he had just experienced.

"I feel like I've been honored," he said. "It's something you have to live up to. You're not a kid anymore. You have to stop fooling around and start taking things more seriously."

The Jugendweihe is not just a one-day ceremony but a process that takes several months. In that time, participants and nonparticipants alike are invited to join seminars and discussion groups with titles ranging from "Drugs Betray Everyone" to "Facial Care and Makeup" to "How Tolerant Am I Really?"

The Jugendweihe is a 150-year-old tradition in Germany. It was begun by Communist and Social Democratic families who saw the need for such a ceremony but were not affiliated with any church.

In eastern Germany today, less than 20 percent of families are tied to a church, compared with more than 80 percent in the west. Although some western children join the ceremonies, none are held in the west.

Religious leaders long opposed the Jugendweihe as anti-Christian, but Protestant clerics have recently toned down their criticism. Roman Catholic bishops still denounce it.

Organizers of the modernized Jugendweihe, many of whom are resolute anti-Communists, say the ceremony does not reflect nostalgia for the vanished East Germany.

"We're trying to give kids a sense of self-worth in a society that often doesn't take them into account," Mr. Riedel said in an interview. "I like to think that we're making a contribution to building a better Germany."

GRAPHIC: Photo: Werner Riedel, center, congratulating German teen-agers at a nonreligious coming-of-age ceremony in eastern Berlin last month. The Jugendweihe ceremony was used by the Communist Government in East Germany to enforce ideological conformity and is being revived to promote good citizenship. (David Hornback/Paparazzi for The New York Times)

LANGUAGE: ENGLISH

LOAD-DATE-MDC: June 11, 1994

17TH STORY of Level 1 printed in FULL format.

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The New York Times

June 1, 1994, Wednesday, Late Edition - Final

SECTION: Section C; Page 11; Column 5; Cultural Desk

LENGTH: 1236 words

HEADLINE: German Echoes From 1943 Set Off A Book Sensation

BYLINE: By STEPHEN KINZER, Special to The New York Times

DATELINE: BERLIN, May 31

BODY:

Inside the ghostly hall of a church that was heavily damaged in an Allied air raid in 1945 and has not been rebuilt, a semicircle of German actors gathered over the weekend to read from an extraordinary historical work that has become a publishing sensation here.

The book, called "Echolot: A Collective Diary," is a 2,400-page mosaic documenting just two months in German history, January and February 1943. This was when Nazi troops lost the epic battle for Stalingrad and when many Germans began to fear that they might not win the war after all. It was also a period of intense repression in Germany and daily mass murder in death camps throughout the Reich.

Walter Kempowski, who assembled the book from documentary sources and from thousands of texts he received after appealing for them in newspaper advertisements, is a well-known German novelist. He was born in the eastern port of Rostock and moved to Hamburg as a young man, but later made the mistake of returning to visit his family in what had become East Germany. There he was arrested with his mother and brother. All three were convicted of spying, and Mr. Kempowski spent eight years in prison before being allowed to return to the West.

Most of Mr. Kempowski's novels deal with the impact of great events on normal families, including his own. Several have been made into films. But nothing he has written can be compared to "Echolot." (In German, echolot is the word for the depth-finder used by submarines.)

What the Voices Say

The public reading in the Parochialkirche in Berlin lasted 20 hours, only long enough to present a small sample of the work. The mood was solemn, and many of the thousands of people who attended appeared deeply moved.

Passages from "Echolot" for the first days of January are typical of the whole work.

"Dear parents, all I ask is that you not cry too much when you learn I am no more," a German soldier wrote home from Russia after explaining that the army's position was hopeless.

On the same day, a mother wrote to her son, also serving in Russia, that she was furious to learn that the Christmas cake she sent him had not arrived. She added, "Be sure to keep your feet dry."

On Jan. 5, the Nazi Propaganda Minister, Josef Goebbels felt uneasy. "The situation in Stalingrad is really becoming serious," he wrote in his journal. "The whole East has once again become a major problem."

A Polish Jew named Leon Wells emerged that day from two days of hiding in a cramped, dark cellar with 13 other terrified refugees after a Nazi "action" in Lemberg. "It was an awful sight," he wrote. "Bodies were everywhere."

