

GERMAN WORLD

EDUCATION SPECIAL • SPRING 2010



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Dear German-World Readers,

It is a pleasure to help prepare this special Education pull-out because there are so many wonderful things happening in the field of the German language and culture education in the U.S., despite the ominous news about German programs being threatened in these difficult financial times.

U.S. German language programs are being supported by a wide range of organizations (in no particular order and not exclusive), including the 84-year-old American Association of Teachers of German (AATG); the American Council on the Teaching of Languages (ACTFL) and its PR Initiative "Discover Languages, Discover the World"; regional and state teacher organizations; Women in German; German Studies Association; the venerable Modern Language Association and its Association of Departments of Foreign Languages; the Goethe-Institut; the Zentralstelle für Auslandsschulwesen (ZfA); the German Embassy and Consulates; The German American Partnership Program; the PASCH Partnership Schools; the German Information Center (GIC); Waldsee of the Concordia College Language Villages; German-language TV (Deutsche Welle, German Kino-Plus, and Pro-Sieben); many German-American organizations; many Saturday Schools; vibrant immersion programs; and, most of all, the dedicated teachers and professors who teach the language both formally and informally all over the country.

German-World urges you to join and promote the Stand Up for German Learning National initiative (See the article on p. 5.). It is time for all of us whose lives have been positively impacted in some way by the German language and culture to support language programs.

Dr. Cecilia Cloughly,
Contributing Editor,
Citrus College, CA

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GOETHE-INSTITUT

**Latin – Ancient
Greek – German?!**

**The past few years has
seen the emergence of a
trend toward elitism among
learners of German.
The Goethe-Institut
wants to counter
this trend with its
new projects.**



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Against the Current

BY JULIA KERSEBAUM / ENGLISH TRANSLATION BY NANCY JOYCE

The goal is to target a broad audience and motivate high school students into accepting the challenge of learning German. Providing students with language experience is the emphasis: films instead of textbooks, Internet instead of grammar, and networking on many levels. The aim is to free German from the cliché of being an elitist language, and this is to take place via social networks.

The showcase project in this area is the three-language, interactive online youth portal “Todo Alemán,” presented by Goethe-Institut New York last fall. Spelling, grammar, and punctuation are placed in the background. German is learned here like a native language: through successful communication. A continually growing community of fans from around the world attests to the success of the principle.

The American Association of Teachers of German (AATG) and the Goethe-Institut San Francisco have created a different approach to the language. In tandem with the Soccer World Cup in South Africa, the organizations have joined forces to persuade soccer fans that German and soccer are an unbeatable combination. The project is called “Score with German” and presents

teaching materials that focus on soccer to introduce young learners via age-appropriate videos and podcasts to the German language. Also starting in California in the summer of 2010 is the pilot project, “German & Soccer” – camps that will also be offered in coming years in other regions of the US.

Following the dual principle of the project camp residents will learn German via the website in the morning and play soccer in the afternoon. The first residential camp will be held July 4-17, 2010, in Moraga in San Francisco.

The annual Award of Excellence, on the other hand, is based on a best-practice approach. Since 1991 a competition has been held in which contestants present a video edited for high school students on an aspect of German life. The themes of the videos are quite diverse, such as German food, German fashion, or the German fight against climate change. To ensure that the material is learned well, a quiz is provided that can be given in class and submitted to the Award of Excellence staff. Prizes are five language courses at the Goethe-Institut in Germany and material about German life, the German language, and learn-

ing about German language and culture. Altogether, over 1.5 million US American students have participated so far, and the numbers grow every year.

The trend against the current — the Goethe language courses mirror this—is revealed in an increase in numbers: Every year more than 2,000 learners of German participate in a total of 16,000 hours of classroom instruction. A wide range of German courses caters to learners of all age groups – from small children to seniors, there is something for everyone. German is taught at its six locations in the USA and thirteen in Germany. Especially the success of the German courses in Germany attests to an interest that goes beyond just acquiring knowledge of the language. The aim is to awaken and strengthen interest in the German language across the nation.