Also on Jan. 5, the German press office issued a one-sentence directive forbidding newspapers to mention the harshness of the climate in the region around Stalingrad. Heinrich Himmler ordered the construction of bordellos for German troops in occupied France "which assure good medical controls to prevent venereal disease." And Hans Scholl, a 25-year-old medical student who was executed six weeks later for distributing antiwar leaflets, wrote to a girlfriend that commitment to freedom "has always been my guiding principle."

Publisher Is Surprised

Mr. Kempowski spent six years collecting and cataloguing the contents, though he wrote none of it himself. The publishers, imagining that public interest would be limited, printed 6,000 four-volume sets priced at $200. They were sold in less than a week, and in the six months since then, more than 20,000 additional sets have been printed and sold.

Each day's story is told by a new set of observers, victims, survivors and murderers, but some entries form patterns that resound throughout the book.

The first entry for each day, for example, is from Dr. Theodor Morell, Hitler's personal physician, noting which drugs he gave his patient that day. Most days include notations from the register of the Jewish cemetery in Berlin, almost all of them recording suicides. And each day ends with notes from the death camp at Auschwitz.

"Two thousand men, women and children arrived in a transport from the Bialystok ghetto," Daunta Czech, an Auschwitz clerk, wrote on Feb. 8. "After selection, 1,830 of the deportees were killed in gas chambers."

The book, however, is much more than just a catalogue of evil. It is a rich chronicle of daily life, told by hundreds of ordinary people as well as historical figures ranging from Roosevelt, Churchill and Pope Pius XII to Raymond Chandler, Carl Gustav Jung and Anais Nin.

'Rich Lode' or a 'Mess'?

A critic in the Berliner Zeitung wrote: " 'Echolot' makes us think -- about human relations and about Germany, about narrow-minded and stupid people, about cowardly obedience but also about moral courage and honor. Kempowski has given us two months of our history and invited us to take responsibility for it."

Most other critics have been equally enthusiastic. One called the book "a grand and monumental concert of voices, a rich lode in which we discover the

inner nature of human lives at a decisive moment."

But because Kempowski merely assembled "Echolot," rather than writing it, some critics have questioned its value. They complain that it is too long and repetitive and that it does not lead the reader toward a clear conclusion.

"It is a chaotic mess," asserted Marcel Reich-Ranicki, host of Germany's most popular literary television program. "It has nothing whatever in common with literature."

Even many admirers of the book do not recommend that it be read from start to finish. It is, however, a fascinating work to open at random. Reading just one day's entries is enough to make one understand why it has stirred such interest in Germany.

The Point of the Book

Mr. Kempowski briefly took part in the marathon reading in Berlin, and in an interview afterward he called the work "a collection of subjective reactions which together produce something very objective."

"My idea," he continued, "is to present a collage, to give life to dead people ranging from top Nazis to Resistance fighters to Thomas Mann in his California exile. It is a mirror full of images which, in the end, are reduced to a single point.

"I cannot name this point. To look for a message in 'Echolot' is like looking for a message in the Bible. The work itself, taken as a whole, is the message."

Evidently weakened by a recent stroke, Kempowski sipped coffee and quietly suggested that World War II changed the world irrevocably and that humanity appeared not to have learned from its horrors.

"Who lost the war?" he asked. "It's a hard question to answer. Not just Germany, that's for sure. The British Empire never surfaced again, and France lost a great deal of its identity. The whole world was set on a course of destruction." Speaking of the trouble in Bosnia and Herzegovina, he said, "The destruction of the Old Bridge in Mostar can be seen as just another delayed consequence of World War II, because it reflects the desire to destroy history and to wipe away the idea that people can live together."

At his country home near Bremen, Mr. Kempowski is building another archive with three assistants. He wants to produce a second "Echolot" covering the last year of World War II.

"In 1999 I will be 70 years old, and the century and the millennium will both be ending," he said. "That would be a fine time to publish 'Echolot II,' wouldn't you say?"

GRAPHIC: Photo: Walter Kempowski has assembled a 2,400-page set of books documenting two months in German history, January and February 1943, when Nazi troops lost the battle for Stalingrad. (Deutche Presse-Agentur)

LANGUAGE: ENGLISH

46TH STORY of Level 1 printed in FULL format.

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May 6, 1994, Friday, Late Edition - Final

SECTION: Section C; Page 1; Column 1; Weekend Desk

LENGTH: 1836 words

HEADLINE: Critic's Notebook;
New Germany's State of Mind

BYLINE: By JOHN ROCKWELL

BODY:
UNDER the title "Germany After the Wall," the Museum of Television and Radio in Manhattan is showing 11 recent television films commissioned by ZDF, a national German television network founded in 1963 and based in Mainz. Seeing these films -- on a big screen until June 25, with a Thursday-through-Sunday schedule, or on a video console any time during museum hours -- does not provide the shocking revelation that German film making has been reborn from its doldrums. But many of the films are pretty good; most offer first-rate acting, and all of them provide, for anyone interested in Germany as opposed to German cinema, telling insights into what present-day Germans are fretting about.

Some of the Germans' concerns are specific to them: the reunification of their country and the difficulties that Easterners ("Ossis") and Westerners ("Wessis") have in comprehending one another; former terrorists coming in from the cold (a special interest of the post-1968 generation that now dominates German film), and the festering problem of neo-Nazi skinheads' violence and the hatred of foreigners. Americans have their share of violence, too, on the street and on the screen. But German violence triggers so many horrific memories that it takes on an entirely different dimension.

Others of the ZDF films limn concerns shared by the entire world, or at least the Westernized world: abortion, serial killers, relations between grown children and aging parents, failed marriages, the shark-infested sea of big business. There's even a film called "Eine Unheilige Liebe" ("An Unholy Love") about a priest torn between his vocation and a woman, shades of the opera "Manon."

A few beard-stroking generalizations can be offered on the basis of five of these films, including all three on view this weekend, one a double-length epic. The first is that contemporary Germany, or at least the Western part that still runs the country and defines its self-image, is more American than any other European country except, maybe, the Netherlands. "Good Germans," who make up the bulk of the populace, are eerily like centrist-left-liberal Americans of the middle and upper-middle classes. Their education is proudly progressive, as are their social and ecological concerns. They dress like us, they talk like us, they behave like us, much of the time. They even make earnestly second-rate television movies on timely issues just like us.

But they aren't us, and the differences lurk just beneath the familiar surface. For one thing, especially in light of their reunification, their film makers are obsessed with flashbacks. Every movie seems riddled with them,

often to black-and-white memories from modern-day color. They remember the Nazi time and the war, they remember their youth, they remember life in the old and curiously lamented German Democratic Republic.

This fixation on memory has side effects. One is a finely honed skill at casting actors who look like their older or younger selves. This policy reaches its apogee in the television-film careers of a mother-and-daughter team, Hannelore and Nina Hoger. They play older and younger versions of the same character in both "Marleneken" (an affectionate diminutive for Marlene) and "Tandem," with Nina Hoger doubling as the older character's daughter in "Tandem."

Another side effect is a sentimentalization of the past. Because, as good Germans, they can't sentimentalize the Nazis, they sentimentalize themselves suffering under the Nazis and the Allied bombardments, as in the first part of "Marleneken," or life in the former East Germany. That environmentally blasted police state is depicted in film after film (often by East German directors) as a country that may have been run by weasily low-level Communist functionaries but was still a paradise of unspoiled landscapes full of quirky, lovable, unspoiled people.

There is a grain of truth here, at least the landscape part: right now, before the Wessis modernize the Ossis into plasticized consumers, is the perfect time to explore some of the quieter corners of the old East Germany, like the Thuringian Forest or the Baltic Coast celebrated in a couple of the ZDF offerings. But the idyllic landscape in a film like "Tandem" is surely prettified almost grotesquely, which may not be good documentary film making but may well be an excellent picture of how Germans wish to remember themselves.

Sentimentality is also a function of television movies, which these most definitely are. Hans Janke, the vice president in charge of television movies and mini-series for ZDF (which stands for Zweites Deutsches Fernsehen, or Second German Television), explained in a recent telephone interview that the network does jointly commission films intended first for theatrical release, as do Channel 4 in London and Canal Plus in Paris. But the films being shown at the Museum of Television and Radio were intended strictly for television, with no theatrical prospects whatsoever.