**Elite is different –
says the motto.
German is for everyone –
that is the mission!**

learning

“Stand Up for Learning German!”

U.S. German classes are threatened with possible elimination all over the U.S. in these days of financial crisis.

Over 50,000,000 Americans are of German, Austrian, or Swiss descent. Will their children and grandchildren have the possibility of learning German at American schools and universities?

In order to support teachers of German and German language programs nationwide, the German Learning Opportunities Web site (GLOW*) has initiated a national grass-roots movement on Facebook and Gmail to defend these programs.

Some statistics are thought-provoking. A recently released study by the Center for Applied Linguistics showed that in 2007 only 14% of American high schools offered German in 2007, only 1% more than the 13% which teach Latin. What is worse, this 14% percentage has undoubtedly decreased over the past two years due to the fiscal crises in many American school districts. German is especially vulnerable to being cut for a number of reasons. German attracts fewer students than Spanish and French at a time when school districts want to add a less commonly taught language. Also, a large number of German teachers are retiring, giving schools a window of opportunity to eliminate the program. Some universities, including the University of Southern California, have decided not only to eliminate graduate programs, but also majors and minors. This spring 2010 the national office of the Association of American Teachers of German (AATG) office is especially busy helping to defend programs in all parts of the country.

On the other hand, there is good news. There are some indications that pre-collegiate German enrollments are on the rise in some areas of the country. Some community colleges are reporting record enrollments because some of the unemployed are turning to education to make themselves more marketable. Also, according to the results of a survey commissioned by the German Information Center, Americans hold Germany and the German people in higher esteem today than at any time since September 2002 when the first study was made. German Ambassador Klaus Scharioth said, “The study shows clearly that Americans perceive Germany as a modern, high-tech country and an important international partner of the USA.”

And this is what YOU can do in one minute to help. If you agree that the current diverse opportunities to learn German should not be eliminated, register now and join the thousands of supporters who have signed up already! No names will be used, just totals. The goal is to amass as many “Friends of Learning German” as possible. For the Top Ten Reasons to Learn German and other helpful items see:
<http://www.aatg.org/promoting-german>.

Spread the word on Facebook: Link up as a friend of “Stand Up for German Learning by GLOW” at <http://www.facebook.com/group.php?gid=238376202315&ref=mf>. DONE! Send it on to all of your Facebook friends.

Send an E-Mail: E-mail to STANDUPFORGERMANLEARNING@gmail.com. Put your name (and those of friends and family members, if you want) in the SUBJECT LINE. DONE! Send this message on to your e-mail friends!

Vielen Dank!

Sincerely,

Dr. Cecilia Cloughly



(GLOW is a free data base of over 6,000 programs, translators, tutors, and job seekers. Go to www.LearnGerman.US. Type in your zip code and see what is offered in your area.)

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Deutsch hat Konjunktur

Eröffnung der Goethe
International Charter School
of Los Angeles, CA

WACHSENDES INTERESSE AN DEUTSCHSPRACHIGEN IMMERSIONSSCHULEN

Von Frank Müller

Überrascht und beeindruckt zeigte sich Anfang März Angelika Krüger-Leißner (MdB), Stv. Vorsitzende des Bundestagssausschusses für Kultur und Medien, bei ihrem Besuch der Albert Einstein Charter School im südkalifornischen San Diego - überrascht von der Existenz und dem Zulauf zu diesem Schultyp, beeindruckt vom hohen Sprachniveau der 730 Deutschlerner. „Die Schüler sind sehr motiviert und haben offenkundig viel Spaß am Lernen“, resümierte Krüger-Leißner, selbst gelernte Lehrerin, ihre Unterrichtsbesuche in der Grund- und Sekundarschule.