The difference, apart from artistic pretensions, is budgetary. The theatrical films can cost up to $13 million each, Mr. Janke said; those at the museum average $1 million or a little more. The pfennig-pinching can be seen as soon as any of these films stretches beyond homey depictions of everyday life: a supposedly blown-up building in "Das Grosse Fest" ("The Big Party") looks just like the chintzy little model it so evidently was.

The 11 films, chosen by the museum from a short list of 18 provided by Mr. Janke and his ZDF associates, sometimes disappoint outright. An example is the one film that directly addresses the issue of neo-Nazi attacks, "Dann Eben Mit Gewalt," entitled here as "Violence Is the Last Resort"; it is also the most recent of the lot, shown on ZDF just last October. (The next screening of the film at the museum will be on May 20 at 6 P.M.) It's clumsy and manipulative, a kind of movie familiar from Hollywood in which actors well into their 20's portray high-school students and in which crude psychological explanations are offered for extremely complex problems.

Still, these films are by no means all pure hack work. In general, the acting surpasses the directing and writing. An exception is the first part of "Marleneken," which is being shown on Sunday at 2 P.M. It tells of a middle-age Hamburg woman who had fled the East in her late teens and must now resolve things with her embittered sister and dying mother. (The second part avoids the crucial confrontations in the present in favor of too many distracting flashbacks.)

Apart from a good job by the Hoger team, this offers the last work of an Austrian director, Karin Brandauer (Mr. Janke thought it a coup to have an Austrian direct a film about a German reunion). Mrs. Brandauer, the wife of the actor Klaus Maria Brandauer, died of cancer in 1990, shortly after the completion of this film. To judge from the first part of "Marleneken," which intercuts memory with the present in a touching way and truly builds to a climax, her death was a real artistic loss.

"Tandem," which is being shown this evening at 6, is better for its wittily etched cameos (for which its director, Bernhard Stephan, can take some credit) than for its labored plot, painfully reminiscent of "Jules et Jim." "Das Grosse Fest," yet another East-West reunion film, is about a Baltic Sea hotel and the owner's pushy, Westernized brother and his glitzy modernization plans. This parable suffers from clumsy symbolism, in which every action stands for something portentous and predictable. But it does have two nice performances, by Rolf Hoppe, an Ossi playing a Wessi, and Hans Christian Blech, a Wessi playing an Ossi.

Love 'em or hate 'em or be politely bored by 'em, these films speak to Germans today. Mr. Janke said that a ZDF hit, in a country with a population of over 80 million, might attract up to 15 million viewers, but that the average was closer to 5 million. "We try to do quality television films that have a big public," he said.

Some of these films offer genuine cinematic rewards. But that's not to dismiss the others, especially as regards insights into Germany today. It could even be argued that a flat film, like a flat mirror, offers a truer reflection of the country that produced it than challenging artistic individuality may provide.

Films That Followed The Fall of the Wall

"Germany After the Wall," a series of German television films made after the destruction of the Berlin wall four and a half years ago, is playing at the Museum of Television and Radio, 25 West 52d Street, Manhattan. All of the films have English subtitles.

Screenings of the films are scheduled through June 25; in addition, all of the films can be seen on video consoles during museum hours. Viewings are included in museum admission: $5; $4 for students; $3 for the elderly and those under 13. Hours: Tuesdays through Sundays, noon to 6 P.M.; theaters are open until 8 P.M. on Thursdays and 9 P.M. on Fridays. Information: (212) 621-6800. Here is the screening schedule:
Today

"TANDEM" (1991), by Bernhard Stephan, 6 P.M.

62ND STORY of Level 1 printed in FULL format.

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April 17, 1994, Sunday, Final Edition

SECTION: FIRST SECTION; PAGE A25

LENGTH: 1752 words

HEADLINE: Germans Invest in East Europe but Curb Image of Empire;
Auto, Chemical Firms at Forefront;
$ 2 Billion Effort Trails Americans'

SERIES: Occasional

BYLINE: Rick Atkinson, Washington Post Foreign Service

DATELINE: BERLIN

BODY:

For auto maker Audi AG, faith in Germany's future is demonstrated in a new $ 176 million plant to build car engines.

For the forklift builder Jungheinrich, that faith can be seen in a $ 24 million motor factory scheduled to open next month.

And for the chemical conglomerate Henkel, it's a new $ 9 million cosmetics plant with 60 employees on the payroll.

Yet none of these investments in the German tomorrow can be found in Germany itself. Audi's plant is in Hungary, Jungheinrich's is in the Czech Republic, and Henkel's is in Poland. For these three enterprises, like thousands of similar German ventures large and small, the future lies to the east.

Pushed by economic necessity, pulled by history and geography, Germany is slowly reforging commercial, political and cultural links with Eastern Europe. For younger, western Germans, the East is a new frontier, a virgin land of opportunity beckoning those with entrepreneurial panache. For many, the prospect of a skilled work force in a region where labor costs average only 9 percent of those in western Germany offers salvation from the crushing expense of doing business at home. Eastern Europe's less stringent environmental regulations come as an added advantage.

Although this latter-day "Drang nach Osten" (push to the East) has awakened ancient fears of German continental hegemony, Germany's presence in Eastern Europe is still relatively modest. Total direct investment by German firms is roughly $ 2 billion, putting Germany second to the United States among foreign investors in the East, according to a recent report by Deutsche Bank Research.

"Since the Soviet empire collapsed, there has been a perception in Britain and the rest of Western Europe that Eastern Europe would become a German colony," Werner Hoyer, parliamentary whip for Germany's Free Democratic Party, said in an interview in Bonn. "But the figures do not substantiate that at all. We knew that because there was this concern about us, or even a fear of German influence, we had to say, 'Fine, come on in with us.' "

Kurt Kasch, senior vice president of Deutsche Bank's regional office in Berlin, added: "These Eastern European countries are our natural markets. They're right next door. As for the fear that we will colonize them: France, which is also right next door, is our biggest trading partner by far and nobody says, 'Oh, Germany is going to dominate France.' "

Nevertheless, anxiety persists. Few doubt that Germany "is the 900-pound gorilla in the Europe of the future," as a senior U.S. diplomat in Bonn put it. French officials have hardly concealed their concern that German preoccupation with Eastern Europe could weaken French influence within the European Union and shift the continent's center of gravity eastward.

The French ambassador to Bonn caused a diplomatic flap last month when he told reporters, "It is not just the French who have difficulty accepting the new position of Germany." Underscoring the point, the Guardian newspaper in London published an opinion poll in early April that showed that half of all Britons surveyed said no when asked, "Do you trust Germany?"

Writer Conor Cruise O'Brien gave voice to the fears of many when he wrote in an essay last winter, "East of the Rhine there is emerging, in all but name, a new German empire, a greater power than anything else on the continent."

But in Eastern Europe at least, the empire is emerging slowly. Of more than 15,000 joint ventures now operating in Poland with $ 2.8 billion in foreign capital, only 1,500 -- worth $ 120 million -- involve German firms, according to Polish trade officials. Five of the 10 largest projects are American -- involving International Paper, Marriott, Coca-Cola, PepsiCo and Levi Strauss -- with the biggest German enterprise ranked 12th.

In the Czech Republic, Germany accounts for 14 percent of $ 2.1 billion in foreign investment and ranks second to the Americans. The Germans are also second in Slovakia, behind the Austrians. And of $ 6.2 billion invested by foreigners in Hungary since 1990, German firms account for roughly one-quarter of the total.

When measured with other yardsticks, the German presence is more formidable. As a consequence of geographic proximity, Germany is the biggest Western trading partner with virtually all of the former Warsaw Pact nations. Last year, Bonn imported $ 6.1 billion worth of goods from Poland, Hungary, Slovakia, Slovenia, Hungary and the Czech Republic combined, while exporting $ 7.6 billion in German goods, according to the German Economics Ministry.

Germany is also the major provider of aid to the former Soviet Union and the rest of Eastern Europe. Since 1989, Bonn has contributed $ 73 billion in assistance, although much of that is in the form of export guarantees and projects that largely benefit German companies.

Politically, the Germans also have become more assertive when it comes to the East. Bonn was bitterly condemned for demanding quick recognition in 1991 of Croatian and Slovenian independence, which some critics charge accelerated the breakup of Yugoslavia and the catastrophic civil war there.

More recently, and with a more deft diplomatic touch, the German government has made clear that it will place Eastern Europe's eventual incorporation into the European Union at the top of the agenda when Bonn assumes the EU

presidency this summer.