Schülerinnen der
Albert Einstein Academies
Charter School präsentieren ihren
GAPP-Deutschlandaustausch

Schülerinnen der Albert Einstein Academies Charter School präsentieren ihren GAPP-Deutschlandaustausch



Die Albert Einstein-Schule (www.aeacs.org) ist die älteste deutschsprachige *Charter School* in den USA. Hier wird auf den Klassenstufen K-5 im Rahmen eines „Dual immersion“-Konzepts abwechselnd in englischer und deutscher Sprache unterrichtet und auf den Klassenstufen 6-8 verstärkter Deutschunterricht in Vorbereitung auf die Prüfungen zum Deutschen Sprachdiplom der Kultusministerkonferenz (DSD I) erteilt. Angesichts der bisherigen Erfolge und der ungebremsten Nachfrage denkt der Schulvorstand zurzeit über die Entwicklung einer eigenen *High School* nach, um die Schule in einigen Jahren als K-12 Programm mit den Bildungszielen „Gemischtsprachiges IB“ und „High School-Diploma“ positionieren zu können. In Gesprächen mit Schulleitung und Schulvorstand ging es neben der Schulentwicklungsplanung dann auch um den Status der Albert Einstein Academies als Partnerschule der Bundesrepublik Deutschland und natürlich um die Frage nach den Gründen für den Erfolg einer deutschsprachigen Vollzeitschule im Südwesten der USA. Einer dieser Gründe lag für den hohen Gast aus Deutschland nach dem knapp dreistündigen Schulbesuch auf der Hand: „Wenn ich sehe, wie sich Eltern hier auch jenseits der Grundschule für die Ausbildung ihrer Kinder engagieren, so ist das durchaus Modellhaft“.

Angelika Krüger-
Leissner (rechts) mit
Ursula Cunniff als
Vertreterin der
Einstein-Elternschaft



*Angelika Krüger-Leissner mit Ursula Cunniff
als Vertreterin der Einstein-Elternschaft*

Die Albert Einstein-Schule, die mit der *Atlanta International School* ihrerseits ein curriculares Vorbild in den USA hat, fungiert inzwischen als Modell für weitere Neugründungen deutschsprachiger Immersionsschulen. So eröffnete im Sommer 2009 in Los Angeles die *Goethe International Charter School*, an der seither 180 Kinder auf den Klassenstufen K-4 nach dem „Dual immersion“-Konzept unterrichtet werden und angesichts der hohen Anmeldezahlen für das kommende Schuljahr die Aufnahme bereits über das Los entschieden werden muss (www.goethecharterschool).

org). Im Schuljahr 2010/11 wird die Goethe-Grundschule mit 230 Kindern auf den Klassenstufen K-5 bereits Volllast fahren, für das Schuljahr 2011/12 ist beim lokalen Schulträger die Eröffnung einer eigenen *Middle School* beantragt. Im kalifornischen *Orange County* hat eine Gründungsinitiative jüngst die Charter mit dem Ziel beantragt, im September 2010 als German International *Charter School of La Mirada* (www.german-school-lm.org) zu eröffnen. Selbst im entlegenen Anchorage, AK wird an der 2007 eröffneten deutschsprachigen *Rilke School of Arts and Sciences* (www.rilkeschule.org) deutlich, dass die *Charter School*-Bewegung hervorragende Chancen für deutschsprachige Angebote im staatlich finanzierten Schulwesen eröffnet. Bei Rilke durchlaufen im dritten Jahr nach dem „Grand Opening“ bereits knapp 300 Schüler/innen auf den Klassenstufen K-8 ein anspruchsvolles *dual immersion*-Programm.

Eröffnung der Goethe International Charter School of Los Angeles, CA

Aber auch im Privatschulbereich gibt es Erfolgsgeschichten: In Saint Paul, MN, wächst das K-5-Programm der *Twin Cities German Immersion School* (www.germanschool-mn.org) in die *Middle School* hinein, erwägt man sogar die Einführung deutscher Schulabschlüsse; in Palo Alto, CA, hat seit vielen Jahren die *German American International School* (www.germanamericanschool.org) als K-8-Schule großen Zulauf – und dies neben der nur wenige Kilometer entfernten, renommierten Deutschen Auslandsschule in Mountain View (*German International School of Silicon Valley*; www.gissv.org).