Most Germans view this engagement with the East as a sensible fire wall against nationalism and instability. A recent poll conducted by the Rand Corp. showed that Germans now consider Eastern Europe and Russia to have supplanted France as preeminent among Germany's "vital interests."

"Germany will immediately be hit if our neighbors to the east are destabilized," said Karl-Hermann Fink, an official with the Eastern Committee for the German Economy, a private research group. "And if their economic and political status is weakened, they might turn eastward instead of looking to the West."

Bonn officials also see their country as a natural bridge unifying two halves of the continent within a pan-European framework. They express exasperation at the enduring suspicion of ulterior German motives.

"Let's assume that we have a policy of wrapping our tentacles all around Eastern Europe. If that were so, then we'd have completely failed," a senior Foreign Ministry official said. "If we wanted to dominate Eastern and Central Europe, the best way to do it would be on a national basis, say a German bilateral relationship with Slovakia or Poland. ... It would be very easy to tell the Baltics, 'Come on, we'll set up a special economic relationship with you. Be our Panama.'

"I would say to the British who are watching us suspiciously: We are demanding that Eastern Europe become the focus of the European Union's efforts for the next decade or so," the official added. "We're demanding that it be multilateral. By pursuing this course, we're willing to subsume our own efforts and surrender the relative advantages we have. ... We do this not out of charity but out of conviction that it's the only way to go."

For their part, many Eastern Europeans have put aside their wariness of German expansion in hopes of reaping a larger share of investment in marks and of cracking Western European steel, coal and agricultural markets. As the late Hungarian prime minister Jozsef Antall once observed, in a sentiment now widely shared, "Germany is like a rich uncle on whom we can rely to base our future."

Besides investment and trade, Germany's influence and growing presence can be seen in a number of other areas. The number of Polish schoolchildren learning German increased nearly 30 percent from 1991 to 1992, according to figures from the Goethe Institute. The demand for English classes also increased dramatically, as Polish children turn away from required Russian language instruction. In Hungary, nearly half of elementary and junior high school students are learning German as a second language, compared with 34 percent now studying English.

There has been a revival of cultural and political links that predate the communist epoch. Bonn, for example, hopes to open a consulate in the Russian city of Kaliningrad -- formerly the German city of Koenigsberg -- which would join a growing constellation of government missions scattered across the former Soviet Union and Eastern Europe. And Germany last month signed a military cooperation agreement with Bulgaria -- an erstwhile ally in World War II -- which was preceded by other agreements on environmental protection and air transport.

For many German companies, turning east is a matter of survival. By shifting production to a region with low labor costs and more lax environmental regulations, hundreds of firms are trying to improve their global competitiveness at a time when the high price of doing business is suffocating German enterprises at home.

" Poland and the Czech Republic," said Kasch, the Deutsche Bank executive, "are our Mexico."

As a consequence, there has been a virtual exodus of textile, porcelain and woodworking operations from the Franconia region of southern Germany in favor of the nearby Czech Republic, according to a Deutsche Bank study. That migration can also be seen in southeastern Germany, where unemployment in parts of Saxony has reached 22 percent, compared to less than 2 percent across the Czech border.

The attractions of operating in the East are apparent in the fortunes of the Henkel Group, an international maker of detergents, shoe polish and other chemical products. In the last five years, Henkel -- operating mostly through its Austrian subsidiary -- has invested $ 150 million in acquiring 14 subsidiaries or affiliates in Eastern Europe, according to company figures.

Sales from Henkel's business in the East have reached $ 300 million a year and are growing by nearly 7 percent annually; the company reported turning a profit in the East for the first time last year. At the same time, Henkel cut 1,600 jobs in Germany in 1993 and plans to trim another 1,000 this year.

Buoyed by such accounts, the eastward pivot of German firms is likely to accelerate as Germany emerges from its deepest recession since World War II, economists predict.

"We can't deny that we have connections in Eastern Europe," said Hans-Christian Reichel, a senior official at the Economics Ministry in Bonn. "It's paramount for us."

Special correspondent Ute Huebner contributed to this article.

GRAPHIC: ILLUSTRATION, GERMAN INVESTMENT IN EASTERN EUROPE (GRAPHIC WAS UNAVAILABLE.), RICHARD FURNO

LANGUAGE: ENGLISH

LOAD-DATE-MDC: April 17, 1994