Noch junge Privatschulinitiativen, die an der Schwelle zur staatlichen Anerkennung als Primärschulen stehen, gibt es in Chicago, IL (Deutsche Schule Chicago; www.germanschoolchicago.com) und Dallas, TX (*German International School of Dallas*; www.german-isd.com). In Houston, TX hat die *German American Elementary School* (www.glchouston.com) inzwischen ihre staatliche Zulassung erhalten und wird im September 2010 die ersten Jahrgänge auf den Stufen K-3 einschulen.

Etwas schwerer tun sich bislang Deutschprogramme, die als Abteilungen unter dem Dach von Internationalen Schulen arbeiten, so z.B. an der *Colorado International School in Denver, CO* (www.coloradointernationalschool.org) oder der *International School of Tucson* (www.interantionalschooloftucson.org) im südlichen Arizona. Diese Immersionsprogramme leben im Wesentlichen von vor Ort ansässigen Expats und sind im Vergleich zu den anderen innerschulisch angebotenen Sprachprogrammen, wie zB Französisch, Mandarin und Spanisch, eher klein. Dennoch sind auch sie Anlaufpunkte für die deutschsprachigen und deutschinteressierten Gemeinden und bilden somit ein wichtiges Mosaik im Gesamtbild der deutschsprachigen Immersionsschulen in den USA.

Erstklässler im deutschen Immersionszweig der International School of Tucson, AZ

Alle genannten Schulen haben an ihren jeweiligen Standorten Exzellenzstatus. Drei Schulen haben sich inzwischen so weit entwickelt, dass sie sich im laufenden Schuljahr erstmals am Deutschen Sprachdiplom der Kultusministerkonferenz beteiligen: die *Rilke School of Arts and Sciences* in Anchorage, AK, die *German American International School* in Palo Alto, CA, und die Albert Einstein Academies Charter School in San Diego, CA. Damit erfüllen sie den in ihren jeweiligen Leitbildern formulierten Anspruch, ihre Schülerschaften auch auf international anerkannte Prüfungen vorzubereiten und ihnen so die Möglichkeit des Studiums auch außerhalb der Grenzen der USA zu erleichtern.

Die ZfA begleitet die Positionierung der Weltsprache Deutsch im Wachstumsbereich „Immersion schools“ durch eine jährliche Koordinations- und Fortbildungstagung – zuletzt im September 2009 an der Rilke-Schule in Anchorage, AK. Die nächste von der ZfA organisierte Immersionskonferenz findet im September 2010 beim Ideengeber der inzwischen so erfolgreichen Einstein-Schule in San Diego statt: der *Atlanta International School* in Atlanta, GA (www.aischool.org). Das Prinzip des Voneinander-Lernens gilt auch hier: Deshalb sind nicht nur in immersiven Programmen Unterrichtende, sondern auch Ideensuchende herzlich willkommen!

Erstklässler im deutschen Immersionszweig der International School of Tucson, AZ



© lightkeeper

With an increasing number of middle schools and high schools eliminating German from their regular curriculum, the



privately funded Saturday schools that can be found throughout the US play an increasingly vital role in keeping the German language alive.



Students and their teacher during a break at the German Saturday School in Temple City.

Filling the Blanks: GERMAN SATURDAY SCHOOLS

In some regions, the Saturday schools are part of an umbrella organization like the German-American School Association of Southern and Northern California (GASA and GASANC), or the German Language School Conference (GLSC) with schools mostly located in the East Coast states. In the Midwest, the cultural non-profit organization D.A.N.K. (Deutsch-Amerikanischer Nationalkongress) has established several Saturday school programs for kids and adults.

In the following, we introduce the German-American School Association of Southern California and the German-American Saturday School of Palo Alto, a member school of GASANC, to you.

The German-American School Association of Southern California, Inc. (GASA) was founded in 1954 and is dedicated to teaching children the German language, culture, music and literature. Traditional festivals of German speaking countries are observed during the school year and make school just more fun on a Saturday.

Multilingualism is the norm in most of the world, and GASA believes that children who speak and write more than one language will be better prepared for life in the 21st century with its growing global economy.

Since Saturday schools are in competition with sports activities on Saturday, the teachers at GASA put a lot of effort in making learning German a pleasant experience for children. The younger they are, the easier it is for them to pick up pronunciation and structure of the language.

Instruction at GASA Saturday schools is available at different skill levels, from pre-school age through high school. By exposing our students to a new culture, the Saturday schools teach respect for the diversity of humankind, international awareness and active and responsible world citizenship.

To ensure that our students receive the highest quality of instruction, GASA teachers are selected for both their knowledge of German and their teaching ability. They are either native speakers or have demonstrated native speaker's proficiency. GASA is using age-appropriate textbooks that meet current standards for foreign language teaching. Report cards are issued at the end of the semester.

The curriculum at all GASA schools will prepare students for the American Association of Teachers of German tests (AATG) for possible high school credits and/or placement as well as for the AP (Advanced Placement) testing for college credit. GASA schools also offer classes for DSD (Deutsches Sprach-Diplom) – the linguistic qualification for studying in Germany. Students can take tests at the following three levels: A2, B1 and C1.

School Year & Hours:

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German Summer

Ist der Zeppelin “a Blimp”? Yes, or no, or maybe...

YOU’LL FIND THE ANSWER AT THE GERMAN-AMERICAN SATURDAY SCHOOL OF PALO ALTO BY SABINE EISENHAEUER

Are you just a step away from making your decision to start learning German? Give it a try, join us, and learn German the way so many preschoolers, children, teenagers and adults have over the years at our school. Whether you are just passing through or plan to stay a while, come and join us!



For over 40 years, the German-American Saturday School of Palo Alto (GAS-PA) has offered a German language program in a Saturday school format, and for almost as many years we have been offering a summer school program.

How does it work?

Our program varies from year to year, adjusting it to meet the needs of our participants. We offer programs for children from

age 3 through high school. Additionally, we offer programs for adults.

Regardless of whether German is your native language, you’re of German descent or you are simply interested in learning German, we have the right program and learning group for you! The content of the classes is focused on themes taken from students’ interest. Of course, classic German school literature is included, too. If exciting material taken from books, the Internet etc. does not suit the students’ needs, we create our own material.

One example of our thematic approach is taking advantage of the Zeppelin that is located right here in Northern California at our very own Moffett Field! Combined with a bit of “Geocaching”, we created a program that includes geography, math, history, music, GPS and –voilà– the result was a perfect and very well-rounded lesson. We were able to take a close look at the actual construction of the Zeppelin both from the inside and out. Without even realizing, this entire activity involved reading, composition, and grammar. From preparing for our field trip, recording responses, and finally publishing our story, the German language was included every step of the way.

With the help of “Geocaching”, we take part in cultural exchanges with others in the Bay Area. We prepare shows for “Radio Goethe”, create a movie about Germans and their professions living in the Bay Area, discuss environmental issues during a weekend in Yosemite, or speak to people of all trades in order to find out what their jobs entail.

At the end of the year, students are able to take among others, the AATG and AP Tests. Highest marks are almost always achieved.

Has our comprehensive program sparked your interest? We look forward seeing you at school!

For more information visit
www.gaspa-ca.org
or contact us
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students who *inspire*

James Kryshak | MUSIC STUDENT FINDS GERMAN USEFUL IN OPERA CAREER

James Kryshak started learning German at Elmhurst College (outside of Chicago) with Professors Lester Caltvedt and Wallace Lagerwey, eventually graduating with two majors, Voice Performance and German in 2006.

German professor and Director of International Education and Programs Abroad, Wallace Lagerwey, describes Kryshak's remarkable story from beginner German student to fluent German speaker. "Jim was a wonderful student in my German 101 class. I urged him to continue with German and spoke to him about the possibilities of going to Vienna through the IES program where he would be able to take courses at the Conservatory if he was good enough in voice. He had just completed German 202 when he went to Vienna, and before long he was competing in musical competitions in Vienna. That is how he got his start. He continued taking voice lessons and returned to campus as the best singer I have ever heard here and with a scholarship to go back to Vienna after he graduated from Elmhurst. No German, no Vienna; no Vienna, no international competition; no international competition, no career. A truly remarkable story."

His other German professor, Les Caltvedt, continues the story: "After James Kryshak returned from studying music and German in Vienna, he took a course in 20th century German culture with me and was a liberal arts German student *par excellence*, in that he showed great interest in and knowledge of all aspects of German civilization from *Jugendstil* to *Postmoderne*. His oral reports dealt with music, but he was perceptive in his observations regarding art, architecture, literature and their historical context as well. I was fortunate to attend his lecture/recital on Schumann's *Dichterliebe*, which he prepared for the Elmhurst College Music Department. His knowledge of German, his experience in Vienna, and his sunny, upbeat personality are great assets to add to his superb musical talent for his already promising career in opera, the most interdisciplinary of musical genres."

"The German language, for me, is one of beauty and inspiration," explains James Kryshak. "Ever since I began my study of the language and culture, it has always held a very special place in my

heart and life. Through study, I was able to live in Austria for two years, meeting several native speakers, forming lasting relationships, and finding meaning in my own life. It has been through my work in the spoken language, which has allowed me to develop a love of language through song, focusing on the Lieder of Franz Schubert, Robert Schumann, and Hugo Wolf. One of my favorite and most rewarding aspects of being a singer is to study and develop relationships to these pieces, especially longer cycles, such as Schubert's *Winterreise* and Schumann's *Dichterliebe*."

"Not only has the use of language helped me in song repertoire," he continues, "but also in many operatic endeavors. I have been able to perform roles in Mozart's *Die Zauberflöte* (Tamino, Mononstatos) as well as to prepare roles in several other German operas including Mozart's *Die Entführung aus dem Serail* (Pedrillo) and Wagner's *Lohengrin* (Noble 2).

It is through this relationship with the German language that I indeed plan to once again travel to Germany and Austria and work in the opera houses of Central Europe, those which feed the world with all the glory opera and song repertoire have to offer."

bio

A tenor hailing from Baldwinsville, in New York, **James Kryshak** made his professional opera debut in 2008 as Don Ottavio in Raylynmor Opera's production of Mozart's *Don Giovanni*. He has sung leading roles in several operas including *Il barbiere di Siviglia*, *The Merry Widow*, *Die Zauberflöte*, and many more. A winner in both District (2008, 2009) and Regional (2009) levels of the Metropolitan Opera National Council Auditions, James sang on the stage of the Metropolitan Opera as a National Semi-Finalist in February 2009. James was also a Finalist in the Ferruccio Tagliavini International Vocal Competition in Deutschlandsberg in Austria (April 2005) as well as a Semi-Finalist in the Klassik Mania Competition in Vienna (July 2005).

Recently James won a coveted spot at the Patrick G. and Shirley W. Ryan Center at the Lyric Opera of Chicago (2010-2011 season). He will perform in four operas, including Wagner's *Lohengrin*.

Test Your German

TRANSLATE THIS TEXT AND FIND **10 ERRORS**. ANSWERS ON PAGE 13.

Mit Alice auf Erfolgskurs¹ TOKIO HOTEL IM WUNDERLAND

Magdeburg in der ehemaligen DDR² goes Hollywood! Die deutschen Band Tokio Hotel feiert die Premiere ihres neusten Songs „Strange“, der auf dem Soundtrack von Tim Burtons Meisterwerk „Alice im Wunderland“ zu hören ist. Mit der legendären Regisseur³ zusammenzuarbeiten, war für die jungen Musiker ein absoluter Traum.

“**T**im Burton ist auf jeden Fall ein richtiger toller Typ. Alle seine Filme haben so eine ganz bestimmte Aura“, schwärmt⁴ Bill Kaulitz, die Leadsänger von *Tokio Hotel*. Es war aber die Geschichte von „Alice im Wunderland“, die Tokio Hotel zu ihrem neuen Song „Strange“ inspirierte, erklärt Bill.

„Es ist vor allem ein bisschen aus unserem Leben. Unser Leben ist natürlich sehr ‚strange‘. Man fühlt sich einfach nie richtig dazugehörig⁵ und man fühlt sich irgendwie ein bisschen anders. (...) Wer einmal seinen Fuß durch diesen Tür setzt und in dieses Tokio Hotel reinkommt, der kommt da auch im Prinzip nicht so schnell wieder raus. Das passt in dem Fall⁶ natürlich auch perfekt zur Wunderland.“ Kein Wunder also, dass Tim Burtons neuer Film wurde schnell zum Lieblingsfilm der vier jungen Musiker.

„Ich finde, der Mix aus dieser Fantasiewelt und dem Wirklichen ist superer“, sagt Bill. „Das ist ein Film, der jeder irgendwie gut finden kann. Da kann man sich auf jeden Fall rein setzen, da wird man sich richtig gut unterhalten (...) Ich finde es ist ein grandioser Film!“ – gw/Katja Lau

✱ Help with Vocabulary:

1 With Alice on the track to success

3 Film director

5 One never feels that he/she really belongs

2 In the former East Germany

4 Rave enthusiastically

6 In this case

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Karl H. Schneider AND Dr. Lida Daves-Schneider,

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teachers who *inspire*

ELTERNABEND, SCHUHPLATTLER AND SPAGHETTI-EIS A 20-YEAR TRADITION IN SOUTHERN CALIFORNIA

Southern California, with a taco stand on every corner and strains of mariachi music floating in the air, does not seem the likely place for a German program to thrive. Thanks to the dynamic duo of “Herr und Frau Schneider,” as they are fondly known by one and all at Ayala High School, however, the German program takes a prominent place alongside Spanish, French and ASL. Many students become so interested that they continue German at the university level.

Karl H. Schneider grew up in the Palatinate area of Germany and immigrated to the US in 1970. He studied English at Cal Poly University in Pomona, California, and took over a small, floundering German program at his high school in the Chino Valley Unified School District. Soon he was teaching German full-time, organizing immersion weekends and trips to Germany for his students. He became a district foreign language coordinator and co-founder of the Inland Empire Foreign Language Association. When Ayala High School was opened in 1990, Karl H. Schneider started the German program there.

Dr. Lida Daves-Schneider hails from a small town in North Carolina, where she learned French in high school. She was an AFS exchange student to Germany in the summer of 1969, an experience that changed her life. On the train ride from Heidelberg to Gundersheim, the small village where her guest family lived, she admired the scenery of the Neckar valley with its numerous castles, and this southern girl thought she had died and landed in a fairy tale. After a few days Lida felt completely at home and knew her life’s calling—she would be a German teacher and share her newfound love. She obtained a BA, MA and PhD in German and has taught primarily at the post-secondary level in several US states.

“Herr und Frau Schneider’s” paths crossed at professional meetings and since 1996 they have been a couple and a team. Frau Schneider taught German full time, which afforded Herr Schneider the opportunity to try his hand at teaching ESL. Herr Schneider now teaches four sections of German, for a total of nine sections in the program.

What's the secret of their success?

“Herr und Frau Schneider” share the common vision that the language should be taught to be used and that the language and

culture should come alive both inside and outside the classroom. Frau Schneider even developed a unit on soccer, and at the end of the unit the class played soccer during class—speaking exclusively German! More and more students are taking the AP exam after the fourth year, and the pass rate is a virtual 100%.

Herr Schneider is the technology guru of the pair. He spends countless hours surfing the Internet for up-to-date podcasts, videos from YouTube and print materials for all levels.

However, Herr and Frau Schneider not only make the language come alive in the classroom. They are advisors to an active German Club that extends the immersion in German language and culture after school. A favorite activity is to share “Spaghetti-Eis,” ice-cream shaped like spaghetti noodles, with the student body during lunch time. Frau Schneider directs the German Club dancers, a group of 16-20 students who have performed the Schuhplattler folk dances at various venues.

Perhaps the activity that most distinguishes the German Program at Ayala High School is the end of the year performance known as “Elternabend,” or “Parents’ Night”. It started many years ago at Herr Schneider’s first school, Don Lugo, with a home-cooked German meal for his students’ parents. Frau Schneider soon suggested to add some entertainment, and Elternabend became an annual event. In 2007, a very ambitious student suggested putting on a full-length musical performance—“Cinderella,” all in German. Frau Schneider wrote the script, organized costumes and rehearsals while Herr Schneider took care of the menu, and trained the servers. Over 60 students participated, and 150 guests attended. The performances have gotten bigger and better every year, and for many students this is one of the most memorable events of their high school career.

Frau Schneider was named 2009-2010 Teacher of the Year at Ayala High School. The award belongs just as much to Herr Schneider, because it’s their teamwork that has helped German thrive at Ayala. A student recently commented to Herr Schneider, “You and Frau Schneider are the only teachers I have who seem to really like what you teach.”

TV Star Eric Braeden Named "Friend of German"

Named as the AATG 2009-2010 Friend of German, Eric Braeden made a stirring presentation to an enthusiastic audience at the organization's national meeting in San Diego. His speech "On Being a German" brought the audience to its feet and is available on his official web site www.ericbraeden.org under speeches.

The easily recognizable actor portrays Victor Newman on "The Young and the Restless." Long a supporter of German-American relations, Braeden is a strong supporter of the GLOW National Achievement Awards and the Stand Up for German Learning grassroots P.R. initiative. Eric said that he was "very impressed" with the conference and the AATG members he met. - gw/cc



Photo (top): Eric Braeden and Cecilia Cloughly

Photo (center): Lucas Gravitt, awardee from KY with Bertram von Moltke, German Embassy

Photo (bottom): Eric Braeden with AATG National Staff Members Mercedes Pokorny, AATG Executive Director Helene Zimmer-Loew, Martha Blackburn Williams, Anita Spina.



Test Your German

ANSWERS
FROM THE ARTICLE
ON PAGE 11

1. line 1: Die **deutsche** Band
2. line 3: mit **dem** legendären (*Regisseur* is masculine.)
3. line 4: **Traum** (No umlaut; its plural is *Träume*.)
4. line 6: ein **richtig** toller Typ (*Richtig* is an adverb modifying toller, not an adjective.)
5. line 7: **der** Leadsänger (*Sänger* is masculine, as in error 2.)
6. line 12: durch **diese** Tür (*Durch* is an accusative preposition and Tür is feminine.)
7. line 14: **zum** Wunderland (Das Land)
8. line 15: Lieblingsfilm der vier jungen Musiker **wurde** (With the conjunction dass, the finite verb goes to the end of the dependent clause.)
9. line 16: ist **super** (*Super* is a predicate adjective after ist and never has an ending.)
10. line 18: **den** jeder irgendwie (*Den* is the accusative direct object in the dependent clause.)



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People.com recently reported that the script on Lady Gaga's inner left arm tattoo reads, "In the deepest hour of the night, confess to yourself that you would die if you were forbidden to write. And look deep into your heart where it spreads its roots for the answer, and ask yourself, must I write?" The quote actually stems from a letter* to Xaver Kappus dated "Paris, February 17, 1903" from the noted poet Rainer Maria Rilke (1875-1926), whom Gaga has described as her "favorite philosopher."

Lady Gaga Wears Rilke



The German original of the Gaga's tattoo reads: „Gehen Sie in sich. Erforschen Sie den Grund, der Sie schreiben heißt; prüfen Sie, ob er in der tiefsten Stelle Ihres Herzens seine Wurzeln ausstreckt, gestehen Sie sich ein, ob Sie sterben müssten, wenn es Ihnen versagt würde zu schreiben. Dieses vor allem: fragen Sie sich in der stillsten Stunde Ihrer Nacht: muss ich schreiben?“

*Aus: *Briefe an einen jungen Dichter*, eine Zusammenstellung von Antwortbriefen von Rainer Maria Rilke an Franz Xaver Kappus. Dieser hatte sich Hilfe suchend bezüglich seiner ersten literarischen Werke an Rilke gewandt. Die Briefe entstanden in den Jahren 1903 bis 1908 an verschiedenen Orten Europas.

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www.dswashington.org

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www.aatg.org

